

OVERALL BAND

6.5

likely range 6.0 to 7.0

LISTENING

6.5

28 of 40 correct

WRITING

6.0

Task 1 6.0 · Task 2 6.0

READING

6.5

27 of 40 correct

SPEAKING

6.5

Marked by a person

WHAT THIS SITTING SAYS

Leena reached an overall band of 6.5 on this paper. The clearest room to gain is in Writing: Grammatical Range and Accuracy.

Well done for sitting the whole test. A 6.5 sits between Band 6, which IELTS describes as a competent user, and Band 7, a good user. Read it as a range of about 6.0 to 7.0: a single mock can land half a band either side on a different day.

WHAT A BAND LIKE THIS IS USED FOR

IELTS publishes guidance for universities on how an overall band generally reads for study. At 6.5, for **linguistically demanding academic courses** it says: **English study needed**. For **linguistically less demanding academic courses**: **Probably acceptable**.

Every university sets its own minimum, often with a minimum for each skill too, so the course page is the final word. Source: IELTS, Your guide to understanding and using IELTS scores, read 21 October 2026.

YOUR NEXT MOVES

- 1 Writing: Grammatical Range and Accuracy** · the criterion that held this skill back
- 2 Listening: Plan, map and diagram labelling** · 2 of 5 missed
- 3 Reading: Matching headings** · 3 of 6 missed

The Where to focus page explains each one, with something to practise and a way to check it is working.

Listening and Reading bands use IDP's published tables of marks out of 40, which agree with every row IELTS publishes itself, read 21 October 2026. Both publishers note that the marks needed for a band vary slightly between test versions. Writing is marked on the public band descriptors and confirmed by a person; Speaking is marked by a person from the recording.

How Listening went

LISTENING

6.5

band, out of 9

28 of 40 correct, which is **Band 6.5** on the published conversion.
2 questions were left blank. A blank can never score, so a guess is always worth more.

PART BY PART

Part 1	Everyday conversation		7 / 10
Part 2	Everyday talk		7 / 10
Part 3	Discussion in a study setting		7 / 10
Part 4	Academic lecture		7 / 10

The four parts get harder from first to last, so a falling line is normal. What matters is where it falls faster than the parts get harder.

BY QUESTION TYPE

Form, note, table, flow-chart and summary completion	14 / 20	SECURE
Multiple choice	8 / 10	SECURE
Plan, map and diagram labelling	3 / 5	COMING ALONG
Matching	3 / 5	COMING ALONG

INSIDE THIS SECTION

Holding up well: Multiple choice, 8 of 10 correct.
Most room: Plan, map and diagram labelling, 3 of 5 correct. The ledger names each one.

WHERE THE MARKS WENT

3 lost in writing the answer down (2 spelling, 1 over the word limit, 0 word form). These are the cheapest marks to win back: the understanding was there.
1 typed answer was a distractor: words that do appear in the recording but answer a different question.
2 left blank.
6 answered but not right. The ledger names the trap behind each one.

How Reading went

READING

6.5

band, out of 9

27 of 40 correct, which is **Band 6.5** on the published conversion.
3 questions were left blank. A blank can never score, so a guess is always worth more.

PASSAGE BY PASSAGE

Passage 1	Questions 1-13 · about 10 min		10 / 13
Passage 2	Questions 14-26 · about 10 min		9 / 13
Passage 3	Questions 27-40 · about 11 min		8 / 14

A sensible pace is about twenty minutes a passage, and Passage 3 is the hardest. The minutes shown are how long each passage was on screen, so they are approximate.

BY QUESTION TYPE

True, False or Not Given	4 / 6	COMING ALONG
Summary, note, table and flow-chart completion	3 / 4	SECURE
Short-answer questions	3 / 3	SECURE
Matching headings	3 / 6	COMING ALONG
Matching features	4 / 5	SECURE
Sentence completion	2 / 2	SECURE
Multiple choice	3 / 4	SECURE
Yes, No or Not Given	4 / 6	COMING ALONG
Matching sentence endings	1 / 4	ROOM TO GROW

INSIDE THIS SECTION

Holding up well: Short-answer questions, 3 of 3 correct.
Most room: Matching headings, 3 of 6 correct. The ledger names each one.

