Test 1 – Model Responses

Task 1 – Opinion Article

Social Media: Is a Ban Really the Answer?

For many teenagers, checking social media is as normal as having breakfast or going to school. However, concerns about the amount of time young people spend online have led some governments to consider restricting, or even banning, social media for those under eighteen. Although such measures may protect teenagers from some online dangers, a complete ban could create more problems than it solves.

There are certainly good reasons for governments to be concerned. Social media can become extremely time-consuming, particularly when young people find it difficult to put their phones down. According to the information provided by the National Research Department, 14- to 17-year-olds spend almost five hours of their daily online time on social media. With school, homework and other responsibilities competing for their attention, this leaves little time for exercise, hobbies or face-to-face interaction. Restricting access could therefore encourage teenagers to develop healthier habits and spend more time in the real world.

There are other risks too. Young users may encounter cyberbullying, inappropriate content or unrealistic images of other people's lives. Since teenagers do not always recognize these dangers, some form of protection is clearly necessary.

Nevertheless, banning social media altogether ignores its positive side. For teenagers who feel isolated at school or live far away from their friends, online communication can provide a genuine sense of connection. As seventeen-year-old Amalia points out, thanks to social media, "you're never alone." While online friendships should not replace relationships in the real world, they can offer valuable support and allow young people to stay in touch with people they care about.

Furthermore, a total ban would do little to teach teenagers how to behave responsibly online. At eighteen, they would suddenly have unrestricted access without necessarily knowing how to protect their privacy, recognize unreliable information or control their screen time. Would it not be better to teach these skills gradually?

In my view, governments should protect young people without completely excluding them from social media. Age-appropriate restrictions, parental guidance and education about responsible internet use would be more effective than a ban. Social media undoubtedly has risks, but learning to manage them is surely better preparation for adult life than simply avoiding them.

Examiner's Feedback Based on the Rating Criteria

Task 1 – Opinion Article

Task Completion

WHY IT WORKS

The response fulfills **all parts of the task**. It discusses the possibility of restricting or banning social media for people under eighteen, evaluates **both sides of the issue**, clearly expresses the writer's own opinion, and is written as an opinion article for a local newspaper.

Importantly, the writer **does not copy the wording of the prompt when introducing the topic**. Instead, the situation is expressed naturally in the writer's own words:

> "However, concerns about the amount of time young people spend online have led some governments to consider restricting, or even banning, social media for those under eighteen."

This shows students how to **paraphrase the task** rather than simply reproduce sentences from the prompt. The topic remains immediately recognizable, but the writer demonstrates independent language use from the beginning.

The response also genuinely evaluates **both perspectives**. The arguments in favor of restrictions are given sufficient attention:

> "Restricting access could therefore encourage teenagers to develop healthier habits and spend more time in the real world."

The opposing position is then explored rather than merely acknowledged:

> "Nevertheless, banning social media altogether ignores its positive side."

The writer eventually reaches a clear position that grows out of this discussion:

> "Age-appropriate restrictions, parental guidance and education about responsible internet use would be more effective than a ban."

This is important because ECPE candidates are expected to consider multiple viewpoints and communicate their own position, rather than simply presenting a one-sided argument.

Effective source integration

The response uses **two carefully selected sources**, and each performs a different function.

The information about 14- to 17-year-olds spending almost five hours of their online time on social media strengthens the argument that some form of restriction may be justified. The statistic is not simply inserted; the writer interprets its significance:

> "With school, homework and other responsibilities competing for their attention, this leaves little time for exercise, hobbies or face-to-face interaction."

Amalia's comment that social media means "you're never alone" is then used for a different purpose: to support the opposing argument about social connection.

The two sources therefore contribute to different parts of the argument rather than repeating the same idea.

WHAT STUDENTS SHOULD LEARN FROM THIS

When you begin your response, show that you have understood the task, but use your own language. Avoid copying whole phrases or sentences from the prompt when you can paraphrase them naturally.

Then check that you have actually completed every part of the instructions:

Have I addressed the exact issue? Have I considered the different viewpoints? Have I clearly expressed my own position? Have I used the correct genre and audience? Have I incorporated at least one source?

Finally, choose your source because it helps you develop an argument, not simply because the instructions tell you to include one.

Development

WHY IT WORKS

The article does not simply list advantages and disadvantages. Each main point follows a useful pattern:

main idea → explanation → evidence/example → consequence

For instance, the writer first identifies excessive social-media use as a concern, supports this with the information about time spent online, and then explains the possible consequence:

> "With school, homework and other responsibilities competing for their attention, this leaves little time for exercise, hobbies or face-to-face interaction."

This final step is particularly important. The statistic is not left unexplained; the writer tells the reader why it matters.

The response also develops different aspects of the issue rather than repeating the same argument. It considers time spent online, cyberbullying and inappropriate content, social connection, and the importance of learning responsible online behavior.

The organization is equally purposeful. The response moves logically from the case for restrictions, to the case against a complete ban, and finally to a more balanced alternative.

The official top Development descriptor calls for ideas that are "extensively supported and developed" and a "well thought out and convincing consideration of the topic."

WHAT STUDENTS SHOULD LEARN FROM THIS

Do not stop after stating an idea.

Instead of:

> *Social media can be dangerous for teenagers.*

develop it:

> *What is dangerous about it? Who is affected? What might happen as a result? What example or source can support the argument?*

That process turns a basic idea into a developed ECPE argument.

Language

WHY IT WORKS

The language demonstrates C2 ability without becoming unnecessarily complex.

There is a broad range of precise vocabulary appropriate to the topic:

> "time-consuming"
> "unrealistic images"
> "a genuine sense of connection"
> "unrestricted access"
> "recognize unreliable information"
> "age-appropriate restrictions"

Notice that these are not obscure words. Their strength comes from being precise and natural in context.

The response also demonstrates flexibility in sentence structure. For example:

> "While online friendships should not replace relationships in the real world, they can offer valuable support and allow young people to stay in touch with people they care about."

The writer successfully combines contrast, qualification and development within one controlled sentence.

Elsewhere, a conditional structure is used naturally:

> "At eighteen, they would suddenly have unrestricted access without necessarily knowing how to protect their privacy…"

This reflects the highest Language descriptor, which emphasizes flexibility and a high degree of control of **both simple and complex syntactic structures**, together with precise and sophisticated vocabulary.

WHAT STUDENTS SHOULD LEARN FROM THIS

C2 writing does **not** mean using the longest word you know in every sentence.

Aim for **precise vocabulary + varied sentence structures + accurate control**.

A natural word used precisely is more effective than an impressive-looking word used incorrectly.

Authorial Voice

WHY IT WORKS

This response sounds like an **opinion article**, not an essay with a title added to it.

The opening immediately connects the topic to the reader's everyday experience:

> "For many teenagers, checking social media is as normal as having breakfast or going to school."

The rhetorical question later creates further reader engagement:

> "Would it not be better to teach these skills gradually?"

At the same time, the article remains appropriately serious. The writer does not become excessively informal or conversational.

Most importantly, the writer develops an individual position rather than simply choosing "ban" or "do not ban." The final recommendation is more nuanced:

> "Age-appropriate restrictions, parental guidance and education about responsible internet use would be more effective than a ban."

That contributes to the originality and engagement rewarded under **Authorial Voice**.

WHAT STUDENTS SHOULD LEARN FROM THIS

Remember who you are writing for.

In an article, engage your reader. A relevant question, relatable observation or direct connection with the audience can help create an authentic article voice.

Task 2 – Essay

For previous generations, spending time with friends usually meant leaving the house and meeting them in person. Today, however, many young people can socialize without leaving their bedrooms. Spending an evening online can be entertaining and convenient, but if it becomes a person's main form of social interaction, there may also be negative consequences.

One significant advantage is that the internet makes maintaining friendships considerably easier. Young people can communicate with friends who live in another neighborhood, city or even country, while those who are shy may find online interaction less stressful than meeting large groups face to face. The growing importance of these connections is reflected in the online data provided: the average number of online friends has more than doubled over a six-year period, rising from approximately 150 to over 325. Clearly, online friendships have become a significant part of many people's social lives.

Staying home can also provide a welcome opportunity to relax. After a demanding day at school, teenagers may not always have the energy or money to go out. Watching a film with friends online, playing a multiplayer game or simply exchanging messages can be an enjoyable way to spend an evening.

However, convenience can easily turn into dependence. Communicating through a screen does not provide exactly the same experience as being with someone in person. Facial expressions, body language and spontaneous conversations are important parts of human communication. If teenagers rarely practise these skills face to face, they may become less confident in social situations.

Another concern is that spending most evenings online encourages a less active lifestyle. A teenager who moves directly from a school desk to a computer or phone may spend many hours sitting down. In addition, online activities can continue late into the night, affecting sleep and making it harder to concentrate the following day.

In my opinion, the problem is not socializing online itself but allowing it to replace other forms of interaction. Digital communication gives young people opportunities that previous generations did not have, and rejecting these opportunities would make little sense. Nevertheless, meeting friends, exercising and experiencing life away from a screen remain equally important. The healthiest approach, therefore, is not choosing between an online and an offline social life, but learning to make room for both.

Examiner's Feedback Based on the Rating Criteria

Task 2 – Essay

Task Completion

WHY IT WORKS

The essay fully addresses the question of spending evenings online rather than socializing face to face. It considers both **positive effects**—maintaining friendships, communicating across distance, helping shy people interact and relaxing after school—and **negative effects**—reduced face-to-face interaction, weaker social confidence, inactivity and disrupted sleep.

As in the article, the writer **does not simply copy the task into the introduction**. Instead, the central issue is paraphrased:

> "For previous generations, spending time with friends usually meant leaving the house and meeting them in person. Today, however, many young people can socialize without leaving their bedrooms."

The following sentence then establishes the two-sided nature of the discussion:

> "Spending an evening online can be entertaining and convenient, but if it becomes a person's main form of social interaction, there may also be negative consequences."

This is much more effective than beginning by reproducing the wording of the prompt. The writer demonstrates understanding of the task while immediately beginning to **interpret the issue independently**.

The essay also maintains its focus throughout. Both positive and negative consequences are explored before the writer reaches a clear and appropriately nuanced position:

> "In my opinion, the problem is not socializing online itself but allowing it to replace other forms of interaction."

The writer therefore does not simply choose one side. The opinion emerges logically from the consideration of both perspectives, which is exactly what the ECPE essay requires.

Effective source integration

The response incorporates the visual information showing that the average number of online friends increased from approximately 150 to more than 325.

However, the writer does more than report the figures:

> "Clearly, online friendships have become a significant part of many people's social lives."

This sentence is important because it **interprets the source** and connects it directly to the argument being developed.

Only one source is used because it is sufficient for this particular essay. Adding another source that communicates essentially the same idea about online connection would not necessarily strengthen the response and could lead to repetition.

WHAT STUDENTS SHOULD LEARN FROM THIS

Do not treat the introduction as a place to copy the question. Show the examiner that you understand the issue by expressing it naturally in your own words.

Paraphrasing does not mean replacing every word with a synonym. You can restructure the idea completely, as this model does by contrasting previous generations with young people today.

Then make sure that your response fulfills all the requirements of the task: discuss both sides, give your own opinion, remain focused on the specific question, and incorporate at least one relevant source.

When using that source, do not stop after reporting the information. Ask yourself:

What does this information show, and how does it support the point I am making?

That final step transforms a source from something you have merely included into something you have genuinely incorporated.

Development

WHY IT WORKS

The essay takes relatively simple ideas and develops them fully.

Consider this point:

> "Communicating through a screen does not provide exactly the same experience as being with someone in person."

A weaker response might stop there. Instead, the writer explains *why*:

> "Facial expressions, body language and spontaneous conversations are important parts of human communication."

The writer then takes the reasoning one step further:

> "If teenagers rarely practise these skills face to face, they may become less confident in social situations."

This is exactly the kind of **idea → explanation → consequence** development students should learn to produce.

The source is handled similarly. The writer does not merely report that online friendships increased from approximately 150 to over 325. The evidence leads to an interpretation:

> "Clearly, online friendships have become a significant part of many people's social lives."

That is **source integration**, rather than source reporting.

The essay is also logically organized. Each paragraph has a distinct purpose, and the argument progresses from advantages to disadvantages before reaching a balanced conclusion.

WHAT STUDENTS SHOULD LEARN FROM THIS

After using a statistic, quotation or graph, ask:

> **"So what?"**

Explain what the information shows, suggests, or means for your argument. That is what turns source material into evidence.

Language

WHY IT WORKS

As in the article, the language is sophisticated but accessible.

There are several examples of precise vocabulary:

> "maintaining friendships"
> "a welcome opportunity to relax"
> "convenience can easily turn into dependence"
> "spontaneous conversations"
> "a less active lifestyle"
> "rejecting these opportunities"

The response also demonstrates grammatical flexibility:

> "For teenagers who feel isolated at school or live far away from their friends, online communication can provide a genuine sense of connection."
>
> "If teenagers rarely practise these skills face to face, they may become less confident in social situations."
>
> "After a demanding day at school, teenagers may not always have the energy or money to go out."

Complexity therefore comes from varied and controlled sentence construction, rather than from making every sentence extremely long.

There is also effective use of qualification. The writer avoids absolute claims such as *"social media destroys social skills"*. Instead:

> "they may become less confident…"

and

> "online friendships have become a significant part of many people's social lives."

This creates a more mature and convincing academic style.

WHAT STUDENTS SHOULD LEARN FROM THIS

Avoid exaggerated statements such as *"Everyone…"*, *"Social media always…"* or *"There is no doubt that…"* unless you can genuinely support them.

Words such as **may, can, often, particularly, considerably** and **if** allow you to express ideas more precisely.

Authorial Voice

WHY IT WORKS

The essay has a clear voice, but unlike the article, it does not try to speak directly to or entertain the reader.

The opening provides an interesting contrast between generations:

> "For previous generations, spending time with friends usually meant leaving the house and meeting them in person. Today, however, many young people can socialize without leaving their bedrooms."

This introduces the topic naturally without using a memorized opening such as *"Nowadays, social media is a controversial issue that has advantages and disadvantages."*

The conclusion is also particularly effective:

> "The healthiest approach, therefore, is not choosing between an online and an offline social life, but learning to make room for both."

This leaves the reader with a clear, memorable position and brings together the discussion developed throughout the essay.

WHAT STUDENTS SHOULD LEARN FROM THIS

Authorial voice in an essay does not mean being informal. It means allowing your own way of thinking about the issue to come through.

Avoid memorized introductions and conclusions that could be attached to almost any topic.

