ESACb Exam Writing Requirements

Your writing is assessed on three main criteria.

Task Fulfilment (40%)

- **Data description (Describe)**
  - providing a clear overview of each figure
  - identifying overall trend (if appropriate) and key specific data
  - grouping data where appropriate to assist with readability
  - comparing & contrasting data

- **Development of ideas (Explain)**
  - depth of ideas (explaining in detail to show understanding)
  - ideas supported using evidence from the input text(s), i.e. explanations, examples, and/or data as appropriate
  - using appropriate strategies to elucidate points of support and/or challenge, e.g. by giving implications
  - avoiding misunderstanding of input texts
  - avoiding irrelevant content, incl. unnecessary repetition of ideas

Cohesion & Coherence (30%)

- **Organisation of paragraphs**
  - identifiable purpose* throughout each paragraph, i.e. the reader can see an overall direction for each paragraph / a reason for its inclusion
  - appropriate length of paragraphs

* Students are free to choose how to organise their paragraphs. What matters is whether the paragraph structure is clear to the reader.

- **Cohesion**
  - range of cohesive devices e.g. conjunctions (although; whereas; but; so), conjunctive adverbs (furthermore; however; therefore) and reference words (these; the latter)
  - accuracy of cohesive devices
  - appropriacy of cohesive devices: avoiding overuse, underuse, or repetitive use

- **Coherence**
  - logical flow of information across the response, e.g. from the description of data to the explanation of data
  - logical flow of information within the response*, e.g. from one idea in a paragraph to the next idea

* Logical flow of information can be supported using a range of techniques, e.g. general to specific, abstract to concrete

Academic Language (30%)

- **Academic register**
  - avoidance of contractions, slang words/colloquialisms, personal pronouns, emotive words, vague words, most phrasal verbs, and direct questions
  - hedging

- **Range and accuracy of grammar**
  - sentence types (i.e. simple, compound, complex) incl. related punctuation
  - grammatical agreement (e.g. subject+verb agreement)
  - tenses
  - passive voice
  - prepositions

- **Range and accuracy of vocabulary**
  - appropriacy/collocation
  - spelling

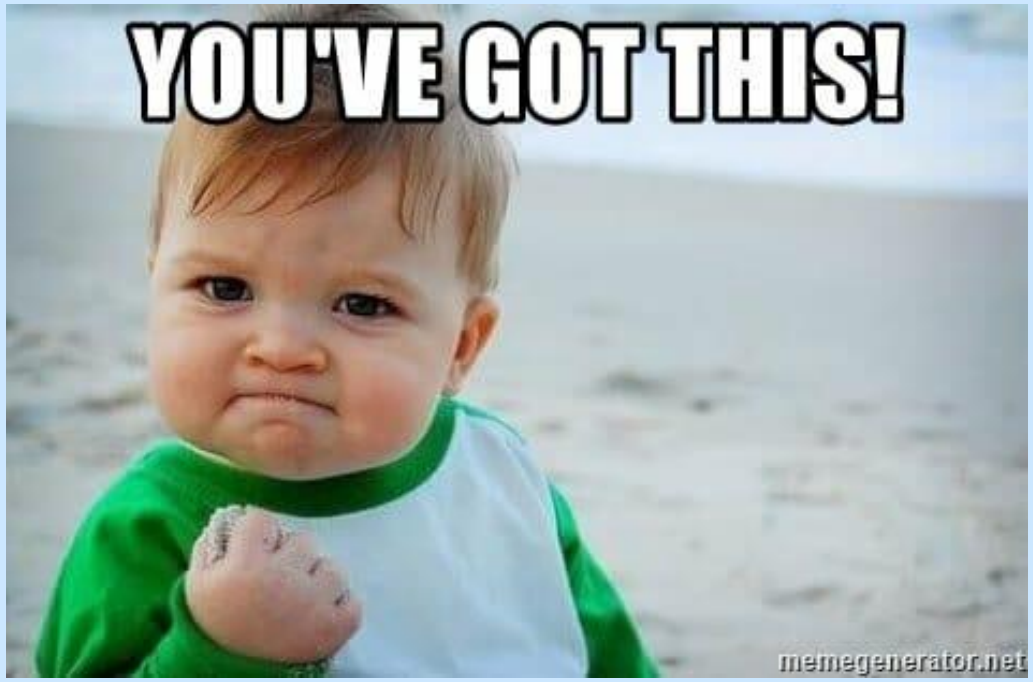
- **Paraphrasing**
  A student showing evidence of successful paraphrasing:
  - accurately and non-mechanically (with sophistication) presents information in their own appropriately formed academic words
  - preserves the original meaning of the paraphrased text

Please note PLAGIARISM
If a student's work contains a significant amount of text copied, then the Module Convenor and Assessment Development Team reserve the right to fail the student's work across all three criteria.

Exam Expectations: In order to (at least) pass

- You should clearly **describe** the data findings from the two graphics in Input Text 2 and **explain** how they support and/or challenge ideas in Input Text 1.
- Your response should be approximately **400 words** long.
- You must include a description of **both** figures presented in Input Text 2.
- You should **paraphrase** information from the Input Texts as much as possible.
- You must provide **citations** for your analysis.
- You are not required to write an **introduction** or **conclusion** paragraph.

Useful language for the ESACb Exam



Compare and Contrast Language

In the exam you have to use some compare and contrast language when you analyse data in Figure 1 and Figure 2.

Do not simply describe everything! There is no need for that.
Look for what stands out.

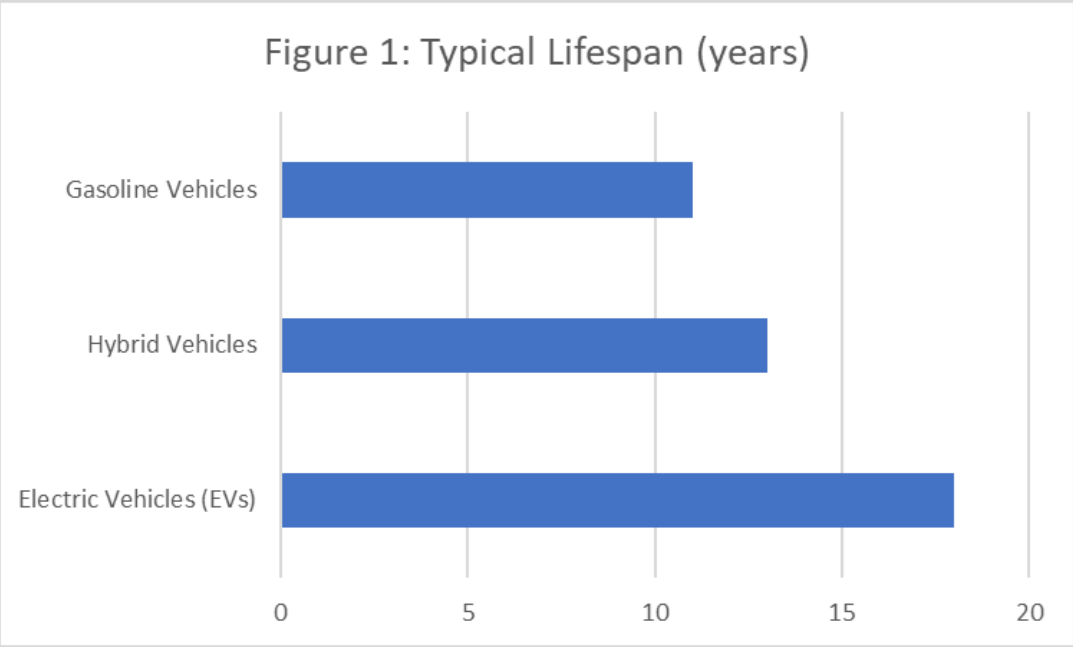
See examples of compare and contrast language taken from p. 191 in the ESACb coursebook.

Compare and Contrast Language

…..are **the most** environmentally friendly option, producing zero emissions. **In contrast**, gasoline cars, which run entirely on internal combustion engines, are **the least eco-friendly**, emitting **the highest levels** of pollutants. Hybrid cars, which combine a gasoline engine with an electric motor**, fall somewhere in between**, offering **better** fuel efficiency and **lower** emissions than traditional gasoline cars, but **not as clean as** EVs. When it comes to running costs, EVs are generally **the cheapest** to operate due to lower electricity prices compared to gasoline. However, they often have **the highest initial purchase price**, which can be a deterrent for some buyers. Hybrid cars usually **cost more than** gasoline cars but **less than** EVs, and they provide the advantage of not requiring frequent charging, **unlike** EVs. In terms of driving range, gasoline cars typically offer **the longest range**, followed by hybrids, while EVs currently have **the shortest range**, although this is improving with advancements in battery technology. Overall, **while** EVs are **the most sustainable** choice, hybrids offer a balanced compromise, and gasoline cars remain **the most convenient** for long-distance travel.

Data Analysis – page 192

Read the following paragraph describing Figure 1



Gasoline vehicles have a lifespan of around 11 years, while hybrid vehicles can last approximately 13 years. Electric vehicles' lifespan can reach up to 15 years.

How can we improve this? What is missing

Data Analysis

Improve the paragraph

Step 1. Add compare and contrast language

Gasoline vehicles have **the shortest** lifespan at around 11 years, **while** hybrid vehicles last **slightly longer** at approximately 13 years. Electric vehicles (EVs) have **the longest** lifespan, reaching **more than** 15 years.

Step 2. Add an overview sentence at the beginning of the paragraph.

The bar chart illustrates the typical lifespan of gasoline, hybrid, and electric vehicles (EVs).
Gasoline vehicles have **the shortest** lifespan at around 11 years, **while** hybrid vehicles last **slightly longer** at approximately 13 years. Electric vehicles (EVs) have **the longest** lifespan, reaching **more than** 15 years.