WHERE THE MARKS WENT

1 lost in writing the answer down (0 spelling, 1 over the word limit, 0 word form). These are the cheapest marks to win back: the understanding was there.
3 left blank. Most of them are at the end of Passage 3, which usually means the clock rather than the questions.
9 answered but not right. The ledger names the trap behind each one.

The ledger

EVERY QUESTION YOU MISSED, AND WHY

25 questions went astray in this sitting: 12 in Listening and 13 in Reading. Each card below shows your answer, the answer the marking scheme accepts and why yours missed, with the line from the recording or passage that decides it.



Lost writing it down **4**
 Distractor **1**
 Wrong answer **15**
 Left blank **5**

HOW TO READ THE LABELS

Spelling, word limit and word form: you understood the answer and lost the mark writing it down. **A distractor:** a word from the source that answers a different question. The other labels name the trap a wrong choice fell into, such as **changed later** (a speaker corrected themselves), **ruled out** (an option was discussed and turned down) or **not given as false** (the passage says nothing either way). **Not answered:** the box was left empty.

LISTENING • 12 MISSED

Q3

SPELLING

Form, note, table, flow-chart and summary completion • Part 1

Membership form: heard about the centre from a ____

You answered **collogue**; the answer is **colleague**. The word you meant was right, but IELTS marks spelling strictly: a misspelt answer scores nothing. He mentions the website first, then sets it aside: "I had a look at your website last night, but I first heard about you from a colleague of mine."

Q6

WORD LIMIT

Form, note, table, flow-chart and summary completion • Part 1

Membership form: no joining fee if he signs up by the end of ____

You answered **the end of february**; the answer is **February**. The right answer is inside what you wrote, but you used more words than the instruction allows, so it scores nothing. The offer "was meant to finish at the end of January, but the manager's decided to keep it going until the end of February".

Q9

A DISTRACTOR

Form, note, table, flow-chart and summary completion • Part 1

Induction session: remember to bring a ____

You answered **towel**; the answer is **padlock**. The option was discussed, but the speakers decided against it or said it no longer applies. "You don't need a towel, because we hand those out at reception. But do bring a padlock for your locker".

Q13

SOUND MATCH

Multiple choice • Part 2

What does the guide recommend for visitors who are short of time?

You answered **A**; the answer is **C**. The option repeats words that were heard in the recording, but what was said about them does not match the question. "You'll get far more out of a short visit if you join one of our free guided tours." Starting at the top is what "some visitors like to" do, not her advice, and the audio guide "won't be ready until the autumn".

Q17

WRONG ITEM

Plan, map and diagram labelling • Part 2

Cloakroom

You answered **E**; the answer is **A**. The information is true of a different person, place or item in the recording than the one the question asks about. "Directly opposite the shop, on the other side of the entrance hall, is the cloakroom". The shop is E, so the cloakroom is A.

Q18
WRONG ITEM

Plan, map and diagram labelling · Part 2

Discovery Room

You answered **C**; the answer is **B**. The information is true of a different person, place or item in the recording than the one the question asks about. The Discovery Room is not at the far end of the hall: "it's actually much nearer: it's the room directly across the hall from the lecture theatre". That is B. C, "beyond it, on the same side", is the textile gallery.

Q22
RULED OUT

Multiple choice · Part 3

Which TWO findings from their early research did the students find unexpected?

You answered **A**; the answer is **C and E**. The option was discussed, but the speakers decided against it or said it no longer applies. Leila: "I hadn't realised that honeybees can actually compete with wild bees for food." Ethan: "The other thing that surprised us was the plants ... more kinds of flowering plants inside the city than in the farmland around it." The number of hives "wasn't a shock"; the equipment "looked expensive at first", but spread over a few years it was "about what we'd guessed"; and the honey comparison was dropped because "nobody kept proper records".

Q26
RULED OUT

Matching · Part 3

Background reading

You answered **C**; the answer is **A**. The option was discussed, but the speakers decided against it or said it no longer applies. Leila asks about adding more history, but the tutor says "I'd go the other way": "A lot of it has nothing to do with your question ... Keep only the studies that bear directly on what you're asking." So the section gets shorter.

Q27
RULED OUT

Matching · Part 3

Description of the route

You answered **A**; the answer is **D**. The option was discussed, but the speakers decided against it or said it no longer applies. "I wouldn't take anything out. But a reader can't picture a route from words alone, so give them something to look at, not just something to read." Nothing is removed, but something visual is added, so the section is not left unchanged.