Test 2 – Model Responses

Task 1 – Proposal

Version 1: Business-Style Proposal

To: Company Director
Subject: Proposed Employee Wellness Bonus

Introduction

This proposal evaluates the company's plan to reward employees who can demonstrate that they maintain an active lifestyle. Although the initiative could encourage staff to take better care of their health, requiring employees to provide personal fitness information raises concerns about privacy and fairness. I would therefore recommend introducing the bonus only if certain changes are made to the proposed policy.

Potential Benefits

Encouraging physical activity could benefit both employees and the company. Regular exercise can help people remain healthy, reduce stress and improve their overall well-being. This is particularly important considering that research identifies lack of exercise as the cause of 31% of ill health. Offering a financial reward could provide employees with an additional reason to become more active, especially those who have difficulty finding the motivation to exercise regularly.

The company itself could also benefit. Healthier employees may have more energy at work and potentially take fewer days off because of health problems. A wellness program could therefore demonstrate that the company values its employees while creating a healthier working environment.

Concerns about the Policy

Despite these benefits, the proposed policy has a significant weakness: employees would have to prove that they are physically active. Asking for gym membership records or fitness-tracker data may make some employees feel that their private lives are being monitored by their employer. As an HR policy adviser warns, wellness programs can motivate employees, but they must also be voluntary and respect personal privacy. Employees should not feel pressured to share information about their bodies or daily activities simply to receive the same financial benefits as their colleagues.

The policy could also be unfair to people who cannot exercise regularly because of disability, illness, family responsibilities or financial circumstances. Furthermore, gym membership is not the only way to lead an active life. Someone who walks every day or exercises at home may be just as physically active as a gym member.

Recommendations

I recommend that the company introduce the wellness bonus, but participation should remain completely voluntary. Instead of requiring employees to submit personal fitness data, the company could offer several ways to qualify, including participation in company-organized activities or voluntary health challenges. Alternative options should also be available to employees who are unable to exercise.

Conclusion

In conclusion, I would encourage you, as Company Director, to consider introducing the wellness program in a form that rewards healthy choices without placing unnecessary pressure on employees. By protecting privacy and offering flexible ways to participate, the company can promote better health while ensuring that the policy remains fair to all members of staff.

Examiner's Feedback Based on the Rating Criteria

Task 1 – Proposal (Version 1)

Task Completion

WHY IT WORKS

The response fulfills **all the requirements of the task**. It evaluates the company's proposed bonus policy, considers both its potential advantages and employees' concerns, provides a clear position, incorporates relevant source information, and recommends what should be done.

Crucially, the proposal also demonstrates clear awareness of **who will read it**. The prompt specifies that the proposal is being written **to the company director**, and the model makes this explicit from the beginning:

> **"To: Company Director"**

The subject line also immediately identifies the purpose:

> **"Subject: Proposed Employee Wellness Bonus"**

The audience is reinforced in the conclusion:

> "I would encourage you, as Company Director, to consider introducing the wellness program…"

This is important because audience awareness should be visible in the response, not merely assumed. The reader should immediately understand who the proposal is addressed to and why it has been written.

The response also demonstrates awareness of the proposal genre through its functional headings: Introduction, Potential Benefits, Concerns about the Policy, Recommendations, and Conclusion. These allow the Company Director to locate the evaluation and recommendations easily.

Another strength is that the response paraphrases rather than copies the prompt. Compare the task wording with:

> "This proposal evaluates the company's plan to reward employees who can demonstrate that they maintain an active lifestyle."

The key meaning is preserved, but the writer has formulated the situation independently.

The writer also considers multiple viewpoints. The proposal acknowledges that encouraging exercise may benefit employees and the company, while also seriously considering privacy and fairness concerns. It then reaches a qualified position: the bonus should be introduced, but only after modifications.

Finally, the two selected sources are incorporated into the reasoning rather than simply mentioned. The 31% figure supports the need to encourage exercise, while the HR adviser's statement provides a basis for discussing privacy and voluntary participation.

WHAT STUDENTS SHOULD LEARN FROM THIS

Before writing a proposal, identify four things:

Who am I writing to? Why am I writing? What am I recommending? What evidence will help me justify that recommendation?

If the task specifies an addressee, such as the principal, company director or local authority, make that audience clear in the proposal. A simple "To:" line is an effective way of doing this.

Also remember that task completion involves more than discussing the general topic. You should:

paraphrase the situation rather than copy it; address the specified audience; consider the different viewpoints; give a clear recommendation; and incorporate at least one relevant source.

Development

WHY IT WORKS

The response does not merely list advantages and disadvantages. Each important point is **explained and extended**.

For example, the privacy argument begins with the requirement to provide evidence:

> "Asking for gym membership records or fitness-tracker data may make some employees feel that their private lives are being monitored by their employer."

The writer then explains why this matters:

> "Employees should not feel pressured to share information about their bodies or daily activities simply to receive the same financial benefits as their colleagues."

The fairness argument is similarly developed. The writer identifies employees who may be disadvantaged and then challenges the assumption that gym membership is the only valid evidence of an active lifestyle.

Most importantly, the **recommendations grow directly out of the problems identified earlier**. Privacy concerns lead to voluntary participation; concerns about sharing personal data lead to alternative ways of qualifying; fairness concerns lead to alternative arrangements for employees unable to exercise.

This creates a strong:

problem → explanation → solution

structure, which is particularly effective in a proposal.

WHAT STUDENTS SHOULD LEARN FROM THIS

Your recommendations should not suddenly appear at the end. Every important recommendation should respond to an issue you have already discussed.

Language

WHY IT WORKS

The language is appropriately formal for communication with a Company Director without becoming unnecessarily complicated.

Precise expressions include:

> "financial reward"
> "personal fitness information"
> "working environment"
> "voluntary"
> "financial benefits"
> "alternative options"
> "placing unnecessary pressure on employees"

The response also demonstrates controlled syntactic complexity:

> "Although the initiative could encourage staff to take better care of their health, requiring employees to provide personal fitness information raises concerns about privacy and fairness."

The recommendations make effective use of modal language:

> "participation **should** remain completely voluntary"
> "the company **could** offer several ways to qualify"

This language is particularly appropriate when making professional recommendations because it allows the writer to be persuasive without sounding aggressive or demanding.

WHAT STUDENTS SHOULD LEARN FROM THIS

Think about the relationship between **language and audience**. When writing to a company director, your language should be respectful, clear and professional.

Authorial Voice

WHY IT WORKS

The writer adopts the voice of someone presenting a **constructive proposal to a decision-maker**.

The response neither attacks the company's policy nor accepts it uncritically. Instead, the writer acknowledges its potential and suggests realistic improvements:

> "I would therefore recommend introducing the bonus only if certain changes are made to the proposed policy."

This creates a confident but respectful voice.

The conclusion strengthens that relationship with the reader:

> "I would encourage you, as Company Director, to consider introducing the wellness program…"

The writer is therefore not communicating with an anonymous general audience. There is a clear sense of **writer → specified reader → purpose**.

The recommendations themselves also contribute to authorial voice because the writer offers a solution that goes beyond simply accepting or rejecting the original proposal.

WHAT STUDENTS SHOULD LEARN FROM THIS

For proposals, always think:

Who am I trying to persuade, and what do I want that person to do after reading my proposal?

Your tone, organization and recommendations should all reflect the answer.

THE KEY PROPOSAL LESSON FOR STUDENTS

Formula to success:

Specified audience → clear purpose → evaluation → evidence → practical recommendations

A strong ECPE proposal should make it obvious **who is being addressed**, demonstrate that the writer understands the situation without copying the prompt, evaluate different perspectives, and finish with recommendations that logically follow from the discussion.

Task 1 – Proposal

Version 2: Email-Format Proposal

To: Company Director
Subject: Proposal for the Employee Wellness Bonus

Dear Director,

I am writing to offer some suggestions regarding the company's plan to reward employees who can demonstrate that they maintain an active lifestyle. Although the proposed bonus could encourage staff to take better care of their health, I believe some changes are necessary to ensure that the policy is fair and respects employees' privacy.

Encouraging employees to exercise more regularly could certainly have positive results. Research shows that lack of exercise accounts for 31% of ill health, which suggests that physical inactivity is a significant problem. A financial incentive might motivate employees who currently exercise very little to become more active. In turn, healthier employees may have more energy at work and potentially take fewer days off because of health problems. The policy could therefore benefit both individual employees and the company as a whole.

However, I would be concerned about asking employees to provide gym records or fitness-tracker data as evidence. An HR policy adviser points out that wellness programs can motivate employees, provided that they remain voluntary and respect personal privacy. Some members of staff may understandably feel uncomfortable sharing information about their physical activity with their employer. Others may be unable to exercise regularly because of health conditions, family responsibilities or other circumstances and could therefore feel unfairly excluded from the bonus.

For these reasons, I recommend that participation in the program remain entirely voluntary. Employees could be offered several ways to qualify for the bonus instead of being required to submit personal fitness data. For example, the company could organize optional walking challenges, sports activities or other wellness initiatives. Employees who are unable to participate in physical activities should also be given an alternative way of receiving the benefit.

I believe these changes would allow the company to encourage healthier habits without making employees feel that their private lives are being monitored. I hope you will consider these recommendations before the new policy is introduced.

Kind regards,
[Name]

Why this format works

Task 1 – Proposal (Version 2)

The **proposal content has not fundamentally changed**; what changes is its presentation and the way the writer establishes the relationship with the reader. Instead of headings such as *Introduction*, *Potential Benefits* and *Recommendations*, the email uses **To, Subject, greeting, connected paragraphs and a closing**. This makes the specified audience immediately clear:

> **To: Company Director**
> **Dear Director,**

The purpose is also established naturally in the opening:

> "I am writing to offer some suggestions regarding the company's plan…"

This is particularly useful for students because it shows that an ECPE proposal does not have to look like a report in order to be well organized. The organization can come through paragraphing and logical progression: **purpose → benefits → concerns → recommendations → final appeal**.

Note that **email format does not mean informal language**. The recipient is the Company Director, so expressions such as *"I recommend that…"*, *"I would be concerned about…"* and *"I hope you will consider these recommendations…"* maintain an appropriately respectful, professional register.

Task 2 – Essay

An increasing number of people are choosing to exercise individually at gyms instead of participating in team sports or group activities. Both approaches can improve physical health, but exercising alone offers a degree of freedom that group activities cannot always provide. At the same time, however, something valuable may be lost when fitness becomes an entirely individual experience.

One major advantage of individual training is flexibility. People can decide when to exercise, how long to train and which activities best suit their needs. Someone with a busy school or work schedule, for example, does not have to arrange their day around a team's training session. This convenience may partly explain why gym membership has generally risen over the last decade, reaching approximately 240,000 members in Year 10 compared with about 120,000 in Year 1. For many people, therefore, the gym appears to offer a practical way of fitting exercise into everyday life.

Individual training also allows people to concentrate on personal goals. While one person may want to become stronger, another may simply wish to improve their general fitness. At a gym, both can follow programs suited to their own abilities and progress at their own pace. This can be particularly appealing to people who feel uncomfortable competing with others.

Nevertheless, team sports and group activities offer benefits that cannot easily be reproduced by exercising alone. Playing basketball, joining a running group or attending a dance class provides opportunities to meet people and develop friendships. Team sports can also teach cooperation and responsibility, since participants learn that their actions affect other members of the group.

Motivation is another potential disadvantage of training alone. It can be easy to skip a workout when nobody is expecting you to attend. In a team, by contrast, other people may encourage you to continue when you feel tired or lose interest. For some individuals, this sense of shared commitment is what turns occasional exercise into a lasting habit.

In my view, individual fitness training is a positive development because it gives more people the freedom to exercise in a way that suits their lifestyle. However, convenience should not lead us to overlook the social benefits of physical activity. Ideally, people should choose the form of exercise they genuinely enjoy, while also finding opportunities to be active with others from time to time.

Examiner's Feedback Based on the Rating Criteria

Task 2 – Essay

Task Completion

WHY IT WORKS

The response addresses the exact trend identified in the prompt: the preference for **individual fitness training over team sports and group physical activities**.

It examines advantages, including flexibility, convenience, personalized goals and freedom from competition, while also considering disadvantages such as fewer opportunities for social interaction, reduced cooperation and weaker external motivation.

The introduction **paraphrases the task instead of copying it**:

> "An increasing number of people are choosing to exercise individually at gyms instead of participating in team sports or group activities."

Although some key topic vocabulary naturally remains—there are only so many sensible ways to refer to gyms and team sports—the sentence restructures the information and immediately develops it further:

> "Both approaches can improve physical health, but exercising alone offers a degree of freedom that group activities cannot always provide."

The writer's opinion is also clear and emerges from the preceding discussion rather than appearing as an unrelated statement in the conclusion.

Finally, the graph is incorporated directly into an argument about the appeal of individual exercise.

WHAT STUDENTS SHOULD LEARN FROM THIS

Paraphrasing does not mean desperately searching for synonyms for every word in the prompt. Keep essential topic vocabulary when necessary but restructure the idea and make it your own.

Then check:

Have I discussed both advantages and disadvantages? Have I given my opinion? Have I remained focused on the exact trend? Have I incorporated a relevant source?

Development

WHY IT WORKS

Each paragraph develops a distinct aspect of the issue.

The flexibility paragraph begins with a general advantage and then makes it concrete:

> "Someone with a busy school or work schedule, for example, does not have to arrange their day around a team's training session."

The graph then strengthens this discussion rather than interrupting it.

The paragraph about personal goals introduces a different advantage, avoiding repetition. Similarly, the disadvantages are separated into two meaningful areas: social benefits and motivation.

The motivation paragraph is particularly useful as a model of development:

> "It can be easy to skip a workout when nobody is expecting you to attend."

This is followed by a contrast:

> "In a team, by contrast, other people may encourage you to continue when you feel tired or lose interest."

And finally by a broader consequence:

> "For some individuals, this sense of shared commitment is what turns occasional exercise into a lasting habit."

A simple idea—*teams motivate people*—has therefore been turned into a fully developed argument.

WHAT STUDENTS SHOULD LEARN FROM THIS

Do not try to impress the examiner by generating ten different ideas. **Two or three well-developed ideas are more effective than a long list of undeveloped points.**

Take an accessible idea and ask:

Why? How? Can I give an example? What might happen as a result?

Language

WHY IT WORKS

The response demonstrates range without becoming unrealistic for an EFL learner.

Useful precise expressions include:

> "a degree of freedom"
> "fit exercise into everyday life"
> "personal goals"
> "progress at their own pace"
> "shared commitment"
> "a lasting habit"
> "overlook the social benefits"

There is also considerable syntactic variety:

> "While one person may want to become stronger, another may simply wish to improve their general fitness."
>
> "It can be easy to skip a workout when nobody is expecting you to attend."
>
> "Ideally, people should choose the form of exercise they genuinely enjoy, while also finding opportunities to be active with others from time to time."