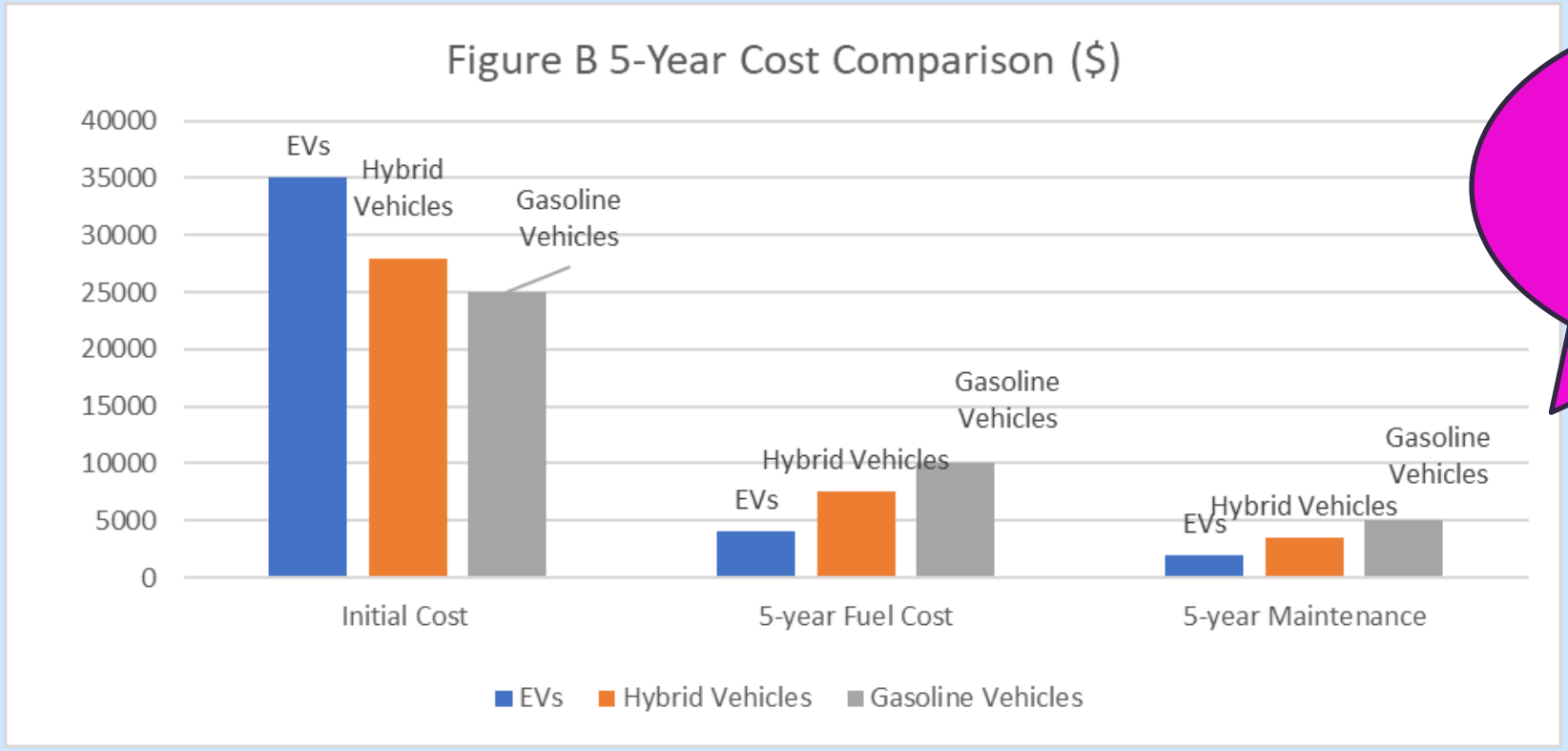
Data Analysis

Improve the paragraph

Step 3. Add a final sentence discussing the implications/ showing your understanding of what these findings potentially mean.

The bar chart illustrates the typical lifespan of gasoline, hybrid, and electric vehicles (EVs). Gasoline vehicles have the shortest lifespan at around 10 years, while hybrid vehicles last slightly longer at approximately 12 years. Electric vehicles (EVs) have the longest lifespan, reaching up to 15 years. **This implies that** electric vehicles not only offer environmental and cost benefits but also provide a longer service life, **potentially leading to** greater long-term value for consumers.

Figure Description

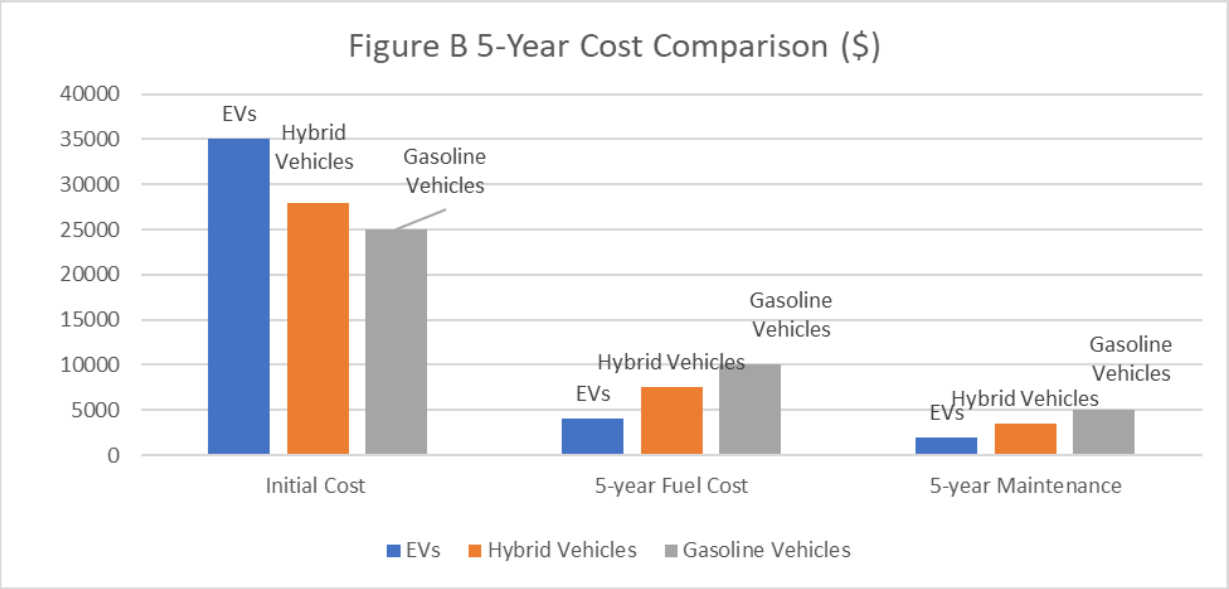


First, say what you can see. What the figure is and what it shows.

This vertical bar chart in Figure 1 compares the 5-year costs associated with/ regarding electric, hybrid, and gasoline vehicles.

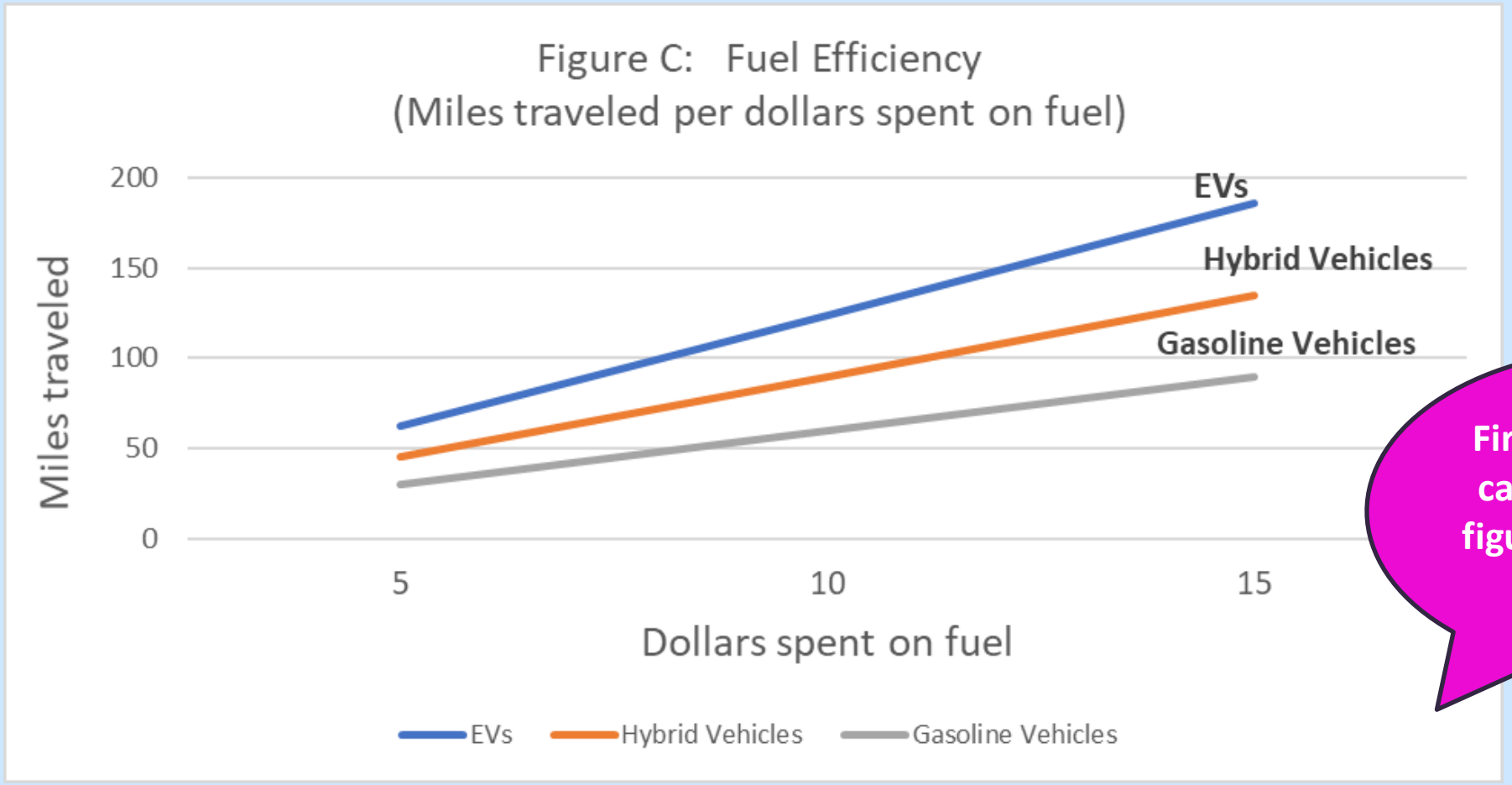
Figure 1, which is a vertical bar chart, compares …..