Q34
SPELLING

Form, note, table, flow-chart and summary completion · Part 4

Structure: its atoms have no regular arrangement, unlike those in a ____

You answered **crystal**; the answer is **crystal**. The word you meant was right, but IELTS marks spelling strictly: a misspelt answer scores nothing. "If you look at a crystal under a powerful microscope, you'll find its atoms arranged in a regular, repeating pattern. In glass there's no such order." The atoms in glass are jumbled "much as they are in a liquid", so a liquid is what glass is like, not what it is unlike.

Q39
NOT ANSWERED

Form, note, table, flow-chart and summary completion · Part 4

The faint green colour of window glass comes from small quantities of ____

You left it blank; the answer is **iron**. IELTS takes no marks off for a wrong answer, so a guess always beats a blank. "That tint comes from small amounts of iron, which is present in most sand." Cobalt and gold are added on purpose to make blue and red glass.

Q40
NOT ANSWERED

Form, note, table, flow-chart and summary completion · Part 4

Recycled glass is broken into small pieces, known in the trade as ____, which melt more easily and save energy

You left it blank; the answer is **cullet**. IELTS takes no marks off for a wrong answer, so a guess always beats a blank. The crushed pieces are what "the industry calls cullet, that's C-U-L-L-E-T. Cullet melts at a lower temperature than the raw ingredients".

READING · 13 MISSED

Q3
INFERRED TOO FAR

True, False or Not Given · Passage 1

Most of the oiled-paper umbrellas made in China today are sold to tourists.

You answered **TRUE**; the answer is **NOT GIVEN**. The statement sounds true and may be true in real life, but the passage does not say it. The passage says they are "bought more often as decorative objects than as protection from the rain", but it never says who buys them.

Q5

INFERRED TOO FAR

True, False or Not Given · Passage 1

The London merchant began carrying an umbrella after seeing them used on his travels.

You answered **TRUE**; the answer is **NOT GIVEN**. The statement sounds true and may be true in real life, but the passage does not say it. The passage says he "had travelled as far as Persia", but it says nothing about where he got the idea of carrying an umbrella.

Q9

WORD LIMIT

Summary, note, table and flow-chart completion · Passage 1

Whalebone ribs were likely to ____ as they aged

You answered **warp and other things**; the answer is **warp**. The right answer is inside what you wrote, but you used more words than the instruction allows, so it scores nothing. "The whalebone tended to warp over time".

Q15

WRONG PLACE

Matching headings · Passage 2

Paragraph B

You answered **iii**; the answer is **vi**. The information is in the passage, but in a different paragraph or attached to a different person than the one asked about. Paragraph B explains that melatonin is released later during puberty, so a teenager in bed at ten "may therefore lie awake for a long time ... because the body is not yet ready to sleep".

Q16

WRONG PLACE

Matching headings · Passage 2

Paragraph C

You answered **viii**; the answer is **iv**. The information is in the passage, but in a different paragraph or attached to a different person than the one asked about. Paragraph C describes what the brain does with new information during the night: it is "replayed and gradually transferred to the cortex", like a librarian shelving returned books. Learning BEFORE sleep is the subject of D.

Q18

TOO STRONG

Matching headings · Passage 2

Paragraph E

You answered **vii**; the answer is **i**. The passage makes a cautious or partial claim, and the option turns it into an absolute one (all, always, never, proves). Paragraph E reports schools that moved "their start time back by about fifty minutes": students slept longer and attendance improved, but the gain in grades was "real but modest", and the change brought "practical difficulties". Heading vii overstates the results.

Q21

WRONG PLACE

Matching features · Passage 2

The later sleep pattern seen in adolescence does not continue indefinitely.

You answered **D**; the answer is **A**. The information is in the passage, but in a different paragraph or attached to a different person than the one asked about. "Mori's measurements also suggest that this shift does not last: it typically reaches its peak in the late teens and begins to reverse in the early twenties."

Q28

OUTSIDE IDEA

Multiple choice · Passage 3

What conclusion does the writer reach about measuring rewilding against an earlier state of the landscape?