The response also uses **qualification** effectively. For example:

> "This convenience **may partly explain** why gym membership has generally risen…"

This is more accurate than claiming that convenience **caused** the increase, because the graph itself provides no information about causation.

WHAT STUDENTS SHOULD LEARN FROM THIS

C2 writing requires precision not only in vocabulary but also in **how strongly you make a claim**.

Do not write that something *proves*, *causes* or *always leads to* something else unless your evidence really supports that conclusion. Expressions such as **may, can, tends to, partly, for some people** and **in many cases** can make your argument more accurate and convincing.

Authorial Voice

WHY IT WORKS

The essay maintains an appropriately thoughtful, semi-formal/formal voice throughout.

The introduction goes beyond the predictable *"There are advantages and disadvantages to exercising alone"* by introducing a more interesting contrast:

> "exercising alone offers a degree of freedom that group activities cannot always provide. At the same time, however, something valuable may be lost when fitness becomes an entirely individual experience."

This gives the essay a clear perspective from the beginning without becoming overly dramatic.

The conclusion is similarly balanced. The writer does not suggest that everyone should exercise in the same way:

> "people should choose the form of exercise they genuinely enjoy…"

This acknowledges that different approaches suit different individuals and gives the response a more thoughtful voice.

WHAT STUDENTS SHOULD LEARN FROM THIS

A strong essay does not need rhetorical questions, dramatic language or an unusual story to be engaging.

Your **reasoning itself can create authorial voice**. Show that you have considered the issue rather than simply repeating familiar arguments.

What students should notice across both models

These two responses also demonstrate that **genre affects writing choices**.

The **proposal** is practical and solution oriented. It uses headings, identifies problems and ends with concrete recommendations. The writer is addressing a particular decision-maker—the company director—so the tone is constructive and professional.

The **essay**, which correctly has **no title**, explores the issue more broadly. It weighs advantages against disadvantages and reaches a considered personal conclusion rather than presenting a formal set of recommendations.

In both cases, however, the underlying ECPE strategy remains the same:

Understand and paraphrase the task → consider multiple perspectives → select relevant evidence → incorporate and interpret it → develop a small number of ideas thoroughly → express a clear position → adapt your language and voice to the genre.

That is what students should try to reproduce—not the exact arguments or phrases in the models, but **the thinking and writing process behind them**.

Test 3 – Model Responses

Task 1 – Article

Paying for the News: A Fair Price or a Step Too Far?

For years, many of us have become accustomed to reading news online without paying for it. However, The Eye has recently introduced an annual subscription for readers who want full access to its online content. While charging for digital news may help newspapers survive, it could also prevent some readers from accessing reliable information.

There are strong arguments in favor of the new policy. Producing quality journalism costs money. Newspapers must employ reporters, editors and other professionals, even when their articles appear online rather than on paper. At the same time, traditional newspaper sales are falling dramatically. According to industry figures, average daily sales of weekday newspapers in the US dropped from approximately 22 million copies in Year 1 to only 15 million in Year 6. If fewer people are buying printed newspapers, publishers clearly need to find other ways of financing their work.

A subscription system may also encourage readers to recognize that trustworthy journalism has value. We willingly pay for films, music and other forms of online entertainment, so perhaps expecting all news to remain free is unrealistic. Subscription income could allow The Eye to invest in experienced journalists and produce more detailed, reliable reporting.

Nevertheless, there is another side to the issue. Not everyone can afford several online subscriptions, particularly young people or families with limited incomes. If reliable news is hidden behind a paywall, some readers may turn instead to free information on social media, where it can be difficult to distinguish accurate reporting from rumors or misleading claims.

There is also the question of advertising. The Eye's chief editor has stated that keeping online access free would require the newspaper to sell more advertising space. Although this could provide an alternative source of income, too many advertisements may interrupt the reading experience and make the website less appealing.

In my view, The Eye is justified in asking readers to contribute to the cost of professional journalism, but completely restricting its content is not the best solution. A limited number of articles could remain free each month, while subscribers receive unlimited access and additional content. In this way, the newspaper could earn the income it needs without excluding readers who cannot afford a subscription. Good journalism has a price, but access to reliable information should not become a luxury.

Examiner's Feedback Based on the Rating Criteria

Task 1 – Article

Task Completion

WHY IT WORKS

The response fulfills all parts of the task. It evaluates the **advantages and disadvantages of *The Eye's* subscription policy**, expresses a clear opinion, uses information from the visual material, and maintains the conventions of an opinion article.

The opening also **paraphrases the task rather than copying it**:

> "*The Eye* has recently introduced an annual subscription for readers who want full access to its online content."

The writer preserves necessary terms such as *subscription* and *online content* but restructures the information instead of reproducing the prompt.

Both perspectives receive genuine consideration. The writer explains why subscriptions could help finance professional journalism but also considers affordability and the risk that readers may turn to less reliable free sources.

The opinion is not simply *for* or *against* the policy. The writer proposes a compromise:

> "A limited number of articles could remain free each month, while subscribers receive unlimited access and additional content."

This demonstrates independent consideration of the issue.

The selected sources are also **incorporated rather than merely mentioned**. The decline in newspaper sales becomes evidence for the financial argument, while the editor's quotation introduces advertising as an alternative funding model.

WHAT STUDENTS SHOULD LEARN FROM THIS

Task Completion is not simply about "writing something about the topic." Check that you have:

addressed the exact situation → paraphrased rather than copied the prompt → considered multiple viewpoints → expressed your own position → incorporated relevant source information → followed the correct genre.

Development

WHY IT WORKS

The model takes accessible ideas and develops them through explanation and consequence.

For example:

> "Producing quality journalism costs money."

This simple idea is immediately developed:

> "Newspapers must employ reporters, editors and other professionals, even when their articles appear online rather than on paper."

The source evidence then strengthens the argument, before the writer draws a conclusion from it:

> "If fewer people are buying printed newspapers, publishers clearly need to find other ways of financing their work."

This demonstrates an effective pattern:

claim → explanation → evidence → interpretation

The disadvantages are developed in the same way. Rather than simply saying subscriptions are expensive, the writer considers **who may be affected** and **what they might do instead**:

> "If reliable news is hidden behind a paywall, some readers may turn instead to free information on social media…"

This gives the argument depth.

WHAT STUDENTS SHOULD LEARN FROM THIS

After making a point, do not immediately move to the next one. Ask:

Why is this true? Who does it affect? What could happen as a result? Is there evidence I can connect to it?

Language

WHY IT WORKS

The model demonstrates sophisticated but learnable vocabulary:

> "quality journalism"
> "trustworthy journalism"
> "subscription income"
> "reliable reporting"
> "hidden behind a paywall"
> "alternative source of income"
> "limited incomes"

There is also good syntactic flexibility:

> "While charging for digital news may help newspapers survive, it could also prevent some readers from accessing reliable information."
>
> "Although this could provide an alternative source of income, too many advertisements may interrupt the reading experience…"

The response also qualifies claims appropriately with **may, could, perhaps** and **some**, rather than presenting opinions as unquestionable facts.

WHAT STUDENTS SHOULD LEARN FROM THIS

Sophisticated writing is not about inserting difficult vocabulary everywhere. Aim for **natural collocations, accurate complex structures and precise claims**.

Authorial Voice

WHY IT WORKS

The response sounds like an **opinion article**, rather than an essay disguised with a title.

The title creates immediate interest:

> **"Paying for the News: A Fair Price or a Step Too Far?"**

The writer occasionally creates a connection with the readership:

> "We willingly pay for films, music and other forms of online entertainment…"

The final sentence is also memorable:

> "Good journalism has a price, but access to reliable information should not become a luxury."

These features engage the reader while maintaining an appropriate newspaper register.

WHAT STUDENTS SHOULD LEARN FROM THIS

An article should have a stronger sense of **reader engagement** than an essay. A good title, relatable comparison or memorable concluding thought can help achieve this without making the response excessively informal.

Task 2 – Essay

The way people receive news has changed considerably in recent years. Instead of buying a newspaper or magazine, many people now discover what is happening in the world through posts that appear on their social-media feeds. This shift has made news faster and easier to access, but it has also changed the way people decide which information to trust.

One obvious advantage is convenience. Social media allows users to learn about important events almost immediately, wherever they happen to be. There is no need to wait for the following day's newspaper, and information can be shared with millions of people within minutes. This can be particularly useful during rapidly developing events, when people want frequent updates.

Another benefit is that social media exposes users to a wide range of subjects and viewpoints. Someone who would never deliberately buy a newspaper may still encounter stories about politics, science or international events while scrolling through a social-media platform. News can therefore reach people who might otherwise take little interest in current affairs.

However, receiving news in this way also creates serious challenges. Professional newspapers employ journalists and editors to investigate stories and check information before publication. On social media, by contrast, almost anyone can publish a claim and present it as fact. False or incomplete information can spread rapidly, particularly when users share a post without checking where it came from.

The decline of traditional newspapers makes this concern especially significant. Industry figures show that average daily sales of weekday newspapers in the US fell from around 22 million copies in Year 1 to approximately 15 million in Year 6. This does not necessarily mean that people are less interested in news, but it does suggest that the way they consume it is changing. If professional news organizations lose readers and income, maintaining high-quality journalism may become increasingly difficult.

In my view, social media is a useful way of discovering what is happening, but it should not be our only source of information. Users need to develop the habit of checking who produced a story, comparing different sources and distinguishing reporting from personal opinion. Traditional newspapers may no longer dominate the way they once did, but the journalistic standards they represent remain valuable. The challenge, therefore, is not to choose between newspapers and social media, but to combine the speed of modern technology with the careful judgment that reliable news requires.

Examiner's Feedback Based on the Rating Criteria

Task 2 – Essay

Task Completion

WHY IT WORKS

The essay directly addresses the **impact of the shift from printed media to social media as a source of news**.

It considers positive effects, including speed, convenience and exposure to a wider variety of topics, while also discussing negative effects such as unreliable information and the potential consequences for professional journalism.

The task is **paraphrased rather than copied**. Instead of repeating that "many people learn about news and current affairs from posts on social media," the writer reframes the situation:

> "Instead of buying a newspaper or magazine, many people now discover what is happening in the world through posts that appear on their social-media feeds."

The next sentence immediately begins interpreting the issue:

> "This shift has made news faster and easier to access, but it has also changed the way people decide which information to trust."

The writer's opinion is clearly expressed in the conclusion:

> "social media is a useful way of discovering what is happening, but it should not be our only source of information."

The visual source is also relevant and naturally incorporated into the discussion.

WHAT STUDENTS SHOULD LEARN FROM THIS

Your introduction should demonstrate that you have **understood and interpreted the question**, not merely that you can copy or slightly rearrange it.

Then make sure every requirement has been addressed:

exact topic → multiple perspectives → relevant source → own opinion → appropriate essay genre.

Development

WHY IT WORKS

Each body paragraph develops a **different consequence** of the shift.

The first explains speed and convenience. The second develops increased exposure to news. The third introduces the problem of reliability. The fourth connects declining newspaper sales to the possible future of professional journalism.

The discussion of misinformation is particularly useful:

> "On social media, by contrast, almost anyone can publish a claim and present it as fact."

The writer then develops the consequence:

> "False or incomplete information can spread rapidly, particularly when users share a post without checking where it came from."

The source paragraph also demonstrates **critical interpretation**. Rather than assuming that declining sales prove that social media is replacing newspapers, the writer carefully distinguishes between what the evidence shows and what can reasonably be inferred from it.

This is a valuable example of the **critical thinking** expected at C2 level.

WHAT STUDENTS SHOULD LEARN FROM THIS

Do not simply describe a graph and move on.

Ask:

What does the source actually show? What can I reasonably conclude from it? What does it NOT prove? How does it connect to my argument?

Language

WHY IT WORKS

The vocabulary is precise and topic-specific without becoming unnecessarily difficult:

> "social-media feeds"
> "rapidly developing events"
> "current affairs"
> "investigate stories"
> "check information"
> "present it as fact"
> "news-consumption habits"
> "journalistic standards"

There is also good control of complex syntax:

> "Someone who would never deliberately buy a newspaper may still encounter stories about politics, science or international events while scrolling through a social-media platform."

The writer uses contrast effectively:

> "On social media, **by contrast**, almost anyone can publish a claim…"

and qualification:

> "This does **not necessarily mean** that people are less interested in news…"

The latter is particularly valuable because sophisticated language at C2 is partly about expressing **precise degrees of certainty**, not merely using advanced vocabulary.

WHAT STUDENTS SHOULD LEARN FROM THIS

Use language to make your reasoning more precise. Expressions such as **does not necessarily mean, may, can, particularly, by contrast** and **suggest** allow you to avoid unsupported generalizations.

Authorial Voice

WHY IT WORKS

The essay maintains a thoughtful, analytical voice appropriate to the genre.

It avoids a formulaic introduction such as *"Nowadays, social media is very popular and has many advantages and disadvantages."* Instead, it begins directly with the change being examined and identifies the deeper issue of **trust**.

The conclusion also moves beyond a simple preference for newspapers or social media:

> "The challenge, therefore, is not to choose between newspapers and social media, but to combine the speed of modern technology with the careful judgment that reliable news requires."

This gives the response an individual perspective while remaining realistic for a teenage EFL learner.

WHAT STUDENTS SHOULD LEARN FROM THIS

Authorial Voice does not require an extraordinary or controversial opinion. It comes from **how you frame the issue, how you connect your ideas and what conclusion you draw from them**.

What students should notice across these two models

The same visual material is available for both tasks, but **the sources are not used mechanically in the same way**.

For the **article**, the declining-sales graph establishes the financial problem facing newspapers, while the Chief Editor's quotation introduces advertising as an alternative to subscriptions.

For the **essay**, only the declining-sales graph is needed because it directly illustrates the broader change in how people consume news.

That leads to one of the most important lessons:

Do not describe the visuals. Use them to think.

A strong ECPE response does not earn its quality simply by inserting a statistic. The candidate **selects relevant evidence, interprets it carefully and connects it to an argument**.

Across both models, students should therefore follow the same underlying process:

Understand and paraphrase the task → identify the different perspectives → select the source(s) that genuinely help → develop accessible ideas thoroughly → interpret rather than merely report evidence → express a clear position → adapt the voice to the genre.

Test 4 – Model Responses

Task 1 – Proposal

Version 1: Business-Style Proposal

To: Dean of the University
Subject: Proposed Use of AI for Assessing Students' Written Work

Introduction

This proposal evaluates the university's plan to use an AI-based system to assess students' written assignments and provide automatic feedback. Although such a system could make assessment faster and provide students with useful support, allowing AI to make important academic judgments without human involvement could create serious concerns. I therefore recommend introducing the system as a support tool rather than as a replacement for faculty assessment.

