SAMPEL PERCUMA

IELTS Writing Task 2: Esei Model Band 9 + Pelan 30 Hari

Set penuh: IELTS 2026

Writing Task 2 + blueprint

Sampel ini: 8 muka surat. Set penuh ada:

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Sampel bermula di muka surat sebelah

P0 By Day 30, you will…

- **Know your real band, not your hoped-for band** — your Day-1 essay and your Day-29 mock sit side by side, marked against the same four official criteria. Most candidates have never once seen that comparison.
- **Start writing within sixty seconds of reading any prompt** — because you recognise which of the five question types it is, and the frame for that type is already in your head.
- **Answer the whole question, every time** — the single most expensive Task Response mistake - half-answering a two-part prompt - is the one you will have drilled hardest.
- **Write English that does not sound translated** — the Beginner Path shows you the exact phrases that give a non-native writer away, and the natural English an examiner expects instead.
- **Have a named list of your own repeated errors** — three lines, in your handwriting, from thirty days of marked essays. That short list is your entire revision - not 'study more English'.
- **Own 433 model essays you have actually read, not merely downloaded** — the 273 in the standard library plus 160 new ones written for this edition, each with an examiner's note explaining exactly why it scores.

Why this works (and why "read more samples" does not)

Reading model essays is comfortable, and comfort is the reason so many candidates sit the test three times on the same band. Reading shows you what good looks like; it never shows you what *your* writing is missing. The thirty days below alternate the two on purpose: read a model, then write one under a clock, then mark your own against the four official criteria and write down the gap in your own words. The essays are the easy half of this pack. This blueprint is the half that makes them do something.

What is inside, and when to use it

PART	WHAT IT IS	WHEN TO USE IT
First Win	One 20-minute task, next page	Today, before anything else
Model essays	273 in the standard library + 160 new, with examiner's notes	Every reading day in the plan
Beginner Path	12 essays written three times: Band 6, 7 and 9	Start here if you are below Band 6.5
Question Bank	150 exam-style prompts, each with an angle to argue	Every writing day. Pick at random
Phrase Bank	120 Band-9 phrases sorted by what they do	Vocabulary days, and while marking
Bonus 1	The 30-Day Band-Jump Writing Plan	Your daily boss. Tick every day
Bonus 2	Examiner's Mind Playbook	Read now, and again in test week
Bonus 3	Blank-Page Killer answer frames	Open beside you for every essay
Bonus 4	The Error Tracker	After marking anything

PART A · 160 New Band-9 Model Essays

Written for this A+ Premium edition and found in no other pack. Every one of the five Task 2 question types appears here across twelve topic areas, in the same format as the standard library — the exam prompt, then a complete answer. What is new is the **examiner's note** under each essay: it names which of the four official criteria the essay is winning on, and points at the exact sentence that does it, so you are not left guessing what "good" was. Under that sits a short **phrase bank** lifted from the essay — language that transfers straight to a different question next week.

How to use this part: never read more than three in a row. Read one, close the file, and write the same prompt yourself under a 40-minute clock. Then reopen and compare paragraph by paragraph. Reading twenty essays in an evening feels productive and changes nothing; writing one and marking it against a model changes the band.

OPINION — agree / disagree

32 model essays of this type, across the topic areas that appear most often in the test.

ESSAY 1 · Education **Opinion · 302 words**

Question. Some people believe that university tuition should be paid for entirely by the government so that education is free for all students. To what extent do you agree or disagree?

Several governments have debated abolishing tuition fees and funding higher education wholly from taxation. I broadly agree that a degree should be free at the point of entry, though I would argue that the cost is best recovered later through the earnings of graduates rather than written off altogether.

The strongest argument for removing fees is that price, rather than ability, currently decides who studies. A teenager from a low-income household who is told that a medical degree carries a debt of fifty thousand pounds will weigh that figure against a wage she could earn immediately, and many such students quietly rule themselves out long before they apply. Scotland, which has kept tuition free for its own residents while England charges, offers a useful natural experiment: participation among the poorest Scottish school leavers climbed once the upfront barrier disappeared. A country that loses its ablest poor children to a fee schedule is wasting the one resource it cannot import.