You answered **A**; the answer is **C**. The option relies on general knowledge rather than on what this passage says. The paragraph ends: "Choosing a baseline is therefore a judgement about values, presented as though it were a scientific one." The choice looks scientific but rests on values. The writer says the earlier ecosystem "may no longer be achievable", which is weaker than "every ... impossible", and says each generation treats its landscape "as normal", not that people prefer it.

Q31

INFERRED TOO FAR

Yes, No or Not Given · Passage 3

Conventional conservation has achieved little more than slowing the loss of wildlife.

You answered **YES**; the answer is **NOT GIVEN**. The statement sounds true and may be true in real life, but the passage does not say it. That conservation "has managed decline rather than reversed it" is what advocates say ("in their view"), not the writer. Later the writer says only that conventional conservation "has failures of its own", which is a much weaker claim.

Q33

INFERRED TOO
FAR

Yes, No or Not Given · Passage 3

Film-makers deliberately exaggerated the effects of the wolves in Yellowstone.

You answered **YES**; the answer is **NOT GIVEN**. The statement sounds true and may be true in real life, but the passage does not say it. The writer says the story "has been retold in countless articles and films" and that it overstates the wolves' role, but says nothing about whether anyone exaggerated it on purpose.

Q38

NOT ANSWERED

Matching sentence endings · Passage 3

Those who have known a landscape since childhood

You left it blank; the answer is **B**. IELTS takes no marks off for a wrong answer, so a guess always beats a blank. "There is also a well-documented tendency for each generation to treat the landscape it grew up with as normal, and so to underestimate how much has already been lost."

Q39

NOT ANSWERED

Matching sentence endings · Passage 3

Because they make streams run more slowly, beaver dams

You left it blank; the answer is **A**. IELTS takes no marks off for a wrong answer, so a guess always beats a blank. The dams create wetlands that "hold water after heavy rain and release it gradually", and studies "have recorded lower flood peaks downstream". Landowners are split: "welcomed by some ... and fiercely resisted by others". No single animal is shown to repair a whole ecosystem; the writer doubts that story even for the Yellowstone wolves.

Q40

NOT ANSWERED

Matching sentence endings · Passage 3

Many of the species that conservationists are keenest to save

You left it blank; the answer is **F**. IELTS takes no marks off for a wrong answer, so a guess always beats a blank. "Many of the species we most want to protect depend on dynamic processes, such as disturbance by grazing animals or the creation of new habitats by floods, which careful management struggles to reproduce."

How Writing went

Band 6.0. Each task is marked on four criteria of equal weight, and Task 2 counts twice as much as Task 1, as on the real test. A person on our team confirmed the marks below, working from the public band descriptors.

TASK 1 · DESCRIBING A VISUAL

6.0

166 words, against a minimum of 150.

Task Achievement		6.0
Coherence and Cohesion		6.0
Lexical Resource		6.0
Grammatical Range and Accuracy		5.0

What worked: A clear overview near the start, and the main trends are all there with the right figures.

THE TWO CHANGES WORTH MOST

1 Verb forms slip in places ("grow", "rised").

Reread every past-tense verb before you move on to Task 2; irregular verbs are where most of the errors were.

2 The comparisons are listed one source at a time.

Group the sources that moved the same way in one sentence, then give the figures that show the contrast.

TASK 2 · THE ESSAY

6.0

266 words, against a minimum of 250.

Task Response		6.0
Coherence and Cohesion		6.0
Lexical Resource		6.0
Grammatical Range and Accuracy		6.0

What worked: A clear position, stated early and held to the end, with a sensible compromise in the conclusion.

THE TWO CHANGES WORTH MOST

1 The supporting ideas stay general.

Push each main point one step further with a specific example and what follows from it.

2 Linking words are used mechanically ("On the one hand", "Moreover").

Link ideas through the sentences themselves, for example by referring back to the last point, rather than opening every paragraph with a set phrase.

How Speaking went

Band 6.5. A person on our team listened to your whole recording and marked it on the four criteria IELTS uses, each worth the same.

You spoke for about 9 minutes in all: Part 1 5 min, the Part 2 long turn and its follow-up 1 min, Part 3 3 min.

THE FOUR CRITERIA

Fluency and Coherence		6.0
Lexical Resource		6.0
Grammatical Range and Accuracy		6.0
Pronunciation		7.0

What worked: Easy to understand throughout, with natural stress and intonation, and answers in Part 1 were developed with reasons.