Potential Benefits

One clear advantage is the speed with which students could receive feedback. Faculty members may need considerable time to read large numbers of assignments, whereas an automated system could respond almost immediately. Students could then identify weaknesses in their writing and make improvements while the assignment was still fresh in their minds.

There is also evidence that students may already be benefiting from AI in their education. University data show that average grades rose from approximately 72% in Year 1 to 84% in Year 5 following the introduction of AI. Although these figures do not prove that AI alone caused the improvement, they suggest that such technology may have a useful role in supporting learning.

Automated assessment could also provide greater consistency. The same criteria could be applied to every assignment, reducing the possibility that factors such as tiredness or personal preferences influence a particular evaluation.

Concerns about Automated Assessment

Nevertheless, assessing writing involves more than identifying grammatical errors or checking whether certain criteria have been met. Students may approach a topic creatively, use humor or deliberately adopt an unusual style. An automated system may not always understand the purpose behind such choices.

There is also a risk that students will lose confidence in the assessment process if they believe important academic decisions are being made entirely by a computer. A grade can affect a student's progress and future opportunities, so students should have the possibility of asking a faculty member to explain or review a decision.

Recommendations

I recommend that the university introduce the AI system on a trial basis. It could provide initial feedback on areas such as organization, clarity and language, while faculty members remain responsible for final grades. Students should also be informed about how the system is used and be allowed to request a human review if they disagree with an assessment.

Conclusion

AI could make the assessment process more efficient and give students quicker access to useful feedback. However, efficiency should not come at the expense of human judgment. By combining the speed and consistency of technology with the experience of faculty members, the university can benefit from innovation while maintaining students' trust in the assessment process.

Task 1 – Proposal

Version 2: Email-Format Proposal

To: Dean of the University
Subject: Proposal on the Use of AI for Student Writing Assessment

Dear Dean,

I am writing to offer some recommendations regarding the university's plan to use an AI-based system to assess students' written work and provide automatic feedback. While I believe the technology could offer significant benefits, I would recommend using it alongside faculty assessment rather than allowing it to determine students' grades independently.

One important advantage would be the speed of feedback. Students often benefit most from comments when they receive them soon after completing an assignment. An AI system could identify areas requiring improvement almost immediately, allowing students to learn from their mistakes before beginning their next piece of work. It could also reduce some of the time faculty members spend on routine corrections.

The educational potential of AI should not be ignored. University data show that students' average grades have risen steadily since AI was introduced, from approximately 72% in Year 1 to 84% in Year 5. Of course, this does not establish that AI was responsible for the improvement, since other factors may have contributed. Nevertheless, the figures suggest that AI can form part of a successful learning environment.

Despite these advantages, I would be concerned about using automated assessment without human supervision. Written work can contain creativity, humor and subtle arguments that may require an understanding of the writer's intentions. Furthermore, students deserve to know that important decisions about their academic performance can be reviewed by a person who understands the wider context of their work.

For these reasons, I recommend using the new system primarily to provide initial feedback. Faculty members should continue to determine final grades, particularly for major assignments. I would also suggest introducing a clear review procedure so that students can ask a faculty member to reconsider feedback or a grade if necessary.

I believe this approach would allow the university to take advantage of new technology without removing the human judgment that remains essential in education. I hope you will consider these recommendations before the program is fully implemented.

Kind regards,
[Name]

Examiner's Feedback Based on the Rating Criteria

Task 1 – Proposal (Versions 1 and 2)

Task Completion

WHY IT WORKS

Both versions fulfill all the requirements of the task. They evaluate the possible advantages and disadvantages of using AI to assess students' writing, give a clear recommendation, incorporate relevant source information and address the specified audience.

Crucially, both versions explicitly identify the **Dean** as the recipient.

The business-style version begins:

> **"To: Dean of the University"**

while the email version uses:

> **"To: Dean of the University"**
> **"Dear Dean,"**

The audience is therefore visible rather than merely implied by formal language.

Both versions also **paraphrase the task rather than copy it**. For example:

> "This proposal evaluates the university's plan to use an AI-based system to assess students' written assignments and provide automatic feedback."

Necessary topic vocabulary such as *AI*, *assessment* and *feedback* remains, but the task has been reformulated naturally.

The models genuinely consider **both perspectives**. AI is presented as potentially faster and more consistent, but the limitations of automated judgment and the importance of human review are also developed.

Finally, the writer does not simply accept or reject the proposal. A specific course of action is recommended:

> "I therefore recommend introducing the system as a support tool rather than as a replacement for faculty assessment."

That is particularly appropriate for the proposal genre.

WHAT STUDENTS SHOULD LEARN FROM THIS

For an ECPE proposal, check:

Who am I writing to? Have I made that clear? Have I paraphrased the situation? Have I evaluated both sides? Have I incorporated a relevant source? Most importantly, have I said exactly what I recommend?

Development

WHY IT WORKS

The models use accessible ideas but take them beyond their first, obvious form.

For example, *AI gives feedback quickly* could remain a very basic argument. Instead, the model explains **why speed matters**:

> "Students could then identify weaknesses in their writing and make improvements while the assignment was still fresh in their minds."

Similarly, the concern about human judgment is developed beyond *"AI can make mistakes."* The writer identifies aspects of writing that may require interpretation:

> "Students may approach a topic creatively, use humor or deliberately adopt an unusual style."

The response then considers the consequence for students:

> "A grade can affect a student's progress and future opportunities…"

Most importantly, the recommendations respond directly to the concerns raised earlier:

Need for efficiency → use AI for initial feedback
Need for human judgment → faculty retain responsibility for final grades
Possibility of disagreement → provide a human review procedure

This creates a logical connection between **evaluation and recommendation**.

WHAT STUDENTS SHOULD LEARN FROM THIS

In a proposal, do not simply write:

There are advantages. There are disadvantages. Here are my suggestions.

Instead, make your recommendations **solve the problems you have identified**.

Language

WHY IT WORKS

The language is appropriately sophisticated but remains learnable for teenage EFL students:

> "academic judgments"
> "automated assessment"
> "human involvement"
> "greater consistency"
> "human supervision"
> "final grades"
> "review procedure"
> "fully implemented"

The response also demonstrates flexible control of complex structures:

> "Although such a system could make assessment faster and provide students with useful support, allowing AI to make important academic judgments without human involvement could create serious concerns."

There is particularly effective use of **cautious language** when interpreting the graph:

> "these figures do not prove…"
> "they suggest…"
> "other factors may have contributed"

This is sophisticated language because it reflects sophisticated **thinking**.

WHAT STUDENTS SHOULD LEARN FROM THIS

At C2 level, precision includes knowing when **not** to make an absolute claim.

Use expressions such as **may, could, suggest, does not necessarily mean** and **may have contributed** when the evidence does not justify certainty.

Authorial Voice

WHY IT WORKS

Both versions adopt a constructive voice appropriate to someone advising a university decision-maker.

The writer does not present technology as either entirely beneficial or entirely dangerous. Instead, a balanced but distinctive position emerges:

> "efficiency should not come at the expense of human judgment."

This makes the proposal persuasive without becoming aggressive.

The two versions also demonstrate that **the same genre can be presented differently**. The business-style proposal uses functional headings and a report-like structure, whereas the email proposal establishes the relationship with the Dean through a greeting, connected paragraphs and a professional closing.

WHAT STUDENTS SHOULD LEARN FROM THIS

The format may change, but the communicative purpose does not.

Whether you use a **business-style format** or a **professional email format**, your proposal should make clear:

who you are addressing → what problem you are evaluating → what you recommend → why the reader should accept your recommendation.

Task 2 – Essay

AI-powered tools are becoming an increasingly common part of students' education. They can explain difficult concepts, assist with research and even produce complete pieces of writing within seconds. Used carefully, these tools can make learning more accessible and efficient. However, if students begin relying on AI to do their thinking for them, the technology designed to support education could eventually weaken some of the skills education is supposed to develop.

One major advantage of AI is the immediate support it can provide. A student struggling with a difficult concept does not necessarily have to wait until the next lesson to ask for help. AI can offer explanations, suggest examples or provide additional practice at almost any time. This may be particularly useful for students who learn at different speeds or feel uncomfortable asking questions in front of their classmates.

AI can also make research more manageable. A university survey shows that research is the most common use of AI among students, at approximately 95%, while writing assistance is also extremely popular, at around 90%. These figures suggest that AI has already become closely connected with the way many students complete academic work. Used responsibly, it can help them identify useful areas to investigate and organize information more efficiently.

The problem arises when assistance becomes dependence. If students ask AI to generate an entire essay instead of planning, drafting and revising it themselves, they may complete an assignment without developing the skills the assignment was designed to practise. Receiving a good piece of writing is not the same as learning how to produce one. Over time, excessive reliance on AI could therefore weaken independent thinking and problem-solving skills.

There is also the question of reliability. An answer produced confidently by an AI tool is not automatically an accurate one. Students who accept information without checking it may include errors or misleading claims in their work. Learning how to evaluate sources and question information is an essential part of education, and technology should strengthen this ability rather than replace it.

In my view, banning AI from education would ignore its considerable potential. Students will probably encounter such technology in their future studies and careers, so learning to use it responsibly is itself a valuable skill. However, AI should function as a learning partner rather than a substitute for learning. Students should use it to ask questions, explore ideas and improve their work, while remaining responsible for the thinking and decisions behind the final product. The real challenge is therefore not whether students should use AI, but whether they can learn to use it without allowing it to do the learning for them.

Examiner's Feedback Based on the Rating Criteria

Task 2 – Essay

Task Completion

WHY IT WORKS

The response addresses the exact question: the **possible benefits and risks of relying on AI-powered technologies in education**.

It considers several benefits—immediate support, personalized assistance and more manageable research—while also exploring risks such as dependence, reduced independent thinking and unreliable information.

The introduction **paraphrases and develops the prompt rather than reproducing it**:

> "AI-powered tools are becoming an increasingly common part of students' education."

It then reframes the central issue:

> "if students begin relying on AI to do their thinking for them, the technology designed to support education could eventually weaken some of the skills education is supposed to develop."

This immediately gives the essay a direction without simply copying the wording of the task.

The writer also gives a clear opinion:

> "AI should function as a learning partner rather than a substitute for learning."

Finally, the visual source is incorporated naturally into the discussion of how students currently use AI.

WHAT STUDENTS SHOULD LEARN FROM THIS

A strong introduction does more than repeat the subject. It should **show how you understand the issue** and establish the direction your discussion will take.

Before finishing, check:

Have I discussed benefits? Have I discussed risks? Have I incorporated a relevant source? Have I given my own considered opinion?

Development

WHY IT WORKS

The essay demonstrates how relatively straightforward ideas can be developed to C2 level.

Consider the argument about AI-generated essays. The writer begins with a concrete situation:

> "If students ask AI to generate an entire essay instead of planning, drafting and revising it themselves…"

The consequence is then explained:

> "they may complete an assignment without developing the skills the assignment was designed to practise."

Finally, the idea is summarized through a useful distinction:

> "Receiving a good piece of writing is not the same as learning how to produce one."

This is effective development because the writer moves from **example → consequence → broader insight**.

The reliability paragraph follows a similar pattern. The writer identifies the risk of inaccurate information, explains what may happen if students accept it uncritically, and then connects the point to the broader educational goal of learning to evaluate information.

The conclusion does not merely repeat earlier arguments. It resolves the debate by distinguishing **using AI** from **depending on AI**.

WHAT STUDENTS SHOULD LEARN FROM THIS

You do not need unusually mature ideas to produce strong ECPE writing.

Take an accessible idea and develop it:

What happens? → Why does it matter? → What might the consequence be? → What does this tell us about the wider issue?

Language

WHY IT WORKS

The language is advanced but deliberately avoids becoming unnecessarily technical.

Useful expressions include:

> "immediate support"
> "learn at different speeds"
> "make research more manageable"
> "assistance becomes dependence"
> "independent thinking"
> "excessive reliance"
> "evaluate sources"
> "learning partner"
> "a substitute for learning"

There is also strong syntactic flexibility:

> "A student struggling with a difficult concept does not necessarily have to wait until the next lesson to ask for help."
>
> "Students who accept information without checking it may include errors or misleading claims in their work."
>
> "Students will probably encounter such technology in their future studies and careers, so learning to use it responsibly is itself a valuable skill."

Notice also the careful qualification:

> "**may** complete…"
> "**could** therefore weaken…"
> "is **not automatically** an accurate one"
> "will **probably** encounter…"

These choices prevent unsupported generalizations.

WHAT STUDENTS SHOULD LEARN FROM THIS

C2 vocabulary should be **precise, natural and useful**, not simply difficult.

And remember that grammatical complexity is most effective when it helps you express relationships such as **condition, contrast, consequence, concession and qualification**.

Authorial Voice

WHY IT WORKS

The essay has a clear perspective without becoming one-sided.

Two phrases in particular give the response an individual voice:

> "assistance becomes dependence"

and:

> "a learning partner rather than a substitute for learning."

These formulations make the argument memorable while remaining natural enough for a strong teenage EFL learner to understand and potentially imitate.

The final sentence is also effective:

> "The real challenge is therefore not whether students should use AI, but whether they can learn to use it without allowing it to do the learning for them."

Rather than ending with the predictable *"AI has both advantages and disadvantages,"* the writer draws a conclusion from the discussion and leaves the reader with the central distinction developed throughout the essay.

WHAT STUDENTS SHOULD LEARN FROM THIS

Authorial Voice does not mean trying to sound clever. It comes from finding a **clear way of expressing your own understanding of the issue**.

What students should notice across these models

This set provides a particularly useful example of **critical source selection** because all three visuals could initially appear relevant to AI and education. However, their usefulness changes depending on the task.

For the **proposal**, the grades graph provides evidence connected to the potential educational value of AI, while the writer carefully avoids claiming that AI caused the improvement.

For the **essay**, the AI-uses chart is more useful because it shows how extensively students already use AI for research and writing—the activities at the heart of the discussion about reliance.

The models therefore demonstrate two different levels of critical thinking:

First: *Which source is most relevant to my argument?*
Second: *What does that source actually allow me to claim?*

Students should also notice the clear genre difference. The **proposal** addresses a specific decision-maker—the **Dean**—evaluates a concrete plan and recommends action. The two versions show that this can be done through either a structured business format or a professional email. The **essay**, by contrast, has **no title**, addresses the issue more broadly and arrives at a considered personal position rather than making formal recommendations to a specified reader.

Across all three models, the transferable ECPE process is:

Understand the exact task → paraphrase rather than copy → identify multiple perspectives → select evidence critically → interpret rather than merely report the source → develop a small number of ideas thoroughly → express a clear position → use precise, controlled C2 language → adapt the voice to the genre and audience.