Figure Description



This vertical bar chart in Figure 1 compares the 5-year costs associated with/ regarding electric, hybrid, and gasoline vehicles. The initial cost for electric vehicles is $35,000, which is significantly higher compared to $28,000 for hybrid vehicles and $25,000 for gasoline vehicles. Over five years, the fuel cost for electric vehicles is $4,000, which is notably lower than the $7,500 for hybrid vehicles and $10,000 for gasoline vehicles. Additionally, the maintenance cost over five years is $2,000 for electric vehicles, which is less than the $3,500 for hybrid vehicles and $5,000 for gasoline vehicles. **This comparison highlights that while electric vehicles have a higher initial cost, they offer substantial savings in fuel and maintenance costs over time.**

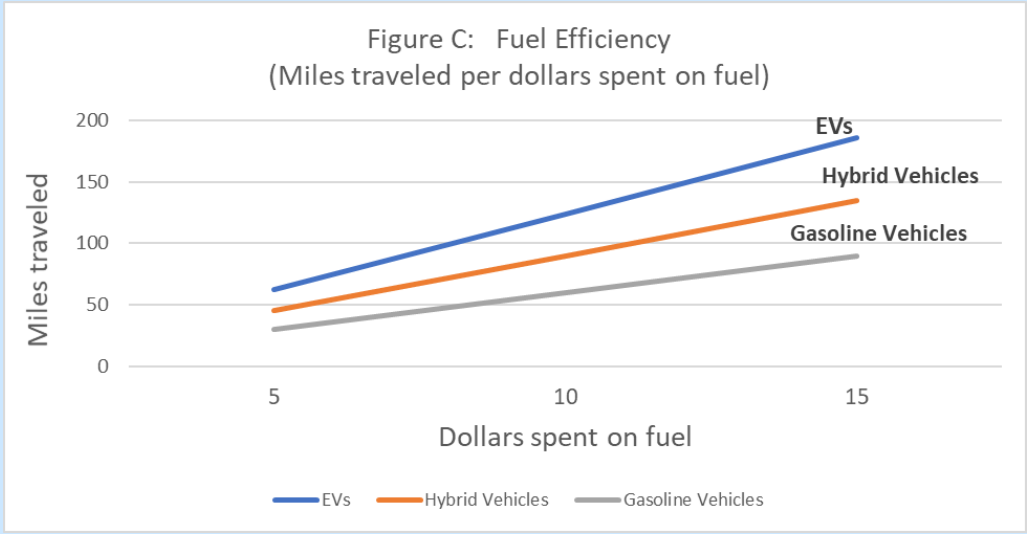
Figure Description



First, say what you can see. What the figure is and what it shows.

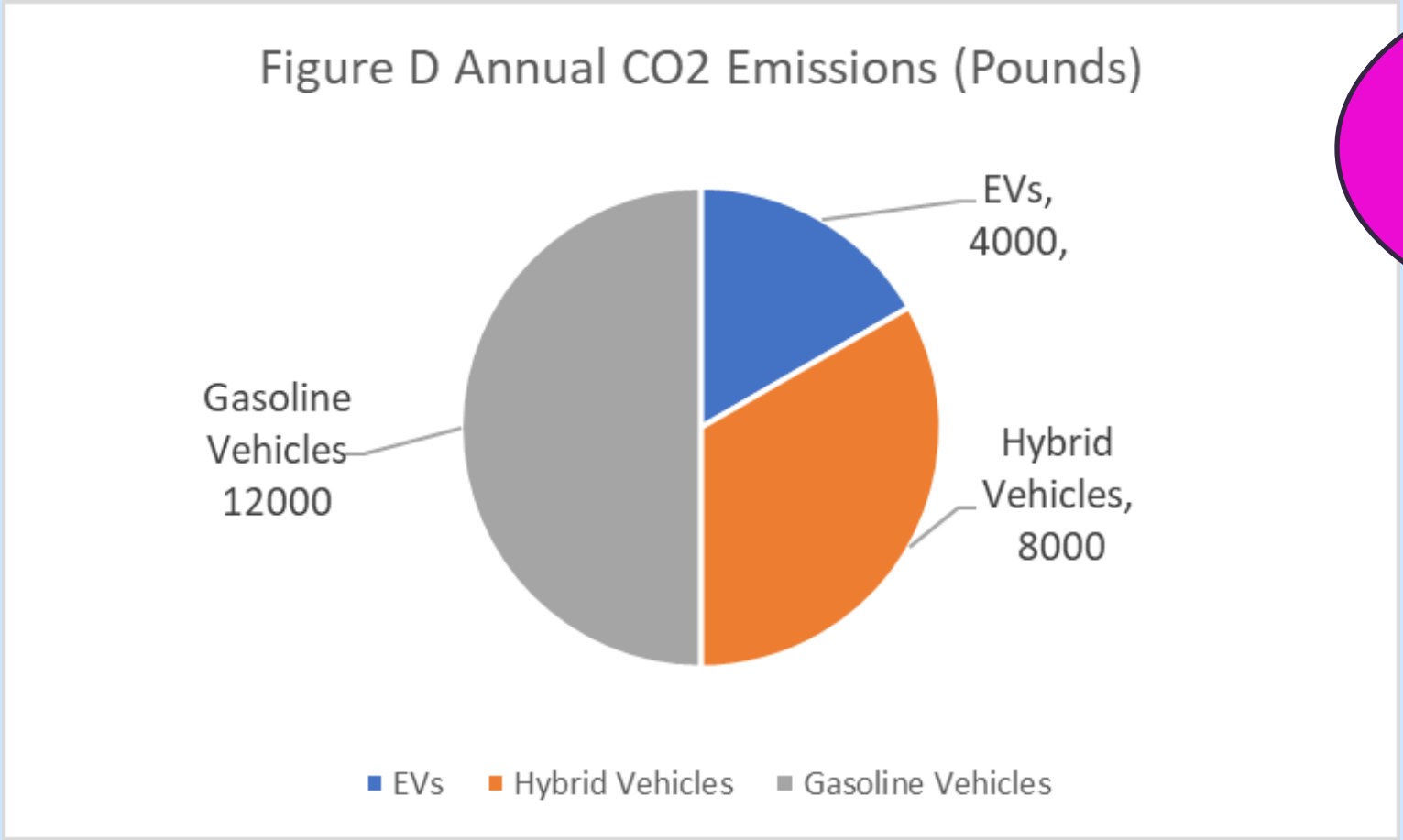
The line graph in Figure 1 illustrates the fuel efficiency of electric, hybrid, and gasoline vehicles in terms of miles traveled per dollar spent on fuel.

Figure Description



The line graph in Figure 1/2 illustrates the fuel efficiency of electric, hybrid, and gasoline vehicles in terms of miles traveled per dollar spent on fuel. For every $5 spent, electric vehicles travel 62 miles, which is significantly more efficient compared to 45 miles for hybrid vehicles and 30 miles for gasoline vehicles. When $10 is spent, electric vehicles travel 124 miles, whereas hybrid vehicles travel 90 miles and gasoline vehicles travel 60 miles. **This comparison clearly demonstrates that electric vehicles provide superior fuel economy over varying amounts of fuel expenditure, making them the most cost-effective option for long-term fuel savings.**

Figure Description



First, say what you can see. What the figure is and what it shows.

This pie chart compares the annual CO2 emissions of electric, hybrid, and gasoline vehicles.