That said, making degrees free in the absolute sense would be quietly regressive. Graduates earn substantially more over a lifetime than those who never attend, so funding them from general taxation asks a bus driver to subsidise the training of a lawyer she will never be able to afford to consult. The elegant compromise is a deferred graduate contribution: nobody pays to enrol, and repayment begins only once earnings pass a comfortable threshold, as Australia's HECS scheme has done since 1989. The gate stands open to everyone, and the bill arrives only after the degree has demonstrably paid for itself.

I therefore support free access rather than free education. Removing upfront fees corrects a genuine injustice in who gets to study, while an income-linked contribution afterwards keeps the system solvent and stops the least advantaged from paying for the privileges of the most.

EXAMINER'S NOTE — WHY THIS SCORES

Task Response: the position is not a fence-sitting 'both sides' answer but a precise one - free entry, paid back later - and every paragraph serves it. Lexical Resource shows in accurate, unshowy choices like 'quietly regressive' and 'a deferred graduate contribution' rather than decorative synonyms. Note how the third paragraph raises the objection to its own side and then resolves it with the Australian scheme; that self-correction is what separates a 9 from a 7.

BAND-9 PHRASES TO STEAL: free at the point of entry · the strongest argument for X is that · that said, X would be quietly regressive · the elegant compromise is · I therefore support X rather than Y

ESSAY 2 · Education **Opinion · 297 words**

Question. Schools should spend more time teaching practical life skills, such as managing money and cooking, and less time on traditional academic subjects like history. To what extent do you agree or disagree?

It is sometimes suggested that lessons in budgeting, cooking and basic household repair should displace subjects such as history and literature on the school timetable. While I accept that most school leavers are dismally unprepared for the mechanics of adult life, I disagree that the remedy is to hollow out the academic curriculum.

The gap is real enough. A student can leave school able to analyse a sonnet yet unable to read a payslip, and entirely unaware of how a modest credit-card balance becomes an unpayable one. England responded by adding financial education to the citizenship curriculum in 2014, and the interesting thing about that reform is how little space it needed: the essentials of interest, tax and tenancy can be taught properly in a single term. Practical competence is shallow knowledge in the best sense, which is precisely why it does not require years of the timetable.

Academic subjects earn their place because they supply something that cannot be picked up later. History, taught well, is not a stock of dates but an apprenticeship in evidence: a pupil who has spent two years asking who wrote a document, and what they stood to gain by writing it, is markedly harder to deceive at forty. The same applies to the mathematical reasoning behind a statistic in a newspaper. Cooking can be learnt from a recipe at twenty-five, and a mortgage can be explained by an adviser in an afternoon; habits of scepticism and abstraction cannot be improvised in adulthood.

My conclusion is that the two are not really competing for the same hours. Schools should teach life skills deliberately and briefly, and defend the academic core fiercely, because the subjects that look least useful at sixteen are the ones that do the most work over a lifetime.

EXAMINER'S NOTE — WHY THIS SCORES

Task Response: it concedes the opposing case fully in paragraph two and then dismantles the premise of the question - that the two compete for the same hours - which is a more sophisticated move than simply disagreeing. Coherence: the third paragraph commits to one controlling idea, that academic subjects cannot be acquired later, and spends every sentence proving it. Grammatical Range appears in the extended contrast of the final body sentence, with two parallel clauses balanced against a single main claim.

BAND-9 PHRASES TO STEAL: the remedy is not to hollow out X · the gap is real enough · X earns its place because · an apprenticeship in evidence · the two are not really competing for the same hours

ESSAY 3 · Technology **Opinion · 310 words**

Question. Some people believe that mobile phones should be banned in secondary schools. To what extent do you agree or disagree?

A growing number of schools have concluded that teenagers and mobile phones do not belong in the same room, and several governments now want them removed from secondary education altogether. I

PART B · The Beginner Path: Band 6 → 7 → 9

One buyer told us plainly that a pack of finished Band-9 essays "is not good for beginners", and that some writing "sounded direct-translated". That review built this part. Below, 12 exam questions are each answered **three times**: once at Band 6, once at Band 7, once at Band 9 — same writer, same opinion, same ideas. Only the writing climbs.

Under the Band-6 version we quote its own words back and name the fault. Under Band 7 we name what still keeps it off 9. At the end of each walkthrough, **The Moves** lists the transferable upgrades you just watched happen, and **Translated-English Traps** pairs a phrase that gives a non-native writer away with the natural English an examiner expects instead. If you are below Band 6.5, start here and come back to Part A afterwards.