Test 5 – Model Responses

Task 1 – Proposal

Version 1: Business-Style Proposal

To: Executive Board of POPshop
Subject: Proposal on the Future of POPshop's Physical Stores

Purpose

This proposal evaluates the possible benefits and drawbacks of closing POPshop's physical outlets and selling its entire product line online. Although an online-only model could reduce operating costs and make the company's products more widely available, closing every store would risk removing one of POPshop's greatest strengths. I therefore recommend adopting a hybrid model rather than abandoning physical retail completely.

Potential Benefits of Online-Only Sales

Moving all sales online could reduce expenses associated with rent, utilities, and maintaining stores across the country. Some of these savings could be used to improve POPshop's website, expand its product range, or lower prices.

This last point is particularly important because the customer survey gives POPshop's prices a rating of only 4 out of 10. More competitive pricing could attract new customers and encourage existing ones to purchase more frequently. Online shopping would also allow customers to place orders at any time, including those who do not live near a POPshop outlet.

Risks of Closing All Physical Stores

Despite these advantages, closing every store would create significant problems. The same survey gives in-store customer service an exceptionally high rating of 9.5 out of 10. This suggests that personal assistance is a major part of the company's appeal. Customers can ask for advice, compare products, and try on clothing before making a purchase.

If this experience disappears, POPshop may lose customers who are uncertain about fit, quality, or appearance. Online returns could also increase, reducing some of the savings created by store closures. In addition, employees working in physical outlets could lose their jobs.

Recommendation

POPshop should expand its online operations while retaining selected stores in major locations. Less successful outlets could be closed, but the remaining ones should operate as showrooms, customer-service centers, and collection or return points.

The company should also use some of the savings from reducing its number of stores to address dissatisfaction with prices and broaden its product range. This approach would allow POPshop to benefit from online growth without giving up the highly valued service that distinguishes it from online-only competitors.

Conclusion

A complete transition to online sales might reduce short-term costs, but it could weaken an important connection between POPshop and its customers. A carefully planned hybrid model would be a safer and more balanced strategy.

Task 1 – Proposal

Version 2: Professional Email Proposal

To: Executive Board of POPshop
Subject: Proposal on POPshop's Online Sales Strategy

Dear Members of the Executive Board,

I am writing to present my recommendations concerning the proposal to close all POPshop outlets and sell the company's products exclusively through online orders. While this change could make the business more efficient, I believe that closing every physical store would be unnecessarily risky.

An online-only model would offer several advantages. POPshop could reduce the cost of renting and operating stores throughout the country and invest more heavily in its website and delivery service. Customers would be able to shop at any time, regardless of where they live. In addition, some of the savings could be used to make the company's products more affordable. This deserves serious consideration because POPshop's customer survey gives prices a rating of only 4 out of 10.

Nevertheless, the same survey reveals a strong reason for retaining a physical presence. Customer service received a rating of 9.5 out of 10, making it the most highly valued aspect of the in-store shopping experience. Closing all outlets would remove the face-to-face assistance that customers clearly appreciate. It would also prevent shoppers from trying on clothes or examining their quality before purchasing them. As a result, the company might lose loyal customers and face a rise in costly product returns.

I therefore recommend a hybrid approach. POPshop could close outlets that have consistently low sales while retaining selected stores in major cities. These stores could serve as showrooms, advice centers, and collection and return points for online purchases. The company should then invest the resulting savings in more competitive prices, an improved website, and a wider product range.

This strategy would modernize POPshop's operations without sacrificing one of its strongest features. It would also give customers greater flexibility by allowing them to choose between online convenience and personal service.

Thank you for considering this proposal.

Yours faithfully,

[Name]

Examiner's Feedback Based on the Rating Criteria

Task 1 – Proposal (Versions 1 and 2)

The two versions communicate essentially the same reasoning but organize it according to two acceptable professional formats.

Task Completion

WHY IT WORKS

Both versions respond directly to the specified situation. They:

- evaluate the advantages of online-only sales;
- consider the disadvantages of closing physical stores;
- state a clear recommendation;
- incorporate information from the customer survey;
- address the correct audience, the executive board of POPshop;
- maintain an appropriate proposal format and professional tone.

The business-style version identifies the audience explicitly through **"To: Executive Board of POPshop"** and organizes the response under functional headings. The email version also identifies the audience and uses an appropriate greeting and closing.

Neither introduction copies the prompt mechanically. The business proposal reformulates the issue as **"closing POPshop's physical outlets and selling its entire product line online,"** while the email refers to **"the proposal to close all POPshop outlets and sell the company's products exclusively through online orders."**

The source is genuinely incorporated into the reasoning. The price rating supports the discussion of possible changes, while the customer-service rating supports the case for retaining selected stores.

WHAT STUDENTS SHOULD LEARN FROM THIS

- Identify the addressee explicitly in a proposal.
- Paraphrase the situation instead of repeating the prompt word for word.
- Discuss both sides before making a recommendation.
- Make the final recommendation respond directly to the problems identified earlier.
- Use evidence to advance the argument, not simply to satisfy the source requirement.
- A single source can support different viewpoints if different parts of it are interpreted carefully.

Development

WHY IT WORKS

The proposal uses a clear **problem, explanation, solution** structure.

For example, the low price rating identifies a problem. The response then explains that lower operating costs might create opportunities to address it. The strong service rating creates a different problem: total closure would remove a valued part of the customer experience. The recommendation for a hybrid system follows logically from these competing concerns.

The argument is not limited to general statements such as "online shopping is convenient" or "stores are important." Each idea is extended through practical consequences:

- Online sales could serve customers who do not live near an outlet.
- Customers in stores can examine products and try on clothes.
- Closing every store might increase returns.
- Selected outlets could serve as showrooms and collection points.

WHAT STUDENTS SHOULD LEARN FROM THIS

A proposal should not simply contain a list of advantages, disadvantages, and recommendations. Each recommendation should solve a problem discussed earlier.

A useful planning sequence is:

Issue → Evidence → Explanation → Practical consequence → Recommendation

Students should also notice that the response develops a small number of accessible ideas thoroughly. The effectiveness comes from the connections between the ideas, not from specialist business knowledge.

Language

WHY IT WORKS

The language demonstrates a high level of control without becoming unnecessarily difficult. Naturally formal expressions include:

- "would risk removing one of POPshop's greatest strengths"
- "deserves serious consideration"
- "retaining a physical presence"
- "a carefully planned hybrid model"
- "without sacrificing one of its strongest features"

The response also uses appropriately cautious language:

- "could reduce expenses"
- "could potentially be used"
- "might lose loyal customers"
- "could weaken an important connection"

These forms prevent the writer from presenting predictions as established facts.

Sentence structures are varied. The models use conditional clauses, concessive structures, relative clauses, and participial phrases, but the meaning remains clear.

WHAT STUDENTS SHOULD LEARN FROM THIS

C2 language does not require rare or literary vocabulary. It requires:

- precise word choice;
- natural collocations;
- flexible sentence construction;
- appropriate formality;
- careful qualification of claims.

Students should use words such as **could**, **might**, and **would risk** when describing consequences that are possible rather than certain.

Authorial Voice

WHY IT WORKS

The writer sounds constructive rather than argumentative. The recommendation is not a simplistic choice between keeping every store and closing every store. The hybrid solution shows that the writer has considered the company's competing needs.

The business-style version creates authority through clear headings and concise recommendations. The email version establishes a slightly more personal connection through expressions such as **"I am writing to present my recommendations"** and **"Thank you for considering this proposal."**

Both versions remain practical, persuasive, and audience-aware.

WHAT STUDENTS SHOULD LEARN FROM THIS

A strong proposal voice should sound:

- informed but not overconfident;
- practical rather than theoretical;
- persuasive but respectful;
- aware of the addressee's priorities.

Originality does not require an unusual or dramatic idea. Here, the voice emerges from the balanced reasoning and the practical hybrid recommendation.

Task 2 – Essay

The speed at which fashion trends change has encouraged people to buy clothes more frequently than in the past. This can support creativity and economic activity, but it can also promote wasteful habits. In my view, changing fashions are not harmful in themselves; the main problem is the pressure to replace perfectly usable clothes simply because they are no longer considered fashionable.

One positive effect of rapid fashion turnover is that it gives people more opportunities to express themselves. Clothing can communicate personality, interests, and membership of a particular social group. When a wider variety of styles is available, consumers can experiment with their appearance and choose clothes that make them feel more confident. This is especially relevant to young people, who often use fashion while developing their sense of identity.

Frequent changes in fashion can also benefit businesses and workers. Demand for new designs creates opportunities not only for major clothing companies but also for independent designers, online sellers, photographers, and other creative professionals. Competition may encourage companies to offer more choice and make fashionable clothing affordable to a wider range of consumers.

However, these benefits have serious limitations. Constantly changing trends can create the impression that clothes have little value once they are no longer fashionable. Consumers may buy inexpensive items impulsively, wear them only a few times, and then discard them. The environmental waste report shows a substantial rise in clothing sent to landfill, with non-biodegradable waste increasing far more sharply than biodegradable waste. Although the graph does not prove that rapid fashion trends alone caused this increase, the figures suggest that current patterns of purchasing and disposal are difficult to sustain.

There are social consequences as well. People who cannot afford to follow every new trend may feel excluded or embarrassed, particularly when fashion is presented as an important sign of identity. Others may spend more than they can reasonably afford to avoid appearing out of date. In this way, something intended to encourage self-expression can gradually become a source of pressure and unnecessary comparison.

In my opinion, people should be free to enjoy fashion, but enjoyment should not depend on constantly replacing their wardrobes. Consumers can combine older clothes in new ways, purchase better-quality items, repair damaged garments, and donate or resell clothes they no longer need. Clothing companies also need to produce longer-lasting products and provide more information about materials and disposal.

Rapidly changing fashion can encourage creativity and support employment, but its advantages should not hide its environmental and social costs. Fashion is most positive when it helps people express themselves, not when it persuades them that everything they already own has suddenly lost its value.

Examiner's Feedback Based on the Rating Criteria

Task 2 – Essay

Task Completion

WHY IT WORKS

The response addresses both the positive and negative effects of rapid fashion turnover. Positive effects include:

- self-expression;
- greater consumer choice;
- business activity;
- employment and creative opportunities.

Negative effects include:

- unnecessary consumption;
- landfill waste;
- social pressure;
- overspending;
- the devaluation of usable clothing.

The writer's position is clear from the introduction:

> "Changing fashions are not harmful in themselves; the main problem is the pressure to replace perfectly usable clothes."

This position is developed consistently and restated in a more memorable form at the end.

The introduction paraphrases the task instead of copying it. It transforms "rapid turnover of fashion trends" into "the speed at which fashion trends change" and connects increased consumption to people buying clothes "more frequently than in the past."

The source is incorporated, interpreted, and qualified. It is not included as an isolated statistic or description.

WHAT STUDENTS SHOULD LEARN FROM THIS

- Reformulate the task in your own language.
- Address every requested perspective.
- Establish a clear position early and maintain it.
- Use source material as part of the argument.
- Do not claim that a graph proves something it does not measure.
- An essay does not need a title unless the task or publication specifically requires one.

Development

WHY IT WORKS

Each paragraph has a clear main idea and develops it through explanation and consequence.

For instance, the discussion of self-expression moves through a logical sequence:

1. Fashion offers a variety of styles.

2. Consumers can experiment with their appearance.
3. Clothing may communicate personality and interests.
4. This can be especially relevant while young people are developing their identity.

Similarly, the environmental paragraph moves from frequent purchasing to rapid disposal and then connects this behavior to the landfill graph.

The essay also qualifies its arguments. It recognizes that fashion can support creativity and employment while showing that these benefits do not remove the environmental and social problems. The final recommendations arise naturally from the discussion: reuse, repair, resale, donation, better quality, and clearer information.

WHAT STUDENTS SHOULD LEARN FROM THIS

A developed paragraph should do more than introduce a topic. Students can use this sequence:

Main idea → Explanation → Example or evidence → Consequence

Students should also notice that the essay does not present fashion as entirely positive or entirely negative. Strong C2 writing often recognizes complexity before reaching a considered judgment.

Language

WHY IT WORKS

The vocabulary is precise and appropriate to the topic:

- "wasteful habits"
- "sense of identity"
- "purchase inexpensive items impulsively"
- "patterns of purchasing and disposal"
- "difficult to sustain"
- "environmental and social costs"

Complex language is controlled rather than decorative. For example:

> "Although the graph does not prove that rapid fashion trends alone caused this increase, the figures suggest that current patterns of purchasing and disposal are difficult to sustain."

This sentence combines concession, source evaluation, qualification, and interpretation while remaining understandable.

The model also uses precise contrasts:

> "something intended to encourage self-expression can gradually become a source of pressure"

This allows the writer to show how the same development can have both positive and negative consequences.

WHAT STUDENTS SHOULD LEARN FROM THIS

Students should aim for:

- natural topic-specific vocabulary;
- varied but controlled sentence patterns;
- accurate collocations;

- cautious interpretation of evidence;
- precise contrasts and qualifications.

The goal is not to fill every sentence with difficult words. The goal is to express developed ideas accurately and flexibly.

Authorial Voice

WHY IT WORKS

The essay has a recognizable perspective without becoming overly personal or informal. The writer neither rejects fashion nor accepts unrestricted consumption. Instead, the response argues for a more balanced relationship with clothing.

The conclusion is engaging because it develops the central distinction between expression and pressure:

> "Fashion is most positive when it helps people express themselves, not when it persuades them that everything they already own has suddenly lost its value."

This final sentence brings together identity, consumption, and waste in a way that sounds thoughtful rather than memorized.

WHAT STUDENTS SHOULD LEARN FROM THIS

Authorial Voice in an essay can be created through:

- a clear and nuanced position;
- meaningful contrasts;
- thoughtful interpretation;
- a conclusion that develops the argument rather than merely repeating it.

Students do not need an unusual opinion. They need to express a reasonable opinion in a distinctive, convincing, and well-supported way.

Test 6 – Model Responses

Task 1 – Article

Handwriting or Keyboard: Must Students Choose?

When was the last time you wrote several pages by hand? For many students, handwriting is now mainly associated with tests and short classroom notes, while longer assignments are completed on a computer. A local high school's decision to require students to submit at least half of their assignments in handwritten form may therefore seem old-fashioned. However, although the rule is too rigid in its current form, its educational purpose should not be dismissed.

Supporters of the policy have a valid concern. Students who depend entirely on keyboards may gradually lose the ability to write clearly and confidently by hand. This still matters because handwritten exams, forms, notes, and personal messages have not disappeared. Writing by hand may also help students slow down and consider their ideas more carefully instead of immediately deleting and rewriting every imperfect sentence. As researcher Alicia Grant asks, what has happened to handwriting as a necessary skill in education and academic progress? Her question is worth considering: a skill does not become useless simply because technology has made it less common.

