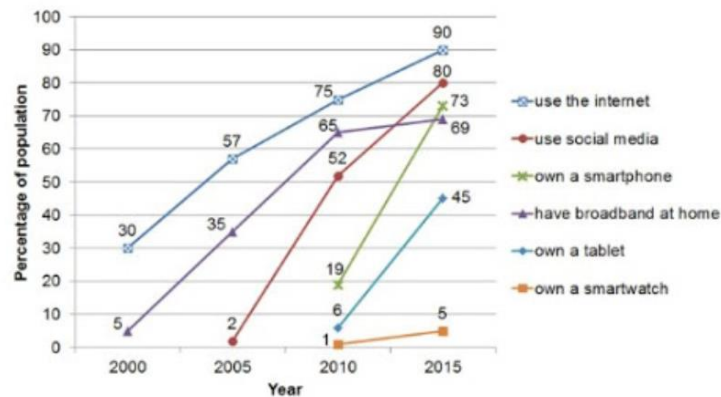


## CORRECTION

The graph shows information about technology usage in the UK over time. Summarise the information by selecting and reporting the main features. Make comparisons where relevant.



### 1. Presentation of the document: type of graph, what is it about (without copying the title), period and unit)

This line graph shows the rate at which British people adopted new technology over a 15 years period from 2000 to 2015. The figures are given as percentages of population.

### 2. General description of the data - overall trend.

Overall, there was a **widespread** (large, vaste) adoption of new technology during these years. If we look at the trends over time, we can see that the **uptake** (adoption) of new technology **increased dramatically** in this period. **Nearly nine out of ten people** in the UK were online by 2015.

### 3. analysis of each data (you can group data if the trend is similar)

- Use specifics adverbs and adjectives to comment on how big changes are. Often collocate with verbs and nouns for trends.
- Make calculations (% , multiplier...)

Internet usage **tripled** and social media usage **grew strikingly** (remarquablement) by 78 percentage points.

Smartphones and tablets appeared in 2010 and, similarly, these followed a **steep upward trajectory** (forte trajectoire ascendante).

However, for some products, the graph shows that growth **slowed down noticeably** after an **initial surge**. Social media usage, for instance, was near zero in 2005 and **shot up** to 52 per cent in 2010 before **climbing more slowly** to 80 percent in 2015. Also, broadband subscriptions **rose steadily** by 30 percentage points every five years to 2010, but by **a modest 4 percentage points** after then. In contrast with newer technology such as tablets showed no sign of **levelling off**, nearly half of the population owned a tablet.

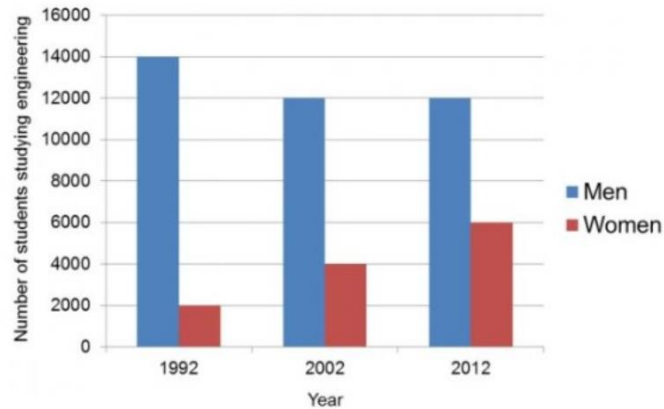
### 4. Conclusion (short sentence to summarize the analysis)

Ownership of all the technologies is increasing and this trend should remain as new technologies appear at a **steady pace** (rythme soutenu).

## CORRECTION

The bar chart below shows the number of men and women studying engineering at Australian universities.

Summarise the information in the chart by selecting and reporting the main features. Make comparisons where relevant.



1. Presentation of the document: type of graph, what is it about (without copying the title), period and unit)

The bar chart illustrates the number of men and women studying engineering at Australian universities between the years 1992 and 2012 at 10-year intervals.

2. General description of the data - overall trend.

Overall, we can see a clear upward trend in the number of female engineering students in Australian universities, while the number of male students seems to have levelled off.

3. analysis of each data (you can group data if the trend is similar)

- Use specific adverbs and adjectives to comment on how big changes are. Often collocate with verbs and nouns for trends.
- Make calculations (% , multiplier...)

It can be seen that the number of male students fell slightly from 14,000 in 1992 to 12,000 in 2002, and then remained level through the following decade. The number of female students is relatively low, starting at 2,000 in 1992. However, while the number of men decreased the number of women increased. Female students grew steadily by 2,000 each decade. This led to a rise in the total number of engineering students by less from 16,000 to 18,000 in this period. proportion of female students increased sharply in this period. In 1992 there was one woman to every seven men, but by 2012 this had narrowed to one woman to every two men.

4. Conclusion (short sentence to summarize the analysis)

We can conclude that there is a change in mentalities and women are now more interested by studies seen as more masculine in the past.