WALKTHROUGH 1 · Education **BAND 6 → 7 → 9**

Question. Some people think that children should begin their formal education at a very early age, while others believe they should not start school until they are at least seven years old. Discuss both views and give your own opinion.

BAND 6 — WHAT MOST CANDIDATES WRITE

Nowadays, education is one of the most important things in our modern society. Some people say that children must go to the school very early, but other people say they should wait until seven years old. In my opinion, I agree that starting later is better. On the one hand, there are many advantages of early education. First, children can learn reading and writing faster. Second, they can make friends and learn how to share things. Third, parents can go to work because the school takes care of the child. Also, some studies say that the brain of small children is very active. On the other hand, there are also disadvantages. Small children get tired easily and they cannot sit for a long time in a classroom. They lose their childhood because they must study all the day. Moreover, in my country many children are stressed and they do not like the school anymore. In conclusion, both sides have good points, but I believe that children should start school at seven years old because childhood is very short and it is very important for them.

WHAT IS HOLDING IT AT 6:

- Memorised, contentless opener: 'Nowadays, education is one of the most important things in our modern society.'
- List-like development with no proof: 'First... Second... Third...' gives three reasons and develops none of them.
- Article and preposition slips: 'go to the school very early', 'study all the day', 'they do not like the school anymore'.
- Vague, imprecise vocabulary: 'many advantages', 'good points', 'very important' repeated instead of naming what is actually gained or lost.

BAND 7 — THE SAME IDEAS, REBUILT

Deciding when a child should first walk into a classroom is a question that divides parents and policymakers alike. While early schooling clearly offers some benefits, I believe that a later start, at around the age of seven, serves most children better. Those who favour early enrolment argue that young children absorb skills quickly and that formal instruction takes advantage of this. There is something in this: a four-year-old who is read to daily in a structured setting will often recognise letters long before a child who is not. Early schooling also has a practical benefit, since it allows both parents to remain in full-time employment rather than one of them leaving work for several years. However, the evidence from countries that delay formal instruction is difficult to ignore. Finnish children do not begin academic schooling until seven, yet by the age of fifteen they consistently outperform peers who started at four or five. The reason appears to be that the earlier years are spent in play-based settings which develop concentration, curiosity and social confidence, and these qualities later make academic learning far more efficient. An early start, by contrast, often produces children who can decode words but who associate learning with pressure. In my view, therefore, the argument is not really about early versus late, but about what young children are asked to do with their time. Structured play before seven builds the foundation; formal lessons before seven risk damaging it.

WHAT STILL KEEPS IT OFF 9:

- The introduction still leans on a fairly generic framing sentence rather than entering the argument immediately.
- The Finland example is asserted rather than examined; the mechanism behind the result is summarised in one clause instead of being unpacked.
- Cohesion depends on visible signposts ('However', 'by contrast') rather than on ideas that link themselves through referencing and repetition of key terms.

BAND 9 — THE SAME ARGUMENT, FULLY REALISED

Debates about the right age to start school usually assume that the earlier a child begins, the further ahead they will end up. The evidence suggests the opposite, and I would argue that formal instruction is best delayed until around the age of seven. The case for an early start rests on a reasonable observation. Young children acquire language and pattern-recognition with a speed adults cannot match, and it seems wasteful not to harness this. A four-year-old in a structured classroom will, in the short term, read sooner than one who is not. There is a social argument too: nursery-style schooling releases parents back into the workforce, which matters enormously to households where one income is not enough. What this argument overlooks is that the early advantage rarely lasts. Finland enrols children in academic classes only at seven, and until then its kindergartens deal almost entirely in play, storytelling and outdoor exploration. Finnish six-year-olds therefore read later than their British or Korean counterparts, but by fifteen they have overtaken them in international assessments. The explanation is not that Finnish teaching is mysteriously superior; it is that play develops the capacities on which later study depends. A child who has spent two years negotiating games, sustaining attention on self-chosen tasks and asking questions without fear arrives at formal learning equipped to use it. A child drilled at four may read fluently while quietly concluding that learning is something done to them. The question, then, is misframed. Nothing is lost by waiting, provided the waiting is filled with the right kind of activity. What damages children is not a late start, but an early one that mistakes the appearance of progress for the conditions that make progress possible.

		views and give your own opinion. **Angle:** Domestic tourism spreads income regionally; international travel builds ties no campaign can replicate.