Nevertheless, requiring half of all assignments to be handwritten could create unnecessary difficulties. Longer pieces take more time to produce by hand and are harder to revise. In a public survey, 50% of respondents identified speed as the main advantage of computerized word processing, while 30% chose automatic correction. These findings help explain why students and teachers depend on computers. Typing allows students to reorganize paragraphs, correct errors, and produce a readable final version without copying out an entire assignment again.

There is also a question of fairness. Some students find extended handwriting physically tiring, while others may struggle to write legibly or quickly. A fixed 50% requirement treats every subject, task, and learner in exactly the same way. A handwritten journal entry or short response might be useful, but there is little educational value in forcing students to copy a lengthy research project by hand after they have already planned and revised it digitally.

Instead of imposing a percentage, the school should connect the method of submission to the purpose of each assignment. Students could write shorter reflections, examination practice, and planning notes by hand. Longer essays, research assignments, and collaborative projects could be typed. Teachers could also ask students to submit an initial handwritten outline with a digitally produced final response. This would preserve handwriting practice while allowing students to benefit from efficient editing.

Technology and handwriting should not be treated as rivals. Students need to type accurately and communicate digitally, but they should also be able to express themselves clearly when a keyboard is unavailable. The best school policy would develop both abilities rather than protecting one by restricting the other.

Examiner's Feedback Based on the Rating Criteria

Task 1 – Article

Task Completion

WHY IT WORKS

The response fulfills all the requirements of the task. It:

- evaluates reasons for and against the rule;
- provides a clear opinion;
- addresses readers of a local newspaper;
- uses two pieces of information from the supplied sources;
- maintains the conventions of an opinion article;
- discusses the specific 50% policy rather than writing generally about technology in education.

The introduction paraphrases the task instead of copying it. For example, the original requirement to submit "at least fifty percent" of assignments by hand is reformulated as:

> "a local high school's decision to require students to submit at least half of their assignments in handwritten form"

The response also establishes its position early:

> "although the rule is too rigid in its current form, its educational purpose should not be dismissed."

This is not a simplistic position for or against handwriting. It allows the writer to evaluate both sides before recommending a more flexible alternative.

The genre and audience are clear. The title, opening question, direct relevance to the local school, and memorable conclusion make the text feel like a newspaper article rather than an essay with a title attached.

WHAT STUDENTS SHOULD LEARN FROM THIS

Students should:

- identify the exact policy they are evaluating;
- paraphrase the prompt rather than reproduce it;
- establish a position that leaves room for balanced discussion;
- address both sides before presenting a practical alternative;
- integrate source material into the reasoning;
- make an article sound genuinely reader-facing.

An article title should introduce the central tension. **"Handwriting or Keyboard: Must Students Choose?"** does this without simply copying the wording of the prompt.

Development

WHY IT WORKS

The article develops a limited number of accessible ideas in depth.

The argument in favor of handwriting follows a clear sequence:

1. Students may become less confident at writing by hand.

2. Handwriting is still required in certain situations.
3. Writing more slowly may encourage careful thought.
4. Alicia Grant's statement reinforces the need to consider whether the skill is being lost.

The argument against the rule is also developed rather than merely listed:

1. Handwritten work takes longer to produce.
2. It is more difficult to revise.
3. The survey demonstrates that speed and automatic correction are valued.
4. These advantages affect the quality and practicality of completing assignments.

The article then introduces a fairness concern. Instead of making the general claim that the rule is unfair, it explains that extended handwriting may be tiring, that students' needs vary, and that different assignments serve different purposes.

Most importantly, the recommendation arises logically from the earlier discussion. Because students need both handwriting practice and digital-writing skills, the article proposes matching the method to the purpose of the assignment.

WHAT STUDENTS SHOULD LEARN FROM THIS

Students can use the following development pattern:

Main idea → Explanation → Source or example → Educational consequence

When recommending an alternative, students should ensure that the solution addresses the weaknesses identified earlier. Here, a flexible task-based approach preserves handwriting without sacrificing efficient drafting and editing.

Students should also notice that accessible ideas can produce sophisticated writing when their consequences are fully explored.

Language

WHY IT WORKS

The response uses precise, natural, and topic-appropriate language:

- "lose the ability to write clearly and confidently by hand"
- "too rigid in its current form"
- "create unnecessary difficulties"
- "connect the method of submission to the purpose of each assignment"
- "preserve handwriting practice"
- "develop both abilities rather than protecting one by restricting the other"

The syntax is varied and controlled. For example:

> "A handwritten journal entry or short response might be useful, but there is little educational value in forcing students to copy a lengthy research project by hand after they have already planned and revised it digitally."

This sentence combines contrast, qualification, evaluation, and a time relationship without becoming difficult to follow.

The response also avoids making claims that cannot be proven. It says handwriting "may" help students slow down, not that handwriting certainly improves thinking. Similarly, students "may gradually lose" confidence rather than inevitably losing it.

WHAT STUDENTS SHOULD LEARN FROM THIS

C2 language involves:

- precise distinctions;
- natural collocations;
- controlled complex sentences;
- appropriate qualification;
- vocabulary that suits the topic and audience.

Students should use forms such as **may**, **might**, and **could** when a claim is reasonable but not established by the source.

They should not try to make every sentence sound unusually academic. The language is sophisticated because it expresses the reasoning precisely.

Authorial Voice

WHY IT WORKS

The article creates reader engagement from the opening question:

> "When was the last time you wrote several pages by hand?"

This encourages readers to connect the school's decision with their own experience. The writer later uses a second question indirectly through Alicia Grant's statement, but rhetorical devices are not overused.

The voice is balanced but recognizable. The writer respects the concern behind the rule while challenging the rigid percentage. The concluding contrast is concise and memorable:

> "The best school policy would develop both abilities rather than protecting one by restricting the other."

The article therefore sounds thoughtful and engaging without becoming casual or dramatic.

WHAT STUDENTS SHOULD LEARN FROM THIS

In an article, Authorial Voice can be created through:

- an engaging but relevant opening;
- a clear perspective;
- direct awareness of readers;
- balanced evaluation;
- a memorable concluding idea.

Students should not confuse reader engagement with excessive informality. The article connects with its audience while maintaining a credible, informed tone.

Task 2 – Essay

Instant digital communication has transformed the way people maintain relationships, exchange information, and organize their daily lives. Being constantly connected can make communication faster and more inclusive, particularly when people are separated by distance. However, it can also create pressure to remain permanently available. In my view, digital connectivity is extremely valuable, but it improves people's lives only when they control it rather than allowing it to control their attention.

One major advantage is that people can contact one another almost immediately. Families and friends who live in different cities or countries can remain involved in each other's lives through messages and video calls. Communication is no longer limited by the cost or inconvenience of traveling. Digital tools can also reduce isolation by helping people find communities based on shared interests or experiences, even when such support is unavailable locally.

Constant connectivity also has practical benefits. Students can clarify an assignment with classmates, employees can share urgent information, and community groups can coordinate activities efficiently. The accompanying survey indicates that text messages account for 50% of the four forms of digital communication shown, compared with 30% for phone calls, 15% for video calls, and 5% for voice messages. Although the chart does not explain why people choose each method, the strong preference for texting may partly reflect its convenience: a message can be sent quickly and answered when the recipient is available.

Nevertheless, digital communication can become demanding. When messages arrive throughout the day, people may feel that they are expected to respond immediately. A delayed answer can be misinterpreted as carelessness or lack of interest, even when the recipient is studying, working, or simply resting. This expectation can interrupt concentration and make it difficult to give full attention to one activity or conversation.

There is also a difference between frequent contact and meaningful connection. A person may exchange dozens of brief messages without discussing anything in depth. Text-based communication can be particularly open to misunderstanding because tone of voice, facial expression, and immediate clarification are absent. Although video calls provide more personal interaction, they cannot always replace being physically present with another person.

The answer is not to reject digital communication but to establish reasonable boundaries. People can turn off unnecessary notifications, avoid checking messages during meals or study periods, and accept that others may not reply immediately. When a conversation is important or emotionally sensitive, a phone call, video call, or face-to-face meeting may be more suitable than a series of short messages.

Digital connectivity has made relationships and cooperation possible across distances that once presented major barriers. Its speed is a genuine advantage, but speed should not become a demand for constant availability. The healthiest form of connectivity allows people to reach one another easily while still respecting their time, concentration, and need for uninterrupted life away from a screen.

Examiner's Feedback Based on the Rating Criteria

Task 2 – Essay

Task Completion

WHY IT WORKS

The essay addresses the central question: how constant digital connectivity can affect people. It covers a balanced range of effects.

Positive effects include:

- maintaining relationships across distances;
- reducing isolation;
- finding supportive communities;
- exchanging information quickly;
- coordinating study, work, and community activities.

Negative effects include:

- pressure to respond immediately;
- interruptions to concentration;
- misunderstandings;
- communication that is frequent but superficial;
- reduced attention during in-person experiences.

The writer's opinion is stated clearly in the introduction:

> "digital connectivity is extremely valuable, but it improves people's lives only when they control it rather than allowing it to control their attention."

This position guides the entire essay and leads naturally to the recommendations about managing notifications, protecting study and meal times, and choosing the most appropriate form of communication.

The prompt is paraphrased rather than copied. The introduction reformulates instant interaction and constant connectivity through phrases such as "maintain relationships, exchange information, and organize their daily lives" and "pressure to remain permanently available."

The source is genuinely integrated. The percentages are reported accurately, their possible significance is interpreted, and the limits of the evidence are made explicit.

The response has no title, following the established convention for ECPE essay models.

WHAT STUDENTS SHOULD LEARN FROM THIS

Students should:

- identify the broad dimensions of the topic;
- discuss positive and negative consequences;
- state a nuanced opinion;
- maintain that position throughout the response;
- paraphrase the prompt;
- interpret a source without exaggerating what it proves;
- conclude with a judgment that follows from the discussion.

Students should also notice that "give your opinion" does not require choosing an extreme position. A qualified opinion can be more convincing when it is supported consistently.

Development

WHY IT WORKS

Each paragraph focuses on a distinct effect and explains how that effect occurs.

The first main paragraph connects digital tools to long-distance relationships, continued involvement in other people's lives, reduced dependence on travel, and access to communities.

The next paragraph develops practical efficiency and incorporates the source. It does not stop after reporting that texting represents 50%. It explains a possible reason for the preference and links that reason to flexible communication.

The negative side is then developed through a cause-and-consequence sequence:

1. Messages arrive throughout the day.
2. People may feel expected to reply immediately.
3. Delayed answers may be misinterpreted.
4. Attention and concentration may suffer.

The following paragraph introduces a different problem rather than repeating the same point. It distinguishes the **quantity** of interaction from its **quality** and explains why text can produce misunderstandings.

Finally, the recommendations respond directly to these concerns. Turning off notifications addresses interruption; accepting delayed replies addresses social pressure; changing the communication method addresses sensitive or complex conversations.

WHAT STUDENTS SHOULD LEARN FROM THIS

A useful development sequence is:

Effect → Explanation → Example → Consequence

Students should keep related ideas together and avoid making every paragraph a list of loosely connected points.

Recommendations should also be linked to earlier problems. If the essay identifies constant interruption as a disadvantage, the suggested response should reduce interruption. This creates unity across the essay.

Language

WHY IT WORKS

The essay uses precise vocabulary for both interpersonal and technological aspects of the topic:

- **"**maintain relationships"
- "reduce isolation"
- "coordinate activities efficiently"
- "pressure to remain permanently available"
- "interrupt concentration"
- "open to misunderstanding"

- "emotionally sensitive"
- "establish reasonable boundaries"

Complex structures are used flexibly:

> "A delayed answer can be misinterpreted as carelessness or lack of interest, even when the recipient is studying, working, or simply resting."

The essay also handles source interpretation carefully:

> "Although the chart does not explain why people choose each method, the strong preference for texting may partly reflect its convenience."

This sentence distinguishes evidence from interpretation. The chart establishes the relative frequency shown, while convenience remains a possible explanation.

The language remains accessible. The ideas and vocabulary stretch strong teenage learners without requiring specialist knowledge or an implausibly adult perspective.

WHAT STUDENTS SHOULD LEARN FROM THIS

Students should use:

- precise verbs instead of vague expressions;
- natural collocations;
- varied subordinate structures;
- cautious language when interpreting evidence;
- contrasts that reveal the complexity of an issue.

Useful forms include:

- may partly reflect
- can become
- can be misinterpreted
- may be more suitable
- does not explain why

These forms allow students to make convincing arguments without presenting assumptions as facts.

Authorial Voice

WHY IT WORKS

The essay has a clear analytical voice. Its central distinction is not simply "technology is good but also bad." Instead, the writer distinguishes between using connectivity as a tool and becoming controlled by expectations of constant availability.

Another thoughtful distinction appears here:

> "There is also a difference between frequent contact and meaningful connection."

This gives the response an individual perspective while remaining realistic and accessible.

The final paragraph returns to the value of connection across distances but qualifies that benefit:

> "Its speed is a genuine advantage, but speed should not become a demand for constant availability."

The conclusion does not merely repeat the introduction. It develops the central argument into a broader principle about respecting time, concentration, and life away from screens.

WHAT STUDENTS SHOULD LEARN FROM THIS

Authorial Voice in an essay comes from:

- making meaningful distinctions;
- presenting a clear but qualified position;
- showing how benefits can become disadvantages under certain conditions;
- ending with a considered judgment;
- avoiding memorized statements such as "Every coin has two sides."

The opinion does not need to be surprising. It becomes engaging because the writer develops it thoughtfully and consistently.

Test 7 – Model Responses

Task 1 – Article

Can Paying People to Move Save Our Villages?

Imagine living in a village where the school has closed, the nearest store is several kilometers away, and most houses remain empty throughout the year. At the same time, city residents struggle with high housing costs, traffic, and overcrowded public services. Offering people financial support to move to rural areas might appear to solve both problems. However, although such incentives could help, paying people to relocate is only the beginning.

There is certainly a strong case for these programs. Urban populations continue to grow: UN projections indicate that the number of people living in US cities could reach approximately 350 million by 2050, compared with around 250 million in 2010. Although these figures refer to the US and do not prove that every city will become overcrowded, they illustrate the increasing pressure that urban areas may face. Encouraging some residents to move elsewhere could reduce demand for housing and services while bringing empty rural properties back into use.

Rural communities could benefit as well. New residents may support local stores, increase school enrollment, and create demand for transportation and other services. People who work remotely might also bring skills and income into areas where employment opportunities are limited. Instead of allowing houses and public facilities to deteriorate, governments could use financial incentives to help villages attract new families and develop again.

