Task 1 from pdf

The bar chart shows the proportion of UK students and international students achieving second class degrees or higher in seven different subjects at a university in the UK.

Degree results were generally good for both home and international students, with well over 50 per cent gaining a second-class degree or better in all seven subjects except International Law. International students tended to do better than UK students in technology-related subjects. This was particularly true of Information Technology. Whereas over 80 per cent of international students gained a good degree in IT, only about half of the UK students did so.

Degree results were similar for the two groups in Nursing and Accounting. In Arts and Social Science-related subjects, UK students tended to do better. The biggest gap in performance was in International Law, where three-quarters of UK students gained a second class degree or better. In contrast, fewer than half of the international students attained this level.

Overall, the chart suggests that international and UK students had different strengths when studying for degrees in this UK university.

Task 1 from GPT-3.5-Turbo

The provided bar chart illustrates the comparative attainment rates of second-class degrees or higher among UK students and international students across seven distinct subjects at a UK university.

Overall, the academic performance of both domestic and international students was commendable, with a significant majority exceeding the 50% mark in securing second-class degrees or above across all subjects, barring International Law. Notably, international students demonstrated a comparative strength in technology-focused disciplines, notably Information Technology. Here, a striking contrast emerged: over 80% of international students excelled in IT, while only approximately half of UK students achieved a similar level of success.

Conversely, parity was observed between the two cohorts in the fields of Nursing and Accounting. In Arts and Social Science domains, UK students exhibited a tendency towards higher achievement levels. The most pronounced discrepancy in performance surfaced within International Law, where a substantial 75% of UK students obtained second-class degrees or higher, contrasting with less than half of the international students achieving a similar standard.

In essence, the data presented in the chart underscores the diverse academic strengths of international and UK students pursuing degrees at this UK-based institution.

Task 2 from pdf

Examinations are one of the most common methods of measuring learning in education systems throughout the world. At virtually every stage of the learning process, exams are used to verify that the learner is ready to move on to the next stage. However, many people believe that the role of examinations should be reconsidered.

There are clearly certain advantages to exams. They help to ensure fairness by imposing the same conditions on all exam candidates. They are also relatively versatile; different types of exam questions, for example, multiple-choice questions and essay tasks, can test different sorts of reasoning ability. However, exams also have clear drawbacks. Test-wise candidates can often perform well on exams without having good underlying knowledge or skills. On the other hand, some test-takers perform poorly in exams simply because of anxiety. Some teachers and learners focus only on those aspects of the curriculum that are likely to be tested, thus narrowing the educational experience for all.

A number of measures should be taken to address these concerns. Wherever possible, exams should match the content and activities of the learning environment. Exam tasks should be varied to give fair opportunities to candidates with different types of skills. Other types of assessment should also be considered; assignment writing, for example, to assess independent learning and research skills, or group projects, to measure teamwork ability.

Exams clearly have a role to play in ensuring proper, objective assessment of achievement. However, exams need to be carefully designed and supplemented with other forms of assessment if they are to be a truly useful component of the educational system.

Task 2 from GPT-3.5-Turbo

Examinations serve as a ubiquitous tool for evaluating learning in educational systems worldwide. They act as pivotal checkpoints throughout the learning journey, determining a learner's readiness to progress to the next stage. Nonetheless, a growing chorus of voices advocates for a reevaluation of the role of examinations in education.

While exams offer notable advantages, such as ensuring a level playing field by subjecting all candidates to the same assessment conditions, they are not without their shortcomings. Regrettably, adept test-takers can excel in exams without possessing a solid foundation of knowledge or skills. Conversely, anxiety can impede the performance of capable students, underscoring how exams may not always accurately reflect true abilities. Furthermore, the myopic focus of educators and learners on exam-centric content can lead to a narrowing of the overall educational experience.

Addressing these concerns necessitates a proactive approach. It is imperative that exams align closely with the content and methodologies employed in the learning environment. Diversifying exam tasks can provide equitable opportunities for individuals with varying strengths and skills. Additionally, embracing alternative forms of assessment—such as assignments that evaluate independent learning and research competencies or group projects that gauge collaborative aptitude—can offer a more holistic evaluation of student capabilities.

While exams undoubtedly play a crucial role in objectively assessing academic achievement, their efficacy hinges on meticulous design and supplementation with diverse assessment methodologies. By integrating a spectrum of assessment tools tailored to the needs of learners, exams can evolve into a more effective and enriching component of the educational framework.