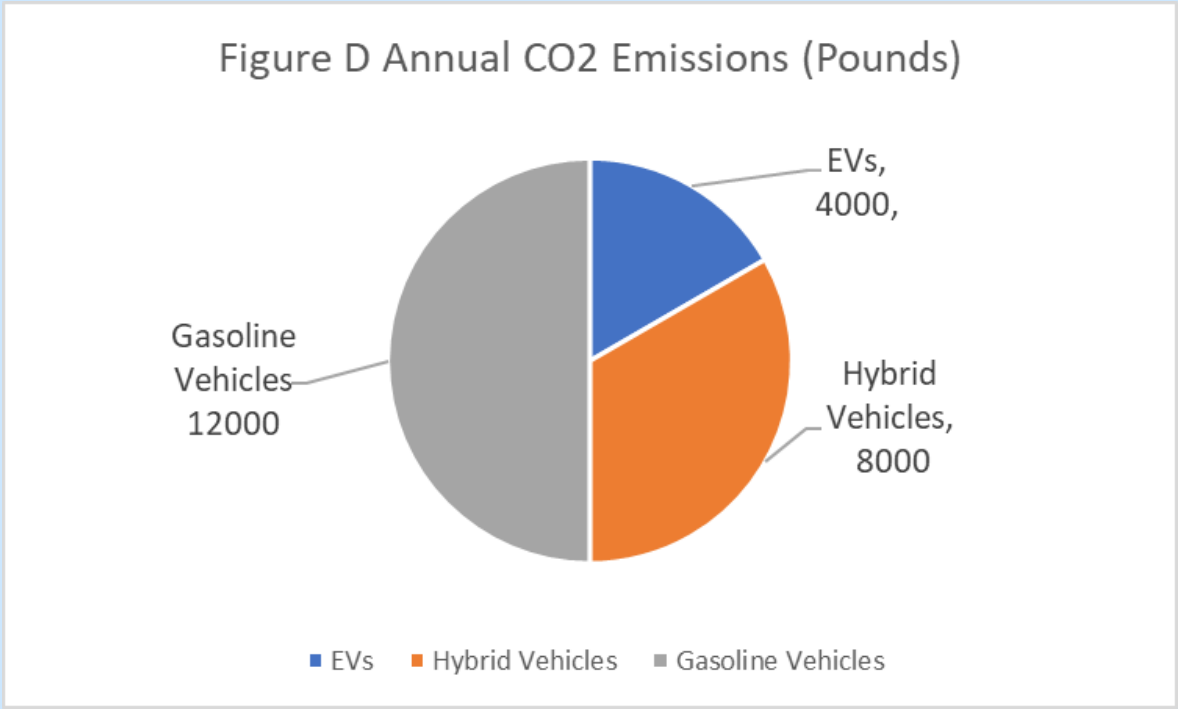


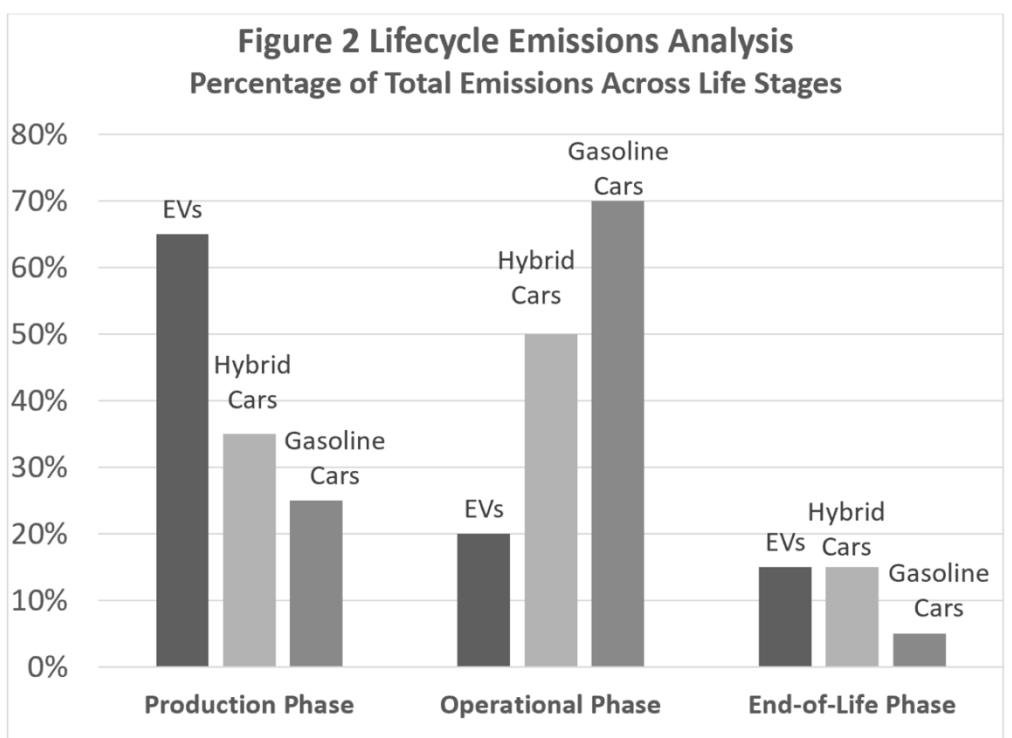
Figure 1, which is a pie chart, compares the annual CO2 emissions of electric, hybrid, and gasoline vehicles. Electric vehicles emit 4,000 pounds of CO2 annually, which is substantially lower than the 8,000 pounds emitted by hybrid vehicles and the 12,000 pounds emitted by gasoline vehicles. This stark contrast highlights the environmental benefits of electric vehicles, making them the most eco-friendly option among the three types. **The comparison underscores the significant reduction in carbon footprint that can be achieved by choosing electric vehicles over hybrid or gasoline vehicles.**

During the Exam

Aim to write about 100 words for Figure 1 and 100 words for Figure 2. Start by **describing** them both. **That is 2 separate paragraphs.**

Figure 1: Vehicle Lifecycle Carbon Emissions

Lifecycle Stage	Electric Vehicles	Hybrid Cars	Gasoline Cars
Production (tons CO2e **per vehicle**)	9.8 to 15.2	7-8	10 (no battery production)
Vehicle in Use (tons CO2e **per year**)	2-4 (depending on electricity mix)	3-5	5-7
Recycling Processes (tons CO2e **per vehicle**)	1-2	1-1.5	0.5-1
Total lifecycle emissions (tons CO2e **per vehicle**)	40.5	50	81.3



During the Exam

Example for **Figure 2**.

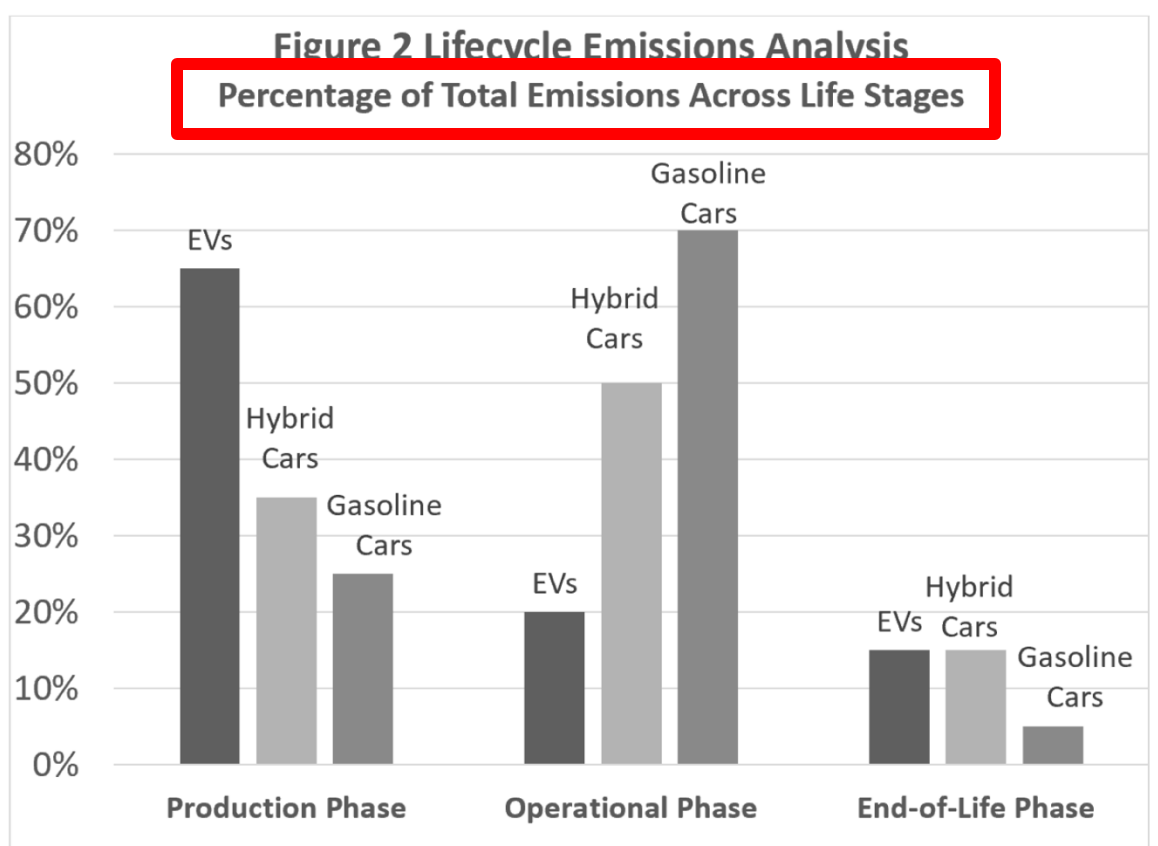
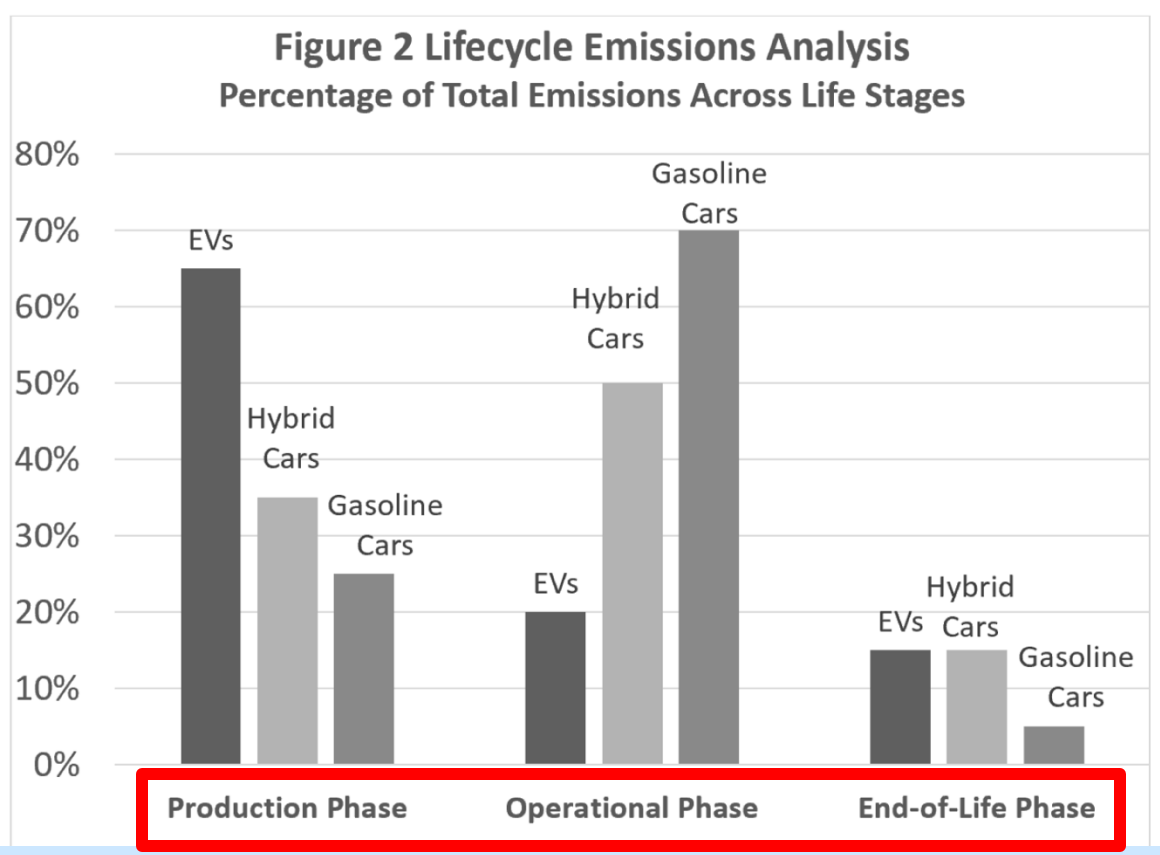