THE TWO CHANGES WORTH MOST

- 1

The Part 2 talk ran out after about a minute and a half.

Practise the one-minute plan: four notes, one for each prompt on the card, then talk through them in order.
- 2

Complex sentences in Part 3 often broke down partway.

Practise two or three structures you can control fully, such as "If ... would" and "Although ...", before adding new ones.

One honest difference from the real test: a live examiner can rephrase a question or follow up on an answer, and speaking to a recording feels different from speaking to a person. Treat this band as a careful estimate.

Where to focus

Weakest skill first. For each one: the part of it that cost the most, what to practise in your own time, and how to tell it is working. None of it costs anything.

1 WRITING • BAND 6.0 **Grammatical Range and Accuracy**

Marked 5.0 in Task 1 and 6.0 in Task 2: the lowest of the four once Task 2 counts double.

What to do: Use a mix of simple and complex sentences, but write the complex ones only when you can control them. Leave five minutes at the end to check for your own most common errors, such as articles, plurals and subject-verb agreement.

How you will know it is working: Count the error-free sentences in a paragraph. The public band descriptors look for frequent error-free sentences at Band 7, so if fewer than half of yours are clean, accuracy matters more than range for now.

2 LISTENING • BAND 6.5 **Plan, map and diagram labelling**

2 of 5 missed.

What to do: In the reading time, find the starting point on the plan and name the directions in your head (left, right, opposite, beyond). Then follow the speaker with your pencil as they move. Most mistakes come from losing the starting point, not from the vocabulary.

How you will know it is working: Describe a short route on a map out loud to yourself using only the prepositions a speaker would use. If you hesitate over "opposite", "alongside" or "just past", practise those words before more maps.

3 READING • BAND 6.5 **Matching headings**

3 of 6 missed. The 3 blanks at the very end of Passage 3 are left out of this count: they point to the clock, and the Reading page deals with them.

What to do: Read the first and last sentence of the paragraph, then say its main point in five words of your own before you look at the list. The wrong headings usually match one detail or one striking word in the paragraph, not its point.

How you will know it is working: Cover the list and write your own heading for three paragraphs, then compare. If your headings are about one example rather than the whole paragraph, the paragraph summary is the habit to build.

4 SPEAKING • BAND 6.5 **Fluency and Coherence**

Marked 6.0, joint lowest of the four.

What to do: Extend every answer with a reason and an example ("because ... for instance ..."). Record yourself answering for one minute without stopping, then listen for long pauses and restarts.

How you will know it is working: Time a two-minute answer on a new topic. If you run out of things to say before 90 seconds, the habit of developing an answer is the thing to build.

WHERE YOU HELD UP BEST

Short-answer questions · Reading	3 / 3
Multiple choice · Listening	8 / 10
Matching features · Reading	4 / 5
Summary, note, table and flow-chart completion · Reading	3 / 4
Multiple choice · Reading	3 / 4

BETWEEN NOW AND THE NEXT MOCK

Give the moves above two or three weeks before you sit another full paper. A mock only measures. The practice in between moves the band, and two papers sat back to back mostly measure the same thing twice. The other papers use different recordings, passages and questions, so the next one is a fair second reading.

FOR A PARENT READING THIS

Leena sat a full-length IELTS Academic mock under timed conditions and reached an overall band of 6.5. The strongest skills on this paper were Listening, Reading and Speaking, at 6.5. The clearest room to gain is Writing: Grammatical Range and Accuracy. Treat a mock band as a starting point: IELTS bands move most with practice aimed at particular question types and criteria.

WHAT THIS REPORT IS, AND IS NOT

FOCUSIELTS papers are our own, written to the published IELTS Academic format; they are not IELTS papers and contain no IELTS content. Listening and Reading are marked by fixed rules and converted with published tables. Writing and Speaking are marked by a person against the public band descriptors. A mock band is a measurement to work from, never a prediction of a real result. IELTS is a registered trademark of the British Council, IDP: IELTS Australia and Cambridge University Press & Assessment, which were not involved in this report.

Talk it through with us

Book a one to one to turn this report into a plan for the weeks before the real sitting: what to drill, in what order, and how to check it is working.

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