Nevertheless, money alone may not persuade people to stay. A national survey found that approximately 40% of respondents would consider moving to a rural area because of government incentives. By comparison, around 50% were attracted by a quieter lifestyle, while roughly 65% identified lower housing costs as a reason. This suggests that financial support matters, but it may be less important than the long-term quality and affordability of rural life.

There are practical concerns, too. Rural areas may offer limited public transportation, healthcare, educational facilities, or reliable internet access. A person might accept an incentive, purchase a low-cost property, and then leave when everyday difficulties become clear. Programs may also create tension if house prices rise beyond what existing residents can afford. Local people could reasonably question why newcomers receive financial support while long-term residents receive little help.

Governments should therefore offer incentives only as part of a wider rural-development plan. Before recruiting new residents, they should invest in digital infrastructure, transportation, healthcare, and schools. Applicants could be offered information about local conditions and encouraged to make a long-term commitment. Existing residents should also participate in deciding how the program operates.

Financial incentives can open the door to rural life, but they cannot build a community by themselves. If governments want villages to recover, they must make them places where both new and established residents can build a future, not simply places people are paid to occupy.

Examiner's Feedback Based on the Rating Criteria

Task 1 – Article

Task Completion

WHY IT WORKS

The article addresses every element of the prompt. It:

- evaluates the arguments in favor of financial incentives;
- considers objections and potential unintended consequences;
- gives a clear opinion;
- proposes conditions under which such schemes could be effective;
- incorporates information from two sources;
- adopts the voice and structure of a local-newspaper opinion article.

The task is paraphrased rather than copied. The introduction turns the policy question into a recognizable conflict between depopulated villages and pressured cities:

> "At the same time, city residents struggle with high housing costs, traffic, and overcrowded public services."

The writer establishes a qualified position early:

> "although such incentives could help, paying people to relocate is only the beginning."

This position is maintained throughout. The writer does not reject incentives, but argues that they must form part of a broader development plan.

The title, opening scenario, references to community life, and memorable conclusion give the response genuine article characteristics. It does not read like a conventional essay with a title added.

WHAT STUDENTS SHOULD LEARN FROM THIS

Students should:

- paraphrase the situation rather than repeat the prompt;
- explain why the debate matters to readers;
- present both sides before reaching a considered judgment;
- establish a position that can guide the whole response;
- integrate source information into the argument;
- use article conventions to engage readers without becoming excessively informal.

A strong opinion does not always have to be entirely for or against a measure. A conditional position, such as **"the proposal could work, provided that…"**, often creates opportunities for deeper evaluation.

Development

WHY IT WORKS

The article follows a logical progression:

1. It introduces the contrast between overcrowded cities and depopulated villages.
2. It explains how cities might benefit from relocation.
3. It examines possible benefits for rural communities.

4. It asks whether money would be enough to attract and retain residents.
5. It identifies practical and social risks.
6. It recommends a broader rural-development strategy.

The main ideas are extended through concrete, accessible examples. New residents might support stores, increase school enrollment, or create demand for services. Conversely, weak transportation, limited healthcare, or poor internet access might persuade them to leave.

The recommendations emerge from the problems. Because poor services could undermine relocation, governments should improve infrastructure. Because existing residents could feel overlooked, local communities should participate in planning. Because short-term relocation would not reverse decline, applicants should be encouraged to make a lasting commitment.

WHAT STUDENTS SHOULD LEARN FROM THIS

Students can develop an article through the sequence:

Claim → Explanation → Example or evidence → Consequence

When making recommendations, they can use:

Problem → Explanation → Practical response

The response also shows that development involves asking the next logical question. Financial support might persuade someone to move, but **what would persuade that person to remain?** This question moves the argument beyond a simple list of advantages and disadvantages.

Language

WHY IT WORKS

The language is sophisticated but accessible:

- "bringing empty rural properties back into use"
- "where employment opportunities are limited"
- "the long-term quality and affordability of rural life"
- "when everyday difficulties become clear"
- "part of a wider rural-development plan"
- "make a long-term commitment"

The article uses complex structures accurately without allowing them to obscure the meaning:

> "A person might accept an incentive, purchase a low-cost property, and then leave when everyday difficulties become clear."

Source interpretation is appropriately qualified:

- "could reach approximately 350 million"
- "may face"
- "could reduce demand"
- "This suggests…"
- "may be less important…"

The writer never claims that a population projection proves future overcrowding or that financial incentives will necessarily cause successful relocation.

WHAT STUDENTS SHOULD LEARN FROM THIS

Students should use:

- vocabulary closely related to the topic;
- accurate collocations;
- varied sentence structures;
- modals and qualifying expressions for uncertain consequences;
- comparisons that help interpret survey data.

C2 writing does not require obscure vocabulary. Phrases such as "bring properties back into use" and "make a long-term commitment" are effective because they are precise and natural.

Authorial Voice

WHY IT WORKS

The opening creates a concrete picture of rural decline:

> "Imagine living in a village where the school has closed, the nearest store is several kilometers away, and most houses remain empty throughout the year."

This immediately involves local-newspaper readers in the issue. The scenario is plausible and directly related to the policy, rather than being a dramatic but irrelevant opening.

The writer's voice remains balanced. The article acknowledges that relocation can support both cities and villages, but also considers fairness toward existing residents.

The final contrast is particularly effective:

> "they must make them places where both new and established residents can build a future, not simply places people are paid to occupy."

This brings together the economic and human dimensions of the issue and leaves the reader with a clear perspective.

WHAT STUDENTS SHOULD LEARN FROM THIS

Authorial voice can be created through:

- a relatable opening;
- direct awareness of the readership;
- a clear and consistent perspective;
- balanced but confident evaluation;
- a final line that captures the central argument.

Students should avoid memorized openings. Engagement should emerge from the exact topic and the concerns of the intended audience.

Task 2 – Essay

Remote work and distance learning have weakened the connection between opportunity and location. People who once had to move permanently to a major city may now be able to earn an income or complete a degree from almost anywhere. This freedom can make life more affordable and varied, but frequent movement can also weaken personal relationships and a sense of belonging. In my view, the digital-nomad lifestyle can be rewarding, provided that mobility does not become an excuse to avoid commitment to people or places.

One major advantage is financial flexibility. Digital nomads may continue working for an employer or studying at an institution based in an expensive city while living somewhere with lower everyday costs. A national survey found that approximately 65% of respondents would consider moving to a rural area because of lower housing costs. Although the survey concerns rural relocation generally rather than digital nomads specifically, it suggests why location-independent workers might find smaller communities attractive. Lower rent could allow them to save money, travel, or work fewer hours without giving up their careers.

This lifestyle can also broaden people's experience. Living in different regions or countries exposes individuals to new languages, traditions, and ways of life. Someone who spends several months in another community may develop greater independence and learn to adapt to unfamiliar situations. Rural areas may benefit as well. Remote workers can rent previously empty homes and spend money in local businesses without depending on the limited number of local jobs.

Nevertheless, the arrival of temporary residents does not automatically strengthen a community. Rural council member Maria Evans warns that newcomers must become part of village life rather than simply pass through. This is an important distinction. Digital nomads may use local housing and services while forming few relationships with permanent residents. If they remain only briefly, much of their income may benefit property owners and tourist-oriented businesses rather than the wider community.

A rise in demand could also make housing less affordable for local people. This risk is especially serious when properties are converted into short-term accommodation instead of being rented to permanent residents. Although digital nomads are not solely responsible for housing pressure, an increase in temporary arrivals may worsen an existing problem. Freedom for one group should not reduce another group's ability to remain in its own community.

The lifestyle also has personal disadvantages. Constant movement can be exciting at first, but repeatedly leaving friends and adjusting to new surroundings may become tiring. Online contact helps people maintain relationships across distances, yet it cannot entirely replace shared routines and face-to-face support. Remote workers may also struggle to separate employment from leisure when their home, workplace, and holiday environment are the same.

Digital nomadism should therefore be approached as a flexible option rather than an endless vacation. Those choosing it should learn about the places where they live, support local businesses, respect community needs, and remain long enough to form genuine connections. Local authorities, meanwhile, can protect housing by regulating short-term rentals and encouraging longer stays.

The ability to choose where to live is one of the greatest benefits of online work and study. However, genuine freedom involves responsibility as well as movement. A successful digital nomad should not merely consume a place temporarily, but contribute something to it while there.

Examiner's Feedback Based on the Rating Criteria

Task 2 – Essay

Task Completion

WHY IT WORKS

The essay addresses positive and negative effects of the digital-nomad lifestyle.

Positive effects include:

- lower living and housing costs;
- freedom to choose where to live;
- continued access to work and education;
- cultural learning;
- personal independence;
- spending in rural economies.

Negative effects include:

- weak community integration;
- pressure on local housing;
- instability in personal relationships;
- repeated adjustment to unfamiliar surroundings;
- blurred boundaries between work and leisure.

The writer's opinion is clear from the introduction:

> "the digital-nomad lifestyle can be rewarding, provided that mobility does not become an excuse to avoid commitment to people or places."

The judgment is qualified rather than absolute. The writer supports freedom of movement but argues that it should be accompanied by responsibility.

The task is paraphrased effectively. Instead of copying that digital nomads can live "practically anywhere," the introduction explains that remote work and distance learning have "weakened the connection between opportunity and location."

Both sources are integrated into the reasoning, and the limitations of the survey are clearly recognized. The essay has no title, in line with the established convention for these ECPE models.

WHAT STUDENTS SHOULD LEARN FROM THIS

Students should:

- cover both positive and negative effects;
- state a position that can be developed consistently;
- paraphrase the topic by interpreting its meaning;
- use source information only for claims it can reasonably support;
- distinguish between the population represented by a survey and the group discussed in the essay;
- avoid adding a title to an essay unless specifically instructed.

Task Completion means more than mentioning all parts of the prompt. Each part should contribute to a unified argument.

Development

WHY IT WORKS

The essay progresses from personal benefits to effects on host communities and then to personal disadvantages.

The financial paragraph follows a clear sequence:

1. Location-independent work creates freedom.
2. People can retain city-based opportunities while living elsewhere.
3. The survey shows that lower housing costs strongly attract potential rural movers.
4. Lower costs may improve people's financial flexibility.

The community discussion then produces a more complex evaluation. The essay acknowledges that remote workers can support local businesses, but asks who receives the economic benefit and whether temporary residents form meaningful connections.

The housing point is also carefully developed. The response does not claim that digital nomads create every housing problem. It states:

> "Although digital nomads are not solely responsible for housing pressure, an increase in temporary arrivals may worsen an existing problem."

The recommendations arise directly from the difficulties identified. Community participation responds to weak integration, longer stays respond to constant movement, and regulation responds to pressure on housing.

WHAT STUDENTS SHOULD LEARN FROM THIS

Students can organize a complex topic by examining effects at different levels:

- effects on the individual;
- effects on relationships;
- effects on host communities;
- wider economic or social effects.

They should also develop ideas through qualification. Instead of arguing that digital nomads either save or damage rural communities, the model asks **under what conditions** their presence is beneficial.

A useful structure is:

Potential benefit → Condition or limitation → Consequence → Judgment

Language

WHY IT WORKS

The response uses precise, relevant vocabulary:

- "financial flexibility"
- "location-independent workers"
- "broaden people's experience"
- "adapt to unfamiliar situations"
- "temporary residents"
- "housing pressure"

- "shared routines and face-to-face support"
- "genuine connections"

The sentence structures show flexibility and control:

> "Digital nomads may continue working for an employer or studying at an institution based in an expensive city while living somewhere with lower everyday costs."

The source is interpreted cautiously and accurately:

- "suggests why"
- "might find"
- "does not automatically strengthen"
- "may worsen"
- "are not solely responsible"

These choices prevent the argument from becoming exaggerated.

WHAT STUDENTS SHOULD LEARN FROM THIS

High-level language depends on:

- precise vocabulary;
- natural combinations of words;
- control of complex syntax;
- accurate comparison and contrast;
- careful qualification.

Students should pay particular attention to the boundaries of the evidence. The phrase "the survey suggests why…" is more accurate than "the survey proves that digital nomads…"

Language sophistication should make the reasoning more exact, not make the response harder to understand.

Authorial Voice

WHY IT WORKS

The response develops a distinctive central contrast between freedom and responsibility. This gives the essay coherence and a recognizable viewpoint.

Several sentences express that voice clearly:

> "Freedom for one group should not reduce another group's ability to remain in its own community."

and:

> "genuine freedom involves responsibility as well as movement."

These statements are thoughtful but accessible. They do not require specialist knowledge, and a strong candidate could reasonably arrive at them after considering the effects on both digital nomads and local residents.

The final sentence provides a clear and memorable judgment:

> "A successful digital nomad should not merely consume a place temporarily but contribute something to it while there."

WHAT STUDENTS SHOULD LEARN FROM THIS

Authorial Voice can emerge through:

- a central idea that runs throughout the essay;
- meaningful contrasts;
- consideration of how one group's choices affect another;
- a clear but balanced final judgment;
- conclusions that develop the argument rather than merely summarize it.

Students do not need an extraordinary or controversial opinion. They need to take a reasonable idea, explore its implications, and express it consistently.

Test 8 – Model Responses

Task 1 – Proposal

Version 1: Business-Style Proposal

To: Director of the Education Authority
Subject: Proposal Concerning the Introduction of a Four-Day School Week

Purpose

This proposal evaluates the advantages and disadvantages of extending classes until 5 p.m. from Monday to Thursday and closing schools on Fridays. Although a free Friday could provide students and staff with greater flexibility, the proposed schedule would make the other four school days excessively demanding. I therefore recommend testing a modified version of the policy rather than introducing it in its present form.

Potential Benefits

A four-day school week could give students an uninterrupted day for independent study, appointments, extracurricular activities, or rest. Older students might use Fridays to complete assignments, prepare for examinations, or participate in work experience. Teachers could also use part of the day for planning, marking, professional development, and meetings without interrupting lessons.

The arrangement might also reduce some operating costs. Schools would need less transportation, heating, electricity, and cafeteria service on Fridays. Families living far from school could benefit from making fewer journeys each week.

Most importantly, an additional day away from formal lessons could give students greater control over how they organize their responsibilities. If used effectively, Friday could become a productive study day rather than simply an extension of the weekend.

Concerns About Longer School Days

Despite these possible benefits, extending classes until 5 p.m. could reduce students' concentration and motivation. The weekly-hours chart shows that high school students now spend more time both in class and on private study or homework than students did in 1980. Although the chart does not measure tiredness directly, it suggests that students already face a heavier combined workload.

This concern is reflected in the recent report showing that 75% of students prefer five shorter school days to four longer ones. Such a strong preference does not prove that the proposed schedule would fail, but it indicates that most students expect the longer days to be difficult.

Classes held late in the afternoon may be less effective if students are mentally tired. Students would also have less time from Monday to Thursday for homework, exercise, family responsibilities, and extracurricular activities. For those with long journeys, the school day could extend well into the evening.