Figure 2 is a bar chart (pie chart / line graph / table) showing the **percentage of total emissions across the life stages** of different types of vehicle (EVs, hybrid and gasoline cars).

It is ok to copy the heading
You do not need to paraphrase this!

During the Exam

Add more detail. For example:



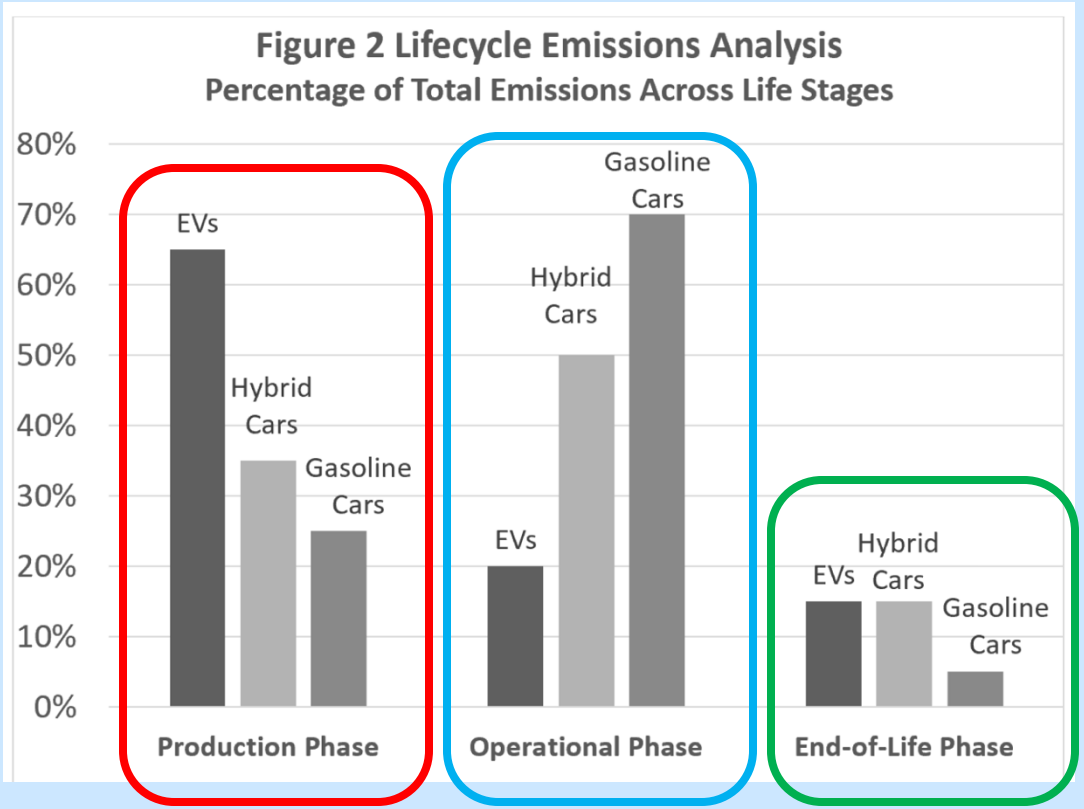
As can be seen, the life stages include the production phase, the operational phase and the end-of life phase.

It is ok to copy terminology on the chart, no need to paraphrase this either.

During the Exam

Comment on one or more facts that **stand out**.

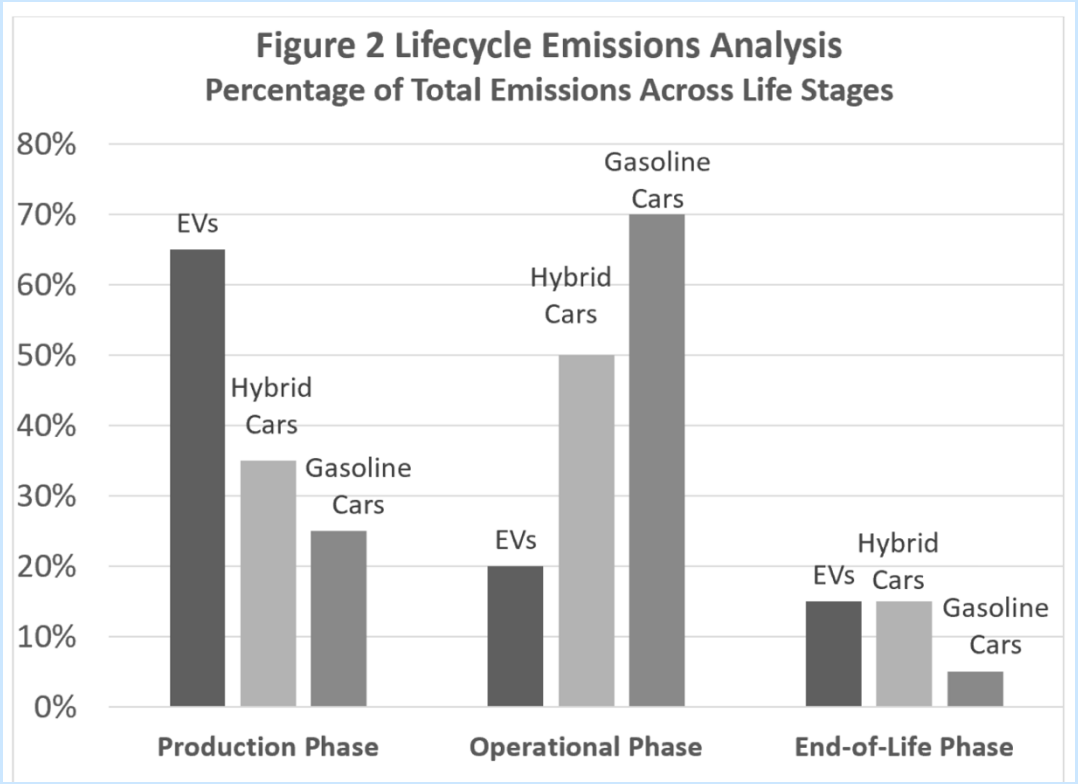
Example phrases:



1.What is **particularly notable** during the production stage is that..."
2."What is **most striking** in terms of the operational phase is that ..."
3."What is **especially remarkable** at the end-of-life stage is that ..."
4."What is **noteworthy** is..."
5."What is **most / particularly evident** is..."
6."What is **most / particularly apparent** is..."
7."What is **most / particularly distinctive** is..."

During the Exam

Finally, use ‘compare and contrast language’ to describe more details provided in Figure1 or Figure 2



MANCHESTER 1824
The University of Manchester

Academic Phrasebank

OK, so in addition to **describing what Figure 1 and Figure 2 are about, comparing and contrasting data, focusing on key finding,** you need to **write one or two paragraphs saying how the data in Figures 1 and 2 support and or challenge the information in Input Text 1.**

You can do this in one longer paragraph or two shorter paragraph.
See sample answers on Evs, IoT and Biofuels (mock writing).

Make it clear that you are moving to a new section of the answer.
Start the paragraph with:

Figure 1/ Figure 2 (mainly) supports the findings in Input Text 1. + (give examples how the data in the figure support(s) the information in Input Text 1).
OR
The results presented in Figure 1/ Figure 2 question the information in Input Text 1. + (give examples how the data in the figure challenge(s) what's in Input Text 1).

Useful phrases - support

A supports / aligns with / confirms / is consistent with / validates **B**

There is agreement between **A** and **B**.

Useful phrases - challenge

A challenges / diverges from / conflicts with / is at odds with / contradicts **B**

There is a discrepancy between **A** and **B**.

Comparing Findings/Data

Confirming findings (support):

- These findings are (mainly) consistent with the information in Input Text 1...
- The results corroborate the findings presented in Input Text 1
- Figure 1/ Figure 2 (mainly) supports the findings in Input Text 1
- The data align with the findings in Input Text 1...
- These outcomes echo the results reported in Input Text 1...
- The data in Figure 1/ Figure 2 are mainly in agreement with the information inn Input Text 1.
- The results validate the data/ information in Input Text 1.
- These findings reinforce the findings in Input Text 1.
- Some data in Figure 1/ Figure 2 concur with the findings of Input Text 1. For instance,……

Exam tip: don't memorise all of these. You will only need a couple of these! Choose which ones. The same about 'challenging' findings.

