

# TEST 1 GUIDED WRITING PRACTICE

## Test 1 Guided Writing Practice

**Teacher's note:** Work through the activities in this section in class before assigning the Practice Test 1 writing tasks. For full practice, assign both tasks for homework after the guided practice has been completed.

### KEY OBJECTIVES:

#### In part 1 of the Writing Guide, you will learn to:

- understand what you will be required to do in the ECPE Writing Section;
- understand what the ECPE writing criteria **Authorial Voice, Task Completion, and Development** mean in practice;
- identify the task type, purpose, audience, and appropriate register before you begin writing;
- recognize the specific requirements of the prompt and make sure you address them fully;
- read and interpret information presented in charts, graphs, and other visual sources;
- select relevant evidence and integrate it naturally into your argument;
- explain what visual information suggests rather than simply reporting or copying it;
- paraphrase the issue introduced in the prompt and use it effectively in your introduction;
- develop ideas using a clear **Main Idea–Evidence–Explanation** structure;
- use the same source to support different viewpoints;
- plan and organize an article or essay clearly before you begin writing.

### What you will do in the ECPE Writing Section

In the ECPE Writing Section, you will complete one of two tasks:

- Task 1: an article or proposal written for a specific audience.
- Task 2: an essay discussing a general issue or debate.

Both tasks require you to use information from visual sources, such as charts, graphs, or diagrams, to support your ideas. Successful candidates do not simply copy information from the visuals. They interpret the information and use it as evidence for a clear argument. This guide will help you understand the writing scale, analyze each task, integrate visual information, plan and develop your responses, and write with a clear authorial voice.

### Understanding the Writing Rating Scale 1: Authorial Voice

One of the criteria your writing will be graded on is Authorial Voice. This means the reader can sense a thoughtful writer behind the response. Your writing should sound confident, purposeful, original, and appropriate for the audience and task. It should not sound memorized, mechanical, or copied from a textbook.

| Criterion       | Score | Descriptor                                                                     |
|-----------------|-------|--------------------------------------------------------------------------------|
| Authorial Voice | 3     | Content is <b>highly original</b> ; response <b>engages</b> the reader.        |
| Authorial Voice | 2     | Content shows <b>some originality</b> and <b>some awareness</b> of the reader. |
| Authorial Voice | 1     | Content is not original; response is not engaging for the reader.              |



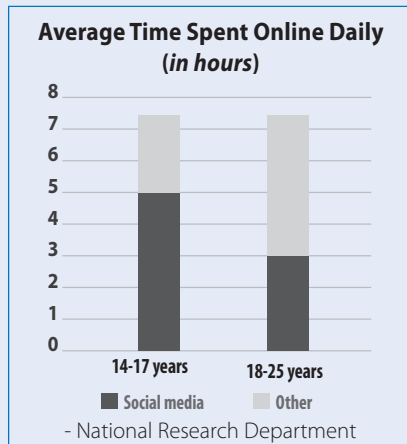
#### What a “3” looks like in practice:

- Has a *clear stance* or purpose
- The *ideas are thoughtful* and not generic
- The *tone is appropriate* for the task type and audience
- *Engages* the reader without becoming too casual or dramatic
- *Avoids memorized openings* and overused phrases

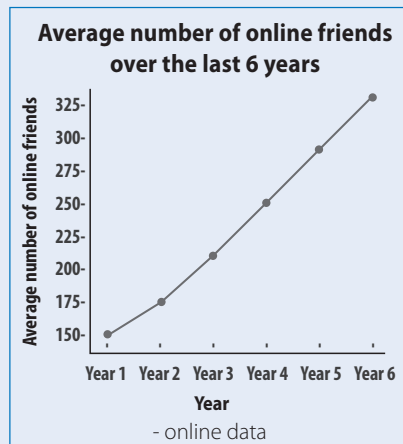
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## Activity 3: Analyzing the visuals and summarizing the data.