Recommendation

The education authority should not introduce the proposed schedule across all participating schools immediately. Instead, a one-term pilot program should be conducted in a limited number of schools.

During the pilot, classes could finish at 4:30 p.m. rather than 5 p.m. Longer breaks should be included, and the amount of homework assigned from Monday to Thursday should be reduced. Friday morning could remain available for optional academic support, supervised study, extracurricular activities, and access to school facilities for students who need them.

The authority should then collect feedback from students, families, teachers, and school leaders. Attendance, assignment completion, student engagement, and participation in optional Friday activities should also be reviewed before any permanent decision is made.

Conclusion

A four-day week could provide useful flexibility, but a free Friday would not compensate for four exhausting school days. A carefully monitored pilot, combined with workload adjustments and optional Friday support, would allow the education authority to examine the policy without placing every student at unnecessary risk.

Task 1 – Proposal

Version 2: Professional Email Proposal

To: Director of the Education Authority
Subject: Proposal Concerning the Four-Day School Schedule

Dear Director,

I am writing to present my recommendations regarding the proposed schedule under which high school classes would finish at 5 p.m. from Monday to Thursday, with no classes on Friday. Although the policy could give students greater flexibility at the end of the week, I do not believe it should be introduced across all schools without first being tested and modified.

The most obvious benefit would be the availability of an uninterrupted weekday for independent study, appointments, extracurricular activities, or rest. Older students could use Friday to complete major assignments, prepare for examinations, or gain work experience. Schools might also reduce certain operating and transportation costs by opening for four full teaching days instead of five.

However, these advantages must be balanced against the effect of longer days on students' concentration and well-being. A recent report found that 75% of students prefer five shorter school days to four longer ones. This result does not establish that every student would oppose the new schedule, but it does show considerable concern about compressing the school week.

The weekly-hours chart strengthens that concern. Compared with 1980, present-day high school students spend more hours in class and considerably more time on private study or homework. Extending lessons until 5 p.m. could leave students with little time for assignments, exercise, family responsibilities, or sufficient rest. Later lessons might also be less productive if students are too tired to participate fully.

I therefore recommend introducing a one-term pilot in a small number of schools. Classes should finish no later than 4:30 p.m., and longer breaks should be built into the school day. Teachers should coordinate assignments so that the compressed timetable does not result in four evenings of excessive homework.

Friday mornings could remain available for optional academic support, supervised study, extracurricular activities, and use of school facilities. This would be particularly important for students who lack a quiet place to study at home or whose families cannot provide supervision throughout the day.

At the end of the pilot, the education authority should consider feedback from students, families, teachers, and school leaders before deciding whether to expand the schedule. The purpose should be to create a more effective use of students' time, not merely to fit the same workload into fewer days.

Thank you for considering this proposal.

Yours faithfully,
[Name]

Examiner's Feedback Based on the Rating Criteria

Task 1 – Proposal (Versions 1 and 2)

The two models present the same essential position and recommendations through different professional formats. The business-style version uses functional headings, while the email version develops the proposal through connected paragraphs, a direct greeting, and a professional closing.

Task Completion

WHY IT WORKS

Both versions fulfill all the requirements. They:

- evaluate advantages of the four-day arrangement;
- consider disadvantages of extending classes to 5 p.m.;
- give a clear recommendation;
- identify the specified addressee;
- use information from the supplied sources;
- maintain a formal, constructive proposal style.

The addressee is explicit:

> **"To: Director of the Education Authority"**

This ensures that the model does not rely on tone alone to indicate its audience.

The introduction paraphrases the task rather than copying it. For example, the business version describes:

> "extending classes until 5 p.m. from Monday to Thursday and closing schools on Fridays."

The email version refers to:

> "the proposed schedule under which high school classes would finish at 5 p.m. from Monday to Thursday, with no classes on Friday."

The writer's position is also clear. The response does not recommend immediate acceptance or complete rejection. Instead, it proposes a modified pilot program.

WHAT STUDENTS SHOULD LEARN FROM THIS

Students should:

- identify the proposal's recipient explicitly;
- restate the situation in their own language;
- evaluate both sides before recommending action;
- make the recommendation specific and workable;
- connect the recommendation to the problems discussed;
- integrate source material instead of inserting it mechanically.

A proposal should help the addressee make a decision. It should therefore move beyond opinion and explain **what should happen, how it could happen, and what risks should be addressed**.

Development

WHY IT WORKS

The proposals develop a small number of ideas thoroughly.

The possible advantages are not limited to "students would have Fridays free." The models explain how the day might be used:

- independent study;
- examination preparation;
- appointments;
- extracurricular activities;
- work experience;
- teacher planning and professional development.

The disadvantages are also developed through consequences. A late finish could affect concentration, reduce time for homework and exercise, and create difficulties for students with long journeys.

The recommendation responds directly to these concerns:

- A pilot reduces the risk of immediate large-scale implementation.
- A 4:30 p.m. finish limits the length of the school day.
- Longer breaks respond to fatigue.
- Homework coordination prevents the compressed timetable from creating excessive evening work.
- Optional Friday support helps students who need facilities, supervision, or academic assistance.
- Feedback and a review of evidence support an informed final decision.

WHAT STUDENTS SHOULD LEARN FROM THIS

Proposal development can follow the pattern:

Benefit or problem → Explanation → Evidence → Practical consequence → Recommendation

Recommendations should never appear as an unrelated list at the end. Each one should solve or reduce a problem identified earlier.

Students should also avoid treating personal preference as the only justification. In this response, student opinion is considered alongside workload, concentration, family responsibilities, and access to support.

Language

WHY IT WORKS

The language is formal, precise, and appropriate to educational decision-making:

- "an uninterrupted day for independent study"
- "reduce students' concentration and motivation"
- "a heavier combined workload"
- "a carefully monitored pilot"
- "workload adjustments"
- "without placing every student at unnecessary risk"

The response uses cautious language when discussing possible outcomes:

- "could give students"
- "might also reduce"
- "may be less effective"
- "could leave students with little time"
- "does not prove"
- "suggests"

This is especially important because the sources do not demonstrate that longer days definitely cause exhaustion or weaker learning.

The sentences combine ideas flexibly while remaining accessible:

> "Although a free Friday could provide students and staff with greater flexibility, the proposed schedule would make the other four school days excessively demanding."

WHAT STUDENTS SHOULD LEARN FROM THIS

Strong C2 language depends on:

- precise topic-specific vocabulary;
- controlled complex structures;
- natural collocations;
- appropriately formal wording;
- careful qualification of predictions.

Students should not present anticipated consequences as established facts. Modal verbs and phrases such as **could**, **might**, **may**, **suggests**, and **does not prove** create a more accurate argument.

Authorial Voice

WHY IT WORKS

The writer sounds practical, balanced, and solution-focused. The response acknowledges the attraction of a free Friday but questions whether the benefits justify four considerably longer days.

The central idea is expressed memorably in the business version:

> "a free Friday would not compensate for four exhausting school days."

In the email version, the writer focuses on the educational purpose of the policy:

> "The purpose should be to create a more effective use of students' time, not merely to fit the same workload into fewer days."

These statements communicate a recognizable viewpoint without becoming emotional or confrontational.

WHAT STUDENTS SHOULD LEARN FROM THIS

A proposal's Authorial Voice should be:

- respectful toward the decision-maker;
- balanced in its evaluation;
- confident but not absolute;
- practical and constructive;
- focused on workable solutions.

Originality does not require a dramatic recommendation. Here, the writer creates an individual voice by proposing a cautious compromise and explaining exactly how it should operate.

Task 2 – Essay

Reducing the number of compulsory classes for older high school students could change their role in education. Instead of spending most of the school day following a fixed timetable, students would assume greater responsibility for deciding when, where, and how to study. This could help prepare them for university and adult life, but it could also widen differences between students who can manage their time effectively and those who still need close guidance. In my view, greater independence would be beneficial if schools introduced it gradually and continued to provide structure and support.

One important advantage is that students could study according to their individual needs. A student who understands a topic quickly could move on to more demanding work, while someone experiencing difficulty could spend additional time reviewing it. Independent study could also allow older students to complete research projects, prepare for examinations, or explore subjects connected to their future plans.

Greater freedom may also develop useful personal skills. At university and in many workplaces, people are expected to meet deadlines without being reminded of every step. Planning a weekly schedule, setting priorities, and evaluating one's progress are therefore important abilities. If students begin practicing them before leaving school, the transition to higher education or employment may be less difficult.

The weekly-hours chart shows that present-day high school students spend more time both in class and on private study or homework than students did in 1980. This does not prove that reducing mandatory lessons would automatically improve learning. However, it does suggest that schools should consider whether every classroom hour is being used effectively. Replacing selected lessons with carefully planned independent study could give older students more control without necessarily reducing the total time they devote to education.

Nevertheless, independent study does not benefit everyone equally. Some students may postpone work until deadlines approach or underestimate how long assignments will take. Without regular contact with teachers, misunderstandings may remain unnoticed and small learning gaps may grow. Students can also appear busy without working productively, especially when studying online provides easy access to entertainment and social media.

Differences in students' home circumstances could create a further problem. Some learners have quiet rooms, reliable internet access, and family support. Others share limited space or depend on school computers and libraries. If mandatory attendance is reduced without maintaining access to school facilities, a policy intended to increase freedom could instead increase educational inequality.

Schools should therefore reduce compulsory lessons selectively rather than removing them across all subjects. Older students could attend essential classes while receiving scheduled independent-study periods. During these periods, teachers should remain available for consultation, and students should set clear weekly goals. Schools should also monitor progress and provide additional guidance to anyone struggling with organization or motivation.

Giving students more control over their learning can encourage independence, but freedom alone does not teach people how to use it. A successful policy would combine choice with clear expectations, accessible support, and continued contact between students and teachers. Independent study should be preparation for responsible learning, not simply time removed from the school timetable.

Examiner's Feedback Based on the Rating Criteria

Task 2 – Essay

Task Completion

WHY IT WORKS

The essay addresses a balanced range of possible effects.

Positive effects include:

- more personalized learning;
- additional time for research and examination preparation;
- greater responsibility;
- development of time-management skills;
- preparation for university and employment.

Negative effects include:

- procrastination;
- poor organization;
- unnoticed learning difficulties;
- digital distraction;
- unequal home-study conditions;
- reduced contact with teachers.

The writer's position is clear in the introduction:

> **"**greater independence would be beneficial if schools introduced it gradually and continued to provide structure and support."

This opinion is maintained throughout and leads to a specific recommendation: selective reductions, scheduled independent-study periods, teacher availability, clear goals, and progress monitoring.

The task is paraphrased rather than copied. The introduction transforms "reducing the number of mandatory classes" into a broader shift in which students:

> "assume greater responsibility for deciding when, where, and how to study."

The source is integrated and interpreted carefully. The essay does not merely report an increase in hours; it uses that trend to question whether students' time could be organized more effectively.

The essay has no title, in keeping with the established convention for these ECPE models.

WHAT STUDENTS SHOULD LEARN FROM THIS

Students should:

- paraphrase the central change rather than copy the prompt;
- examine effects on different types of students;
- include both opportunities and risks;
- state a qualified opinion;
- use source material as part of the reasoning;
- make recommendations that follow logically from the discussion.

Students should also avoid assuming that all learners will respond to independence in the same way. Considering different circumstances leads to more convincing development.

Development

WHY IT WORKS

The essay moves logically from the educational benefits of autonomy to the personal skills it may develop, then to the risks and questions of fairness.

The first main paragraph explains how independent study could support different learning needs. It does not simply claim that flexibility is useful; it contrasts students who progress quickly with those who require more time.

The second paragraph extends the discussion beyond school subjects. It connects independent learning with:

- planning;
- prioritization;
- meeting deadlines;
- evaluating progress;
- preparation for future education and employment.

The negative side is similarly developed. Poor self-management can lead to procrastination, misunderstood content, and growing learning gaps. The essay then introduces a separate concern: not all students have the same study environment at home.

The proposed solution addresses each problem:

- essential classes preserve teacher-led instruction;
- scheduled study periods provide structure;
- teacher consultation addresses misunderstandings;
- clear weekly goals support organization;
- monitoring identifies students needing additional help;
- continued access to school facilities reduces inequality.

WHAT STUDENTS SHOULD LEARN FROM THIS

Students can develop an effects essay by considering:

1. Effects on learning.
2. Effects on personal development.
3. Effects on different groups.
4. Possible risks.
5. Conditions needed for success.

A useful paragraph pattern is:

Effect → Explanation → Example → Wider consequence

The response also demonstrates that an essay can acknowledge a benefit without treating it as automatic. Independence **can** develop responsibility, but only if students receive opportunities to practice it with suitable support.

Language

WHY IT WORKS

The essay uses precise, natural language appropriate to education:

- "assume greater responsibility"
- "study according to their individual needs"
- "setting priorities"
- "evaluating one's progress"
- "underestimate how long assignments will take"
- "small learning gaps may grow"
- "widen educational inequality"
- "scheduled independent-study periods"

Sentence structures are varied and carefully controlled:

> "A student who understands a topic quickly could move on to more demanding work, while someone experiencing difficulty could spend additional time reviewing it."

The response also qualifies its claims effectively:

- "could help prepare them"
- "may be less difficult"
- "does not prove"
- "could give"
- "may postpone work"
- "could instead increase"

This creates a convincing argument without presenting predicted outcomes as certainties.

WHAT STUDENTS SHOULD LEARN FROM THIS

C2 language should help the writer express:

- differences between students;
- conditions and exceptions;
- cause-and-effect relationships;
- cautious predictions;
- precise recommendations.

The model demonstrates sophistication through control and clarity rather than through obscure vocabulary. Expressions such as "assume responsibility," "set priorities," and "monitor progress" are advanced because they are accurate and appropriate.

Authorial Voice

WHY IT WORKS

The essay has a clear central perspective: educational independence is valuable, but it needs structure. This idea is introduced at the beginning, explored from several angles, and developed in the conclusion.

The writer also avoids a simplistic contrast between classroom learning and independent study. Both are presented as valuable when used appropriately.

The final distinction is particularly effective:

> "Independent study should be preparation for responsible learning, not simply time removed from the school timetable."

This sentence shows the writer's judgment and brings the argument to a meaningful conclusion rather than simply repeating the advantages and disadvantages.

WHAT STUDENTS SHOULD LEARN FROM THIS

A strong essay voice can come from:

- a clear guiding principle;
- recognition that people have different needs;
- qualified rather than extreme claims;
- recommendations grounded in the discussion;
- a final sentence that expresses the central judgment memorably.

Students do not need to invent an unusual idea. The model takes the accessible idea that freedom requires support and develops its educational consequences fully.