Comparing Findings/ Data

Challenging findings (challenge):

- Contrary to the findings of Figure 1/ Figure 2, the information in Input Text 1 that….
- Some data in Figure 1/ Figure 2 challenge the information in Input Text 1.
- Some data in Figure 1/ Figure 2 diverge from what is mentioned in Input Text 1.
- The data in Figure 1/ Figure 2 contradicts the findings in Input Text 1.
- The data presented in Figure 1/ Figure 2 disputes the claim in Input Text 1 that…….
- The findings in Figure 1/ Figure 2 are at odds with the information in Input Text 1.
- Some data in Figure 1/ Figure 2 differ significantly from the statement that …… in Input Text 1.
- This analysis refutes the statement in Input Text 1 that….
- The results presented in Figure 1/ Figure 2 question the information in Input Text 1.
- These findings do not support the data/information presented in Input Text 1.

Analysing Research Results

These results in Figure 1 **are consistent with** the findings in Input Text 1 which reported that….

The data in Figure 1 **are in agreement with** the information in Input Text 1 which also highlights that …

In the same way, the data in Figure 2 **mirrors** the findings in Input Text 1.

In contrast, while data in Figure 2 found that …, the information in Input Text 1 shows that…

Despite Figure 1 highlighting that …, the information/ data in Input Text 1 indicate(s) that…

Differing from what is shown/ illustrated in Figure 2, the information in Input Text 1 shows that..

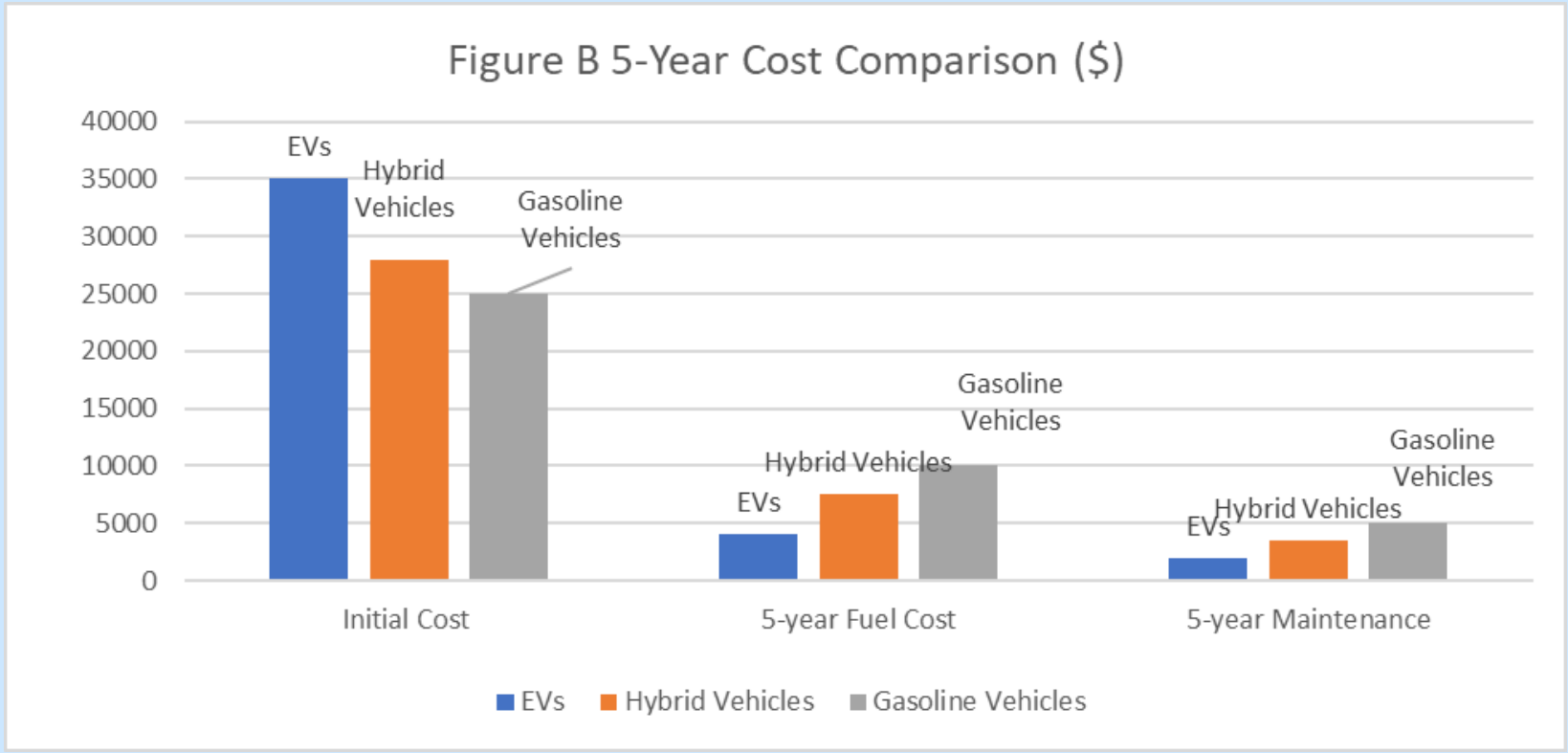
Comparing Research Findings – page 198

‘Study 1, 2, 3, 4’ are referred to in the following examples as Input Text 1, as this is what you will need to do in the exam.

Input Text 1: “Over a five-year period, EVs show dominance in variable costs, but high-performance hybrids can achieve almost equivalent fuel costs. However, with the ongoing improvement in EV technology and the modernization of infrastructure, the cost advantage of EVs is expected to grow. Additionally, the anticipated decrease in electricity prices due to the increased use of renewable energy sources will further enhance the fuel cost savings of EVs compared to high-performance hybrids.”

Figure 1 **disputes** the findings in Input Text 1 by showing that over a five-year period, EVs maintain a significant cost advantage over high-performance hybrids by saving almost half the fuel costs. **This suggests that** the fuel cost savings of EVs are more substantial than what Input Text 1 indicates. **The reason may be due to** the higher efficiency of EVs and the decreasing price of electricity compared to fuel. Additionally, advancements in EV technology and infrastructure could further enhance these savings.

Figure Description



Comparing Research Findings – page 198

Input Text 1 "EVs generally have fewer moving parts compared to internal combustion engine vehicles (ICEVs), which can result in lower maintenance requirements and potentially longer vehicle lifespans."

Figure 1 aligns with the information in Input Text 1 **by demonstrating that the maintenance costs of EVs are only two-fifths of those for internal combustion engine vehicles (ICEVs).** This discrepancy/ difference is likely attributable to/ due to **the simpler construction of EVs, which inherently require fewer repairs and less frequent maintenance.**

Comparing Research Findings

Input Text 1: “EVs generally have higher well-to-wheel (WTW) efficiency compared to gasoline internal combustion engine vehicles (ICEVs). The WTW efficiency of gasoline ICEVs ranges from 11-27%, whereas EVs can achieve efficiencies between 13-70%, depending on the energy source. This higher efficiency in EVs is primarily due to the more efficient conversion of energy from the power source to the wheels. In ICEVs, a significant amount of energy is lost as heat during the combustion process, whereas EVs utilize electric motors that convert a higher percentage of electrical energy into mechanical energy, resulting in less energy loss and greater overall efficiency.”

Figure 1 validates Input Text 1 by **showing that EVs travel more miles per dollar spent on fuel, which translates into greater fuel economy. This highlights the efficiency of electric motors in transferring energy compared to traditional internal combustion engines.**

Comparing Research Findings – page 199

Input Text 1: “The lifetime CO2 emissions of electric vehicles (EVs) can be higher than hybrid electric vehicles (HEVs) if the electricity used to charge them comes from fossil fuels. In regions where the electricity grid is heavily reliant on coal or other fossil fuels, EVs may not offer significant emission reductions compared to HEVs. Although there are zero operational emissions from EVs, the source of the electricity used for charging plays a crucial role in determining their overall environmental impact.”

Figure 1 **contradicts** Input Text 1 by indicating that the annual CO2 emissions from EVs are approximately half of those from HEVs. **This implies that** although the energy sources used for charging are significant for the lifetime CO2 emissions of EVs, the zero operational emissions still render EVs more environmentally friendly than HEVs.


ATTENTION!
IMPORTANT

The exam writing task in ESACb is NOT like the IWA.

You can organise your answer in the following ways:

It doesn't matter if you write 4 or 3 paragraphs, but you must include the required elements.

Aim to write 4 paragraphs.

a. Paragraph 1 – Describe Figure 1 and **say one thing that stands out.**
b. Paragraph 2 – Describe Figure 2 and **say one thing that stands out.**
c. Paragraph 3 – Say how Figures 1 and /or 2 support the information described in IT1
d. Paragraph 4 – Say how Figures 1 and /or 2 challenge the information described in IT1