YOUTH AND AGEING

#	TYPE	QUESTION — and the angle to argue
127	**Opinion**	Older people should be encouraged to keep working well beyond the traditional retirement age. To what extent do you agree or disagree? **Angle:** Choice, not compulsion; manual workers cannot extend careers the way office workers can.
128	**Discussion**	Some people believe that the young have the most to contribute to society, while others argue that experience makes older people more valuable. Discuss both these views and give your own opinion. **Angle:** Innovation and judgement come from different stages; mixed teams outperform either group alone.
129	**Advantages/Disadvantages**	In many countries the proportion of elderly citizens is rising steadily. Do the advantages of an ageing population outweigh the disadvantages? **Angle:** Longer healthy life is an achievement; the difficulty is financing, not the older people themselves.
130	**Problem/Solution**	Many elderly people live isolated lives with little regular contact. What causes this isolation, and what could be done to reduce it? **Angle:** Dispersed families and lost mobility; local transport and community spaces beat visiting schemes.
131	**Two-part**	Young people in many societies remain financially dependent on their parents for longer than before. Why is this happening, and what effects does it have? **Angle:** Housing costs outpaced wages; effects are delayed independence and postponed family formation.
132	**Opinion**	Governments should provide free care for all elderly citizens who need it. To what extent do you agree or disagree? **Angle:** Care costs are unpredictable and uninsurable privately, which is exactly what collective funding is for.
133	**Discussion**	Some think teenagers should take a paid job alongside their studies, while others believe it distracts from education. Discuss both these views and give your own opinion. **Angle:** Limited hours build responsibility; heavy hours measurably damage attainment, so the number matters.
134	**Advantages/Disadvantages**	Many young adults now take a year off between school and university. Do the advantages of doing so outweigh the disadvantages? **Angle:** Maturity and clearer goals outweigh lost momentum when the year has structure and purpose.
135	**Problem/Solution**	Older workers often find it hard to return to employment after losing a job. What causes this difficulty, and how could it be overcome? **Angle:** Assumptions about cost and adaptability; subsidised retraining plus anonymised hiring counter both.
136	**Opinion**	Children today have less freedom than previous generations, and this harms their development. To what extent do you agree or disagree? **Angle:** Supervised childhood removes risk-taking that builds judgement; the fear driving it is largely misplaced.

PHRASE	WHEN IT WORKS
This is likely to be true of most, though certainly not all, cases.	Softening a generalisation while keeping the claim useful.
The evidence here is suggestive rather than conclusive.	Being honest about weak support without abandoning the point.
This applies with particular force to...	Narrowing a broad claim to where it is strongest.
There is reason to think that...	Introducing a plausible claim you cannot fully evidence.
At least in developed economies, this pattern holds.	Limiting a claim geographically or economically.
This tends to be the case, other things being equal.	Standard hedge for a general tendency with exceptions.
The effect is real, though its size is disputed.	Accepting a phenomenon while noting uncertainty about magnitude.
It would be an overstatement to say that X, but...	Rejecting the strong version while keeping the weak one.
Much depends on how X is defined.	Flagging that the answer turns on the terms of the question.
This holds only where the necessary conditions are in place.	Making support for a policy conditional rather than absolute.
Such claims are difficult to test, which counsels some caution.	Acknowledging unfalsifiable arguments on either side.
In the majority of situations, though not invariably...	Formal alternative to saying usually in an essay.
I would put this no more strongly than a tendency.	Deliberately limiting your own claim to protect credibility.
The available evidence, limited as it is, points that way.	Supporting a position honestly when data is thin.
This is contested, and reasonable people disagree.	Marking a genuinely open question before taking a side.

STRUCTURING A PARAGRAPH

PHRASE	WHEN IT WORKS
The first and most important reason concerns...	Opening the strongest body paragraph with a clear topic claim.
A second, related consideration is...	Linking a new paragraph to the previous idea rather than listing.
The argument so far has assumed X; that assumption now needs examining.	Turning the essay towards its counter-argument section.
This raises a further question:...	Moving between paragraphs through an implication, not a connector.
Before turning to the counter-argument, one clarification is needed.	Inserting a definition or scope note without derailing the essay.

TAMAT SAMPEL

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