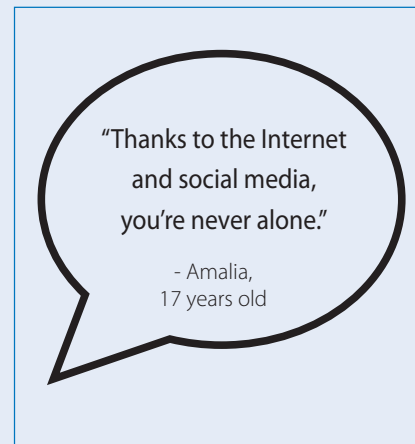
Visual 1



Visual 2



Visual 3



### A. Look at the results of the government survey in Visual 1 and discuss the questions.

- How much time, on average, do under-18s spend online? seven and a half hours
- How much of that time is spent on social media? five hours
- How does this compare to the average time spent on social media by young adults? Teenagers spend an average of two hours more per day on social media than young adults who spend an average of three hours per day on social media.
- What do you think "other" might refer to? Homework, research, work-related tasks, reading news, watching videos, or creating content.
- What does this data suggest about social media use among teenagers? Support your answer with data from the chart. Suggested answer: Teenagers spend most of their online time on social media. The data indicates that teenagers spend five out of the seven and a half hours online per day on social media sites.
- Which task could this chart support more directly? Explain your answer. Suggested answer: The chart more directly supports the idea in Task 1 that teenagers spend a significant amount of time on social media. However, it could also support the claim in Task 2 that young people prefer to spend time at home chatting with online friends rather than socializing in person.

### B. Use the phrases below in the correct order to write a sentence summarizing the data in Visual 1.

• a significant proportion • the data shows that • spend • 14-17-year-olds • of their online time • using social media

The data shows that 14-17-year-olds spend a significant proportion of their online time using social media.

#### TIP

Do not simply copy numbers from the visual. Explain what the information shows and why it matters.

*Example: Weak use of visual data:* "Fourteen-to seventeen-year-olds spend five hours on social media."

*Elevated use:* "The data shows that 14-17-year-olds spend the majority of their online time using social media, which highlights the scale of young people's reliance on social media."

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|                              | Example                                                                                                                                           |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Main idea                    | Online communication has become increasingly important in young people's social lives.                                                            |
| Evidence from the visual     | The graph shows that the average number of online friends has more than doubled over the period shown.                                            |
| Explanation / interpretation | This suggests that social interaction is increasingly taking place online, which may change the way young people form and maintain relationships. |

## Language for Referring to Data

|                                         | Useful phrases:                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introducing evidence:                   | <ul style="list-style-type: none"> <li>• According to the data, ...</li> <li>• The chart shows that ...</li> <li>• The survey results indicate that ...</li> <li>• As illustrated in the graph, ...</li> <li>• This trend suggests that ...</li> <li>• One clear trend is that...</li> <li>• A noticeable pattern is that...</li> <li>• The data/ graph suggests that...</li> <li>• Evidence of this can be seen...</li> </ul> |
| Presenting and highlighting data:       | <ul style="list-style-type: none"> <li>• A closer look at the data reveals...</li> <li>• The published findings highlight a significant trend/ increase/ decrease, etc.</li> <li>• Notably, xx number/ percentage of the participants...</li> <li>• Remarkably, the data suggests that...</li> <li>• The data establishes a strong correlation between...</li> </ul>                                                           |
| Analyzing and interpreting the data:    | <ul style="list-style-type: none"> <li>• This implies that...</li> <li>• The results suggest a broader trend of...</li> <li>• Interpreting these findings, it becomes evident that...</li> <li>• One can infer from these results that...</li> <li>• The data underscores the need for/ the importance of....</li> </ul>                                                                                                       |
| Demonstrating relationships and causes: | <ul style="list-style-type: none"> <li>• The correlation between X and Y suggests that...</li> <li>• There is a marked disparity between...</li> <li>• In contrast to these findings...</li> <li>• The sources point to....</li> </ul>                                                                                                                                                                                         |

### TIP

Always *interpret* visual information. Do not just report it. Practice using the useful phrases in the table above to add variety to your writing.