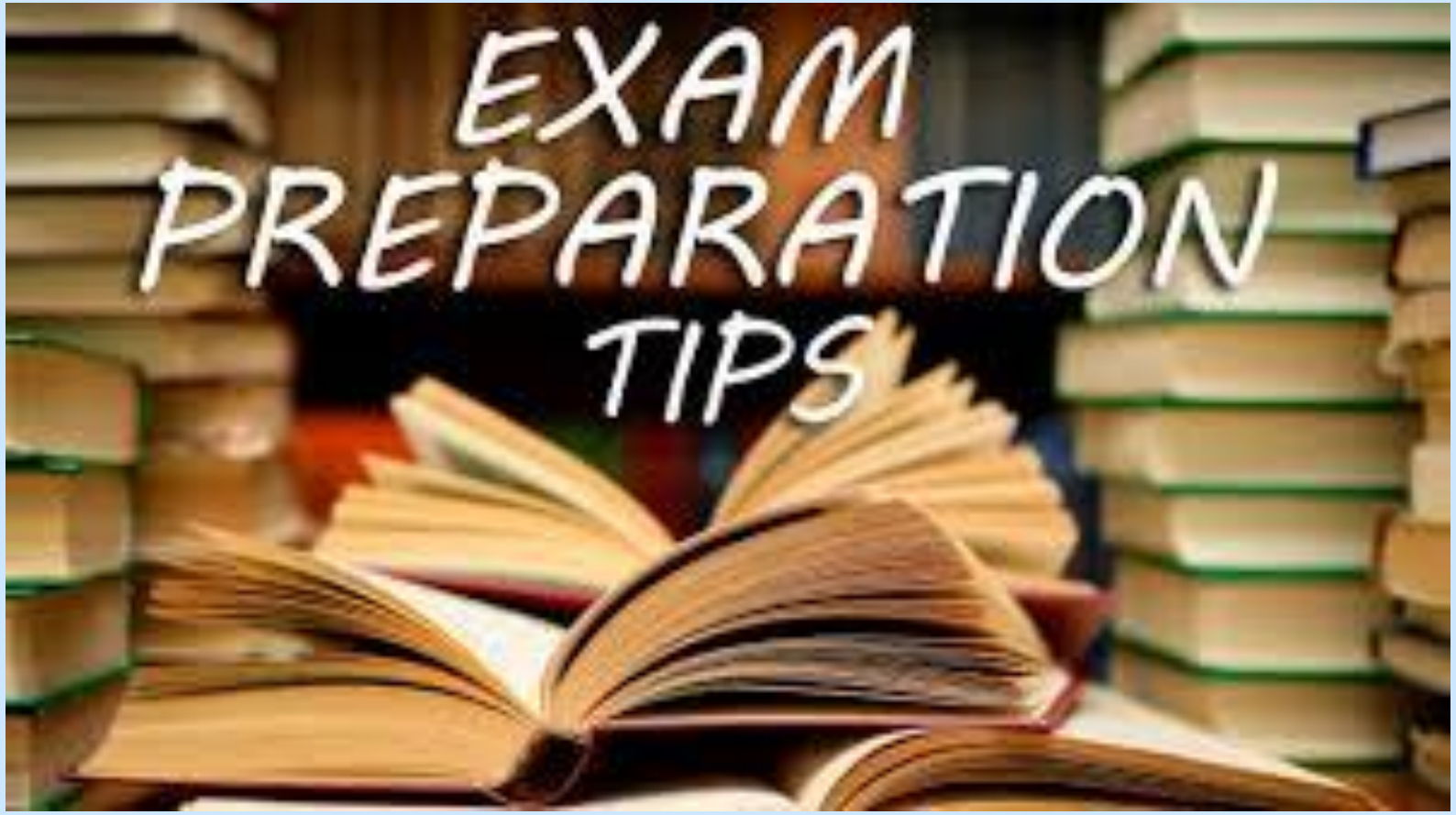
It is also possible to arrange the exam answer slightly differently:

a. Paragraph 1 – Describe Figure 1 and say one thing that stands out
b. Paragraph 2 – Say how Figure 1 supports and /or challenges the information described in Input Text 1
c. Paragraph 3 – Describe Figure 2 and say one thing that stands out 1
d. Paragraph 4 – Say how Figure 2 supports and /or challenges the information described in Input Text 1

It is also OK to do the following:

a. Paragraph 1 – Describe Figure 1 and **say one thing that stands out.**
b. Paragraph 2 – Describe Figure 2 and **say one thing that stands out.**
c. Write one longer paragraph in which you say ho Figures 1 and 2 support or challenge the information in Input Text 1.

Suggested Steps (IT1 preparation)



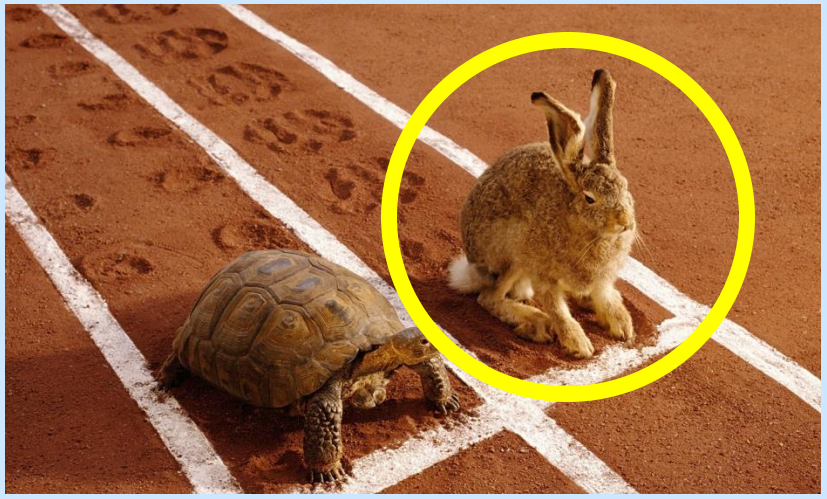
Suggested Steps (IT1 preparation)

1. **Read** Input Text 1 **thoroughly**.
2. Look up any **unknown words** so you are 100% sure you **understand** the text **completely**.
3. **Highlight** important information
4. Write a **summary** of the key points / information

Remember: you will get a new copy of IT1 in the exam, so you cannot bring your own copy.

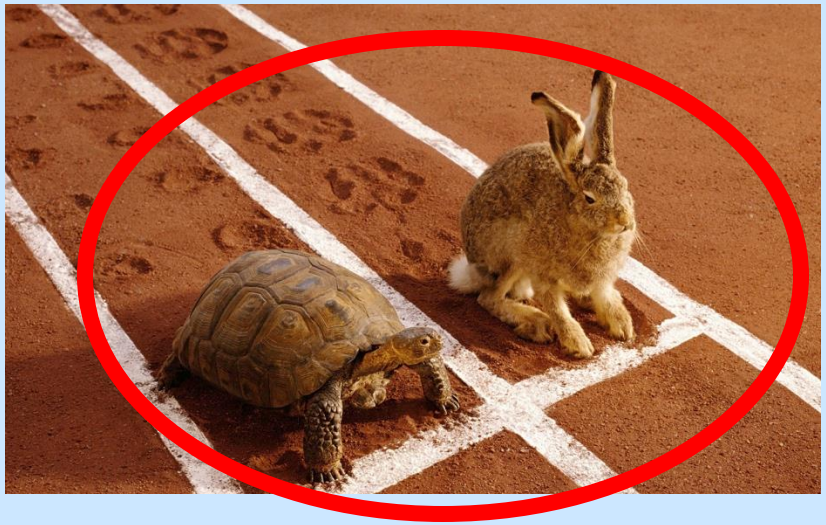
Suggested Steps (IT1 preparation)

1. **Upload IT1** to **Deepseek**.
2. Use this **prompt**:
   "Summarise this text and provide a list of the main points it makes."
3. **Copy and paste**



Suggested Steps (IT1 preparation)

4. You still need to **read** the whole IT1 and try to **identify** the parts of the text where DeepSeek says the main points are mentioned.
Highlight these.
5. Try and visually **memorise** where the key points are (this will be useful in the exam)
6. Think about how the main points could be **challenged** – in what way?



During the Exam

1. **Look at your (new) copy of IT1**. Try and remember and highlight the parts of the text that have the important information. Do this **first** and spend 5-10 minutes identifying / remembering the main points.

2. **Look at Figure 1 and Figure 2**. What are they about? Look at the heading(s) and think about the kind of information being conveyed. Spend 5-10 minutes on this too.

3. **Think:** what information in the figures **confirms** or **challenges** the main ideas in IT1? This is the main task!
   Start **planning** what you will write.


Have you read Input Text 1 for the Final Exam yet?

- Read Input Text 1 and focus on how many sections there are and what they are about.

- **Take notes on some key points OR …….**

- **Get Deep seek to generate a summary of key points for each section for you**
- **BUT still read it!**

- Focus on the percentages. What are they about?

- Think how you could paraphrase the examples of sentences with percentages.
  See a suggested answer key for this in Teams Week 12, Lesson 12.2.

- Make a list of some useful vocabulary.
- Practise a bit with some possible graphics from Statista.

Benefits to Student Learning

Section 1	Section 2	Section 3	Section 4
80% 66%	7%	23%	47%

Concerns for Student and Educators

Section 1	Section 2	Section 3
10% 20% 20%	50%	20%

Find words in the text that have these meanings

1. Improvement (Page 1 – paragraph 1) **advancement**
2. Made for a special or specific need (Page 2 – paragraph 2) **tailored**
3. To make bigger or better (Page 3 – paragraph 3) **enhance**
4. Honesty (Page 4 – paragraph 1) **integrity**
5. Academic cheating (Page 4 – paragraph 1) **plagiarism**
6. Having the opposite effect of what was wanted (Page 4 – paragraph 1) **counterproductive**
7. To pay a person or company to do the work for you (Page 4 – paragraph 1) **outsource**
8. Without intending to, by accident (Page 5 – paragraph 2) **inadvertently**
9. A small difference (Page 5 – paragraph 2) **subtlety**
10. Complex or advanced (Page 5 – paragraph 3) **sophisticated**

1. According to a recent survey of undergraduate students, more than 80% of students on long-duration programs used AI to enhance written assignment language.

2. Just under two-thirds of students on short-duration courses used AI for this purpose, perhaps because study pressures on short courses limit the opportunity to experiment with new AI tools.

3. Students' improved study engagement has been evidenced through increases of up to 7% in assessment scores compared to learners who do not use AI tools.

4. Industry research focused on AI-powered translation tools indicated that international students achieved essay scores of up to 23% higher through their use.

5. According to a survey of undergraduates, 47% of students reported that AI tools help them brainstorm ideas and enhance their creativity.

