IELTS Writing Checker ieltswritingchecker.uk Academic Task 2 Nov 23, 2026

Band scores



Overall

Estimated band for Academic Task 2



TR



CC



LR



GRA

Task question

Some universities are considering keeping recorded lectures as the main way to deliver course content. Others want most teaching to happen in live classes. Discuss both approaches and give your own opinion. Write at least 250 words.

Why each band

TR **7.0**

Task Response

Band descriptor match

Both approaches are discussed and the position is clear, with room to develop some qualifications.

What works

The examples about shift work and statistics make the advantages of both formats concrete.

What holds the score back

The final proposal could be more specific about what students miss when they cannot attend.

CC **6.0**

Coherence and Cohesion

Band descriptor match

The argument progresses clearly, though a few links between ideas are mechanical or implicit.

What works

Each body paragraph has a clear focus.

What holds the score back

The point about hearing classmates needs a more explicit link to learning.

LR **6.0**

Lexical Resource

Band descriptor match

The vocabulary communicates the argument, but several word combinations sound unnatural.

What works

The essay uses terms such as “shift,” “progress” and “flexibility” in appropriate contexts.

What holds the score back

Some phrases are vague where a more precise verb is available.

GRA **6.0**

Grammatical Range and Accuracy

Band descriptor match

The essay uses varied sentence structures, with recurring errors in verb agreement.

What works

Conditional and relative clauses help explain when each format is useful.

What holds the score back

Check that each verb agrees with its own subject.

Task checklist

Discuss recorded lectures ✓ Done

The essay explains both the scheduling benefit and the risk of falling behind.

Discuss live classes ✓ Done

The statistics example shows how a teacher can spot a misunderstanding in class.

Give and support an opinion ✓ Done

The preference for live classes is clear. Explain the limits of short recordings for students who miss class.

Errors in your essay

After using recorded lectures for several years, some universities want to keep this format as the main way of teaching. Other universities prefer live classes. I think recordings are useful for students with busy schedules, but most teaching should still happen in a class where students can ask questions.

On the one side, a lecture that is recorded gives more freedom about time. For example, students who does part-time jobs can watch it after their shift instead of missing a lesson. They can stop the video when the teacher introduce a difficult idea and play that part again. This is particularly helpful for students who are studying in another language. However, if nobody checks their progress, some students leave all the videos for the week before a test. Then it is difficult to learn them all with enough attention.

On the other side, a live lesson gives the teacher a chance to see if the class is following. In a statistics class, for example, students may use a formula correctly but have a wrong understanding about when to use it. A teacher can ask them to explain their choice and notice the problem straight away. Students can also hear the questions of other people. This can make a better discussion. Live classes have a disadvantage because some students cannot come at the set time.

In my opinion, universities should keep the live class as the main one. They could record a short explanation of the hardest points for students who are absent and for those who need to review. This would give some of the flexibility of videos and still allow students to discuss new ideas with a teacher.

All marked corrections

Coherence Minor

On the one side,

Change to

On the one hand,

Why

The usual wording for the first half of this paired contrast is “on the one hand.”

Vocabulary **Minor**

gives more freedom about time

Change to

lets students choose when to study

Why

Name the choice students can make instead of using the vague phrase “freedom about time.”

Grammar **Minor**

students who does part-time jobs

Change to

students who work part-time

Why

The verb in the relative clause agrees with the plural noun “students.”

Grammar **Minor**

the teacher introduce

Change to

the teacher introduces

Why

Use the third-person singular form with “the teacher.”

Vocabulary **Minor**

learn them all with enough attention

Change to

absorb the material from several lectures at once

Why

Students learn the material in the videos. “Absorb” describes the challenge of taking it all in at once.

Coherence **Minor**

On the other side,

Change to

In contrast,

Why

This phrase links the benefit of live feedback to the limitation of recordings.

Vocabulary **Minor**

have a wrong understanding about when to use it

Change to

misunderstand when to use it

Why

The verb “misunderstand” expresses the same idea more directly.

Coherence **Minor**

This can make a better discussion.

Change to

A classmate’s question may reveal a mistake that others have made as well.

Why

Show how hearing a classmate’s question helps other students learn.

Task **Minor**

for students who are absent and for those who need to review

Change to

so absent students can catch up on difficult material and classmates can review it later

Why

Distinguish the two uses of the recordings, then explain which benefit still depends on attending live.

Error breakdown

Task (1)

development (1)

Coherence (3)

transition (2) idea connection (1)

Vocabulary (3)

collocation (2) word choice (1)

Grammar (2)

agreement (2)

Paragraph feedback

Paragraph 1: Introduction ◆ Strong

Introduces the two formats and favors live classes.

The position gives the reader a reason to expect a focus on feedback.

Paragraph 2: Recorded lectures ◐ Adequate

Balances flexible study with the risk of delay.

The example about replaying difficult material extends the point about flexible timing.

Paragraph 3: Live classes ◆ Strong

Explains the value of feedback and mentions scheduling difficulties.

The statistics example gives the paragraph a clear center.

Paragraph 4: Conclusion ◐ Adequate

Recommends live classes supported by short recordings.

Specify what the recordings can cover and what still requires discussion.

Rewritten essay

A Band 7.5 version that keeps your ideas.

Universities can keep recorded lectures as their main teaching format or return to a schedule built around live classes. Recordings make it easier for students to study at their own pace, but I would keep most teaching live because teachers can catch misunderstandings as they arise.

The strongest case for recorded lectures is that students can fit them around other commitments. A student who works an evening shift can watch a lecture later instead of missing it. Recordings also let students pause or replay a difficult explanation, which can be especially helpful for someone studying in a second language. The drawback is that without regular contact with a teacher, students can put off watching the lectures until an exam is close. Several weeks of material may then be too much to absorb in a few days.

Live classes let teachers see where students are struggling even when their answers look correct. In statistics, a student might use a formula correctly on a worksheet yet be unable to explain when it applies. By asking the student to explain that choice, the teacher can address the misunderstanding before the class moves on. The exchange may also help classmates who had the same question. The main limitation is that some students cannot attend at the scheduled time.

I would therefore keep live classes at the center of a course and post short recordings on the most difficult topics. Students who miss a class could catch up on the core explanation, while those who attend could revisit material they found difficult. The time spent together would still be available for questions and discussion.

Main changes

Each example explains how the teaching format affects learning.
The conclusion states what short recordings can offer alongside live feedback.

Practice steps

Start each body paragraph with its main claim about the teaching format.

After each example, add a sentence explaining why it supports the claim.

Check the subject and verb in each relative clause.

This estimate follows the public IELTS band descriptors. Your official score may differ. ieltswritingchecker.uk