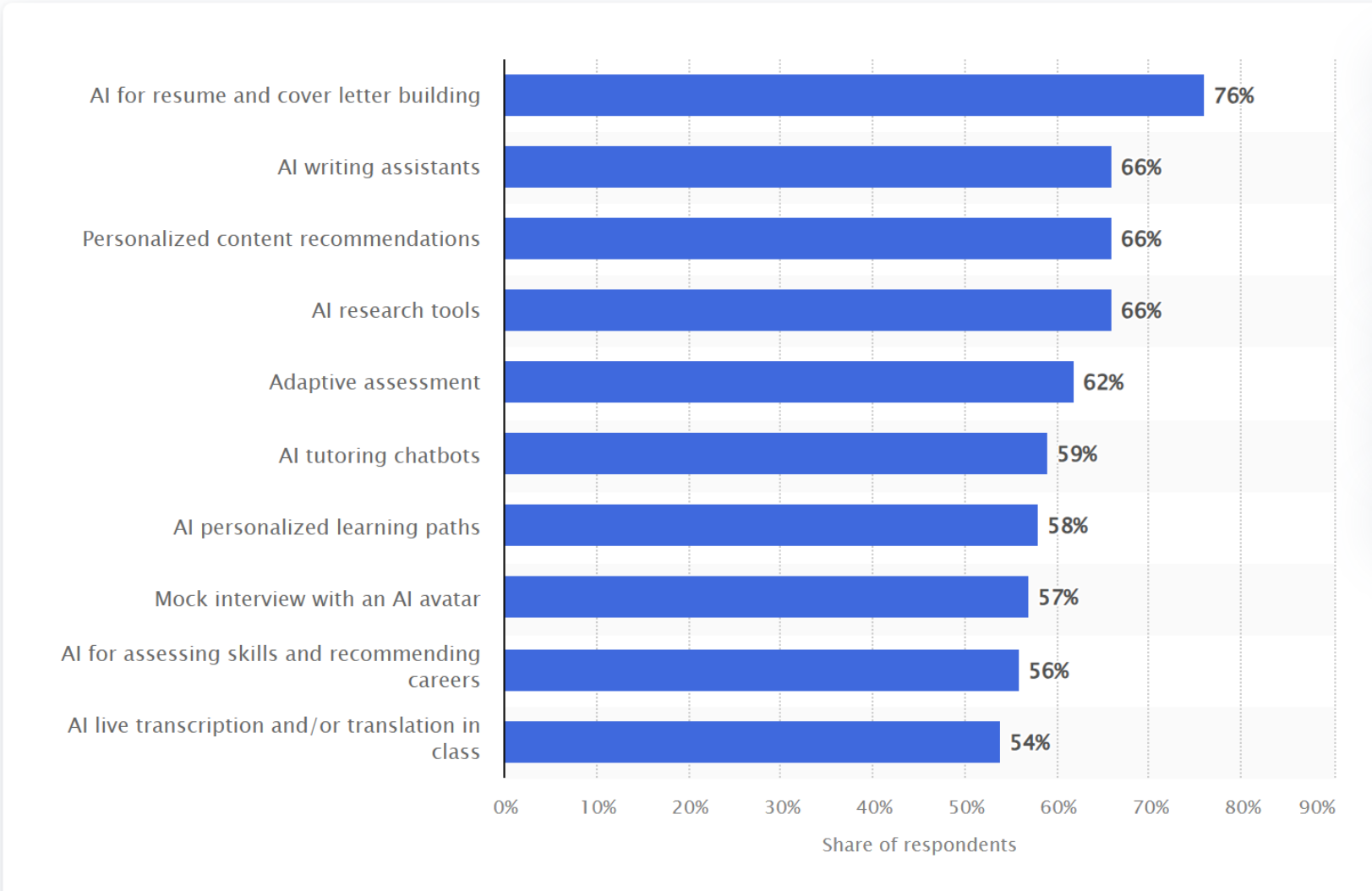
6. Research published by plagiarism-checking platforms identified that 10% of student papers submitted contain at least 20% AI-generated content.

7. On short-duration courses, when the percentage of writing enhancement is below 20%, students' work benefits, resulting in increased assignment grades.

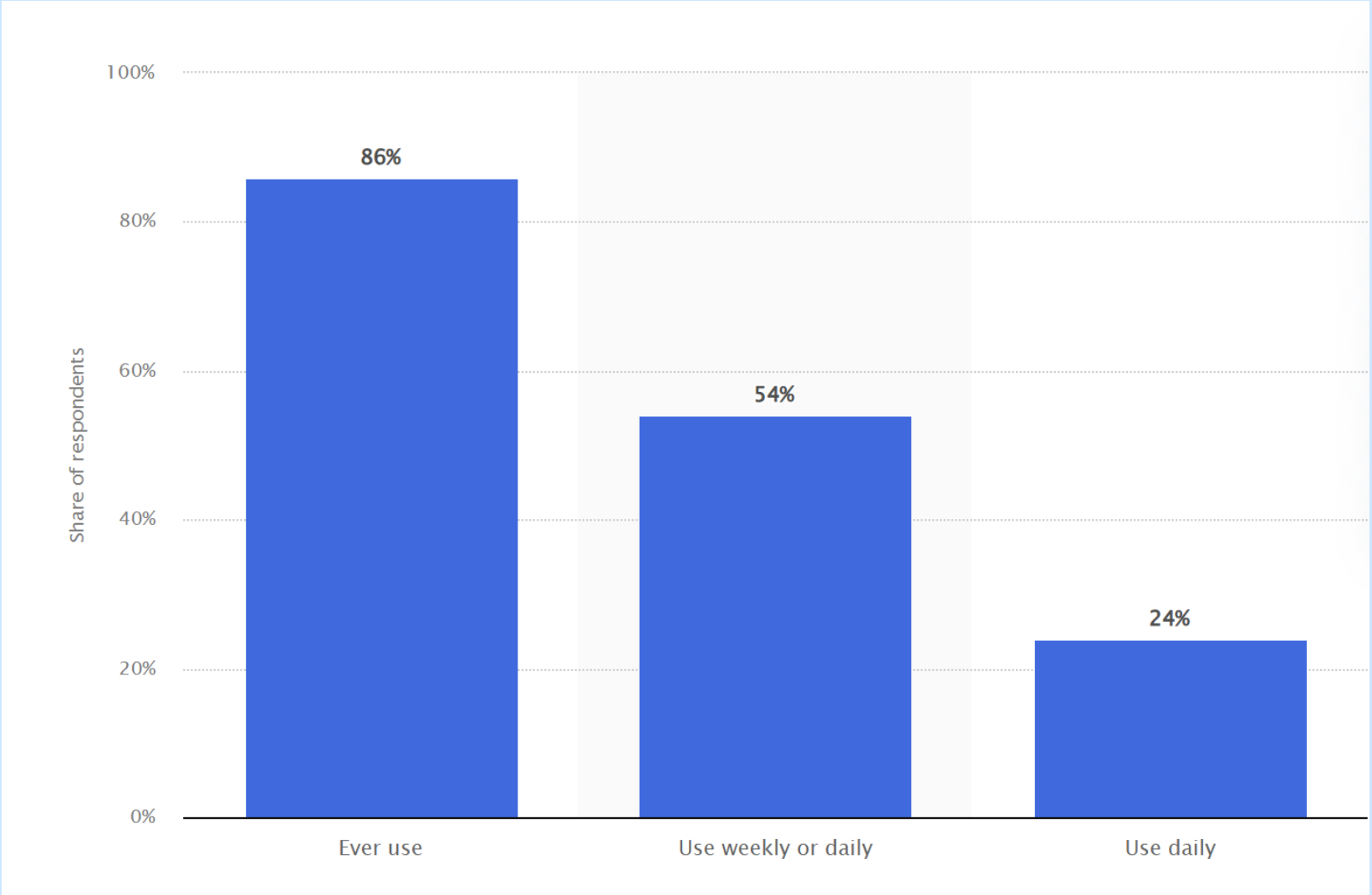
8. Teachers are inclined to award grades below 50% when essay content does not demonstrate adequate explanation, elaboration and connection between key ideas.

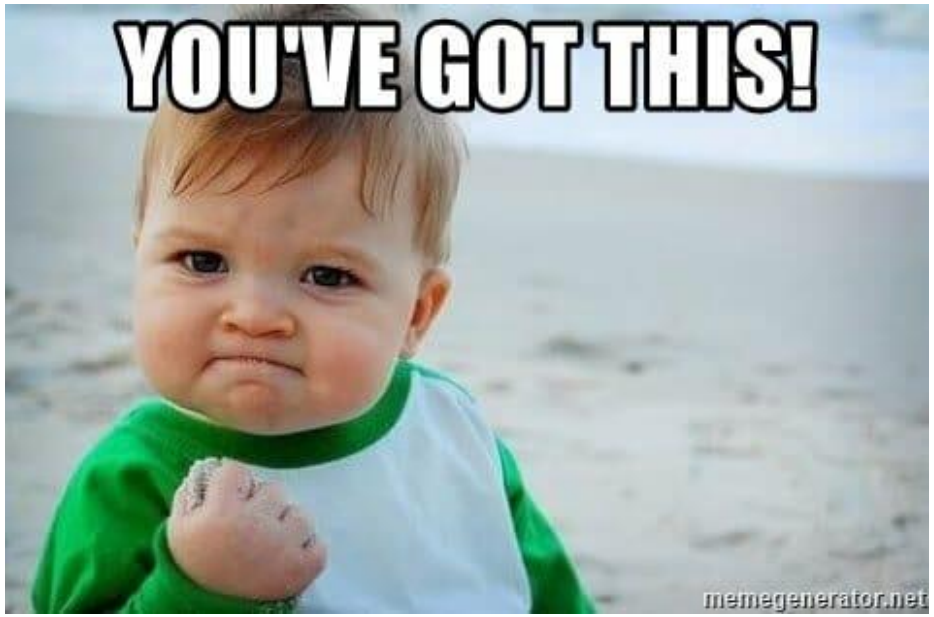
9. The survey identified that about a fifth of students employ multiple translation steps in the development of their written academic work.

Leading use cases for artificial intelligence (AI) tools in schoolwork among higher education students worldwide as of July 2024



Share of higher education students using artificial intelligence (AI) tools for schoolwork worldwide as of July 2024

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