

教育:破除精英教育

**Education: British Elitist Education System** 

**文章来源**: 摘自 2022 年 12 月 4 日《卫报》 **适用领域**: 精英主义、教育不平等、英国教育

单元要点: 了解英国社会精英主义的问题及可能解决措施, 积累不平等问题相关表

达, 学习用清晰的观点讨论教育不平等问题。

精读预习

1. 听录音,填空(每个空格填写一个单词,含连字符的单词算一个)。

## The Observer view on radical change being needed to overcome elitism in education

In acting as a conveyor belt to the most sought-after jobs, many schools shut out more able young people

(1) Meritocracy is one of society's most powerful It is comforting to believe
we live in a fair world where people are rewarded for a mixture of talent and effort. But Britain
remains an elitist country in which a socially stratified education system funnels those born to
into the highest-status jobs, while holding back children born to parents who
have never benefited from such opportunities.

(2) So Keir Starmer's pledge to remove the charitable status of private schools, and requiring them		
to charge VAT on fees, is a welcome move. Just 7% of children attend private schools. Yet privately		
educated young people make up almost one in three undergraduates at the country's mo		
universities. In the jobs market, the figures are even worse: two-thirds of the		
senior judiciary were privately educated as were six out of 10 civil service permanent secretaries,		
more than half of and more than four in 10 senior media editors. This is not a		
product simply of their raw ability, but also of the vast resources that go into their education, the		
social connections and favours it opens up and the other forms of cultural capital it		
to the control of the		
(3) Private schools create social harms. In acting as a conveyor belt to the most sought-after jobs		
they shut out other, more able, young people who lack those advantages. They cream young people		
from disproportionately backgrounds out of the state system, which has a		
negative impact on attainment for everyone else. It is wrong in principle that these schools should		
accrue the tax benefits of charities.		
(4) To combat inequality in the education system, there are bigger fish to fry. Three- and four-year-		
olds from some of the most homes - 80% of those in the bottom third of the		
income distribution – are only to 15 hours of free education a week if their		
parents do not meet eligibility requirements for more free hours, whereas those that do get access		
to 30 free hours a week. This is an astonishing social given the impact high-		
quality early years education can have for children from less affluent backgrounds, amplified by		
the fact that funding cuts for early years provision have had the sharpest impact on the poorest		
areas.		
(5) In the state school system, there remains too much selection – both, in		
the form of grammar schools, and by the back door. Where they still exist, grammar schools are		
disproportionately by children from more advantaged backgrounds, with		
parents often paying for private tuition to support them through the 11-plus. Children from low-		
income backgrounds do worse on average in areas where there is selection at 11. Grammar		
schools should therefore be Beyond that, there is too much selection by		
postcode; the best-performing comprehensives are least likely to accept children from		
disadvantaged backgrounds. The Sutton Trust educational charity in 2017		
that living near a good comprehensive added about 20% to house prices. To open up more		
equitable access to the country's best schools, children eligible for the pupil premium – a good		
indicator of – should be given priority in school admissions in the same way		
children in care are. Far more effort must be channelled into catch-up tuition in the wake of the		
$\mathbf{r}$		

	0 0 ,	vith children from poorer
backgrounds suffering the r	most, will mean there is a bigger	gap between
richer and less affluent chi	ldren in this generation. And there need	ls to be far less focus on
reform -	- there is no evidence that the governmen	nt's academy reforms have
done anything to improve sta	andards across the board $-$ and more on $$	now to get the best-quality
teachers to schools serving	the most disadvantaged areas, to avoid to	eacher shortages affecting
these areas the most.		
(c) The university quaters in	the III is a sed emissily structified to abound	levels with a difference of
	the UK is academically stratified to absurd	
	ishing a young person towards a different in	
	y stratified system, in which the institution their employment A	
	t much more stringent targets to recr	
	s – those eligible for the pupil premi	- /
	ctive universities, despite being 13% of all	
Cambridge should be open	ed up to a much more diverse group of	f students – perhaps by
guaranteeing a place to the	top-performing students at every school,	or by
with admissions lotteries for	r all those who meet a minimum grade req	uirement for their subject.
The taxpayer	that is channelled to the disproportion	onately middle-class group
of young people who go to	o university through subsidised loans, ar	ound £30,000, should be
expanded to cover all young	people regardless of the post-18 education	nal route they choose.
(7) Starmer's pledge to impo	ose VAT on private school fees is a start. B	ut it could only ever play a
	in education system that opens up oppo	
limited role in achieving a		
limited role in achieving a regardless of the	of their birth.	ortumues to an emiliaren,

2. 阅读文章后,请用英语回答下列问题。	
(1) Why is Keir Starmer's pledge to impose VAT on private school fees "a welcome move"?	
(2) What are the problems that deserve more attention in the state school system?	
(3) What are the author's suggestions about addressing the highly stratified university systematics the UK?	m in

精读(1)

The Observer view on radical change being needed to overcome elitism in education

In acting as a conveyor belt to the most sought-after jobs, many schools shut out more able young

people

(1) Meritocracy is one of society's most powerful myths. It is comforting to believe we live in a fair

world where people are rewarded for a mixture of talent and effort. But Britain remains an elitist

country in which a socially stratified education system funnels those born to privilege into the

highest-status jobs, while holding back children born to parents who have never benefited from

such opportunities.

(2) So Keir Starmer's pledge to remove the charitable status of private schools, and requiring them

to charge VAT on fees, is a welcome move. Just 7% of children attend private schools. Yet privately

educated young people make up almost one in three undergraduates at the country's most

selective universities. In the jobs market, the figures are even worse: two-thirds of the senior

judiciary were privately educated as were six out of 10 civil service permanent secretaries, more

than half of diplomats and more than four in 10 senior media editors. This is not a product simply

of their raw ability, but also of the vast resources that go into their education, the social

connections and favours it opens up and the other forms of cultural capital it endows.

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(3) Private schools create social harms. In acting as a conveyor belt to the most sought-after jobs they shut out other, more able, young people who lack those advantages. They cream young people from disproportionately affluent backgrounds out of the state system, which has a negative impact on attainment for everyone else. It is wrong in principle that these schools should accrue the tax benefits of charities.

(4) To combat inequality in the education system, there are bigger fish to fry. Three- and four-year-olds from some of the most disadvantaged homes – 80% of those in the bottom third of the income distribution – are entitled only to 15 hours of free education a week if their parents do not meet eligibility requirements for more free hours, whereas those that do get access to 30 free hours a week. This is an astonishing social injustice given the impact high-quality early years education can have for children from less affluent backgrounds, amplified by the fact that funding cuts for early years provision have had the sharpest impact on the poorest area.

精读(1)练习

1	3 ** ******* ** ** ** ** ** ** ** ** **	다지 # 14
1.	1百份从1年	下列表达。
1.	11 H11 111	1 / 1/1/1/20

(1)	起作用、充当	 (2) 社会分层的教育体系	
(3)	接受私立教育的	 (4) 将 A 物汇入 B 物	
(5)	择优录取的大学	 (6) 有资格获得某物	
(7)	百刚上 细边上	(0) 宏培郎守/公审的学生	

2	请翻译	17年17日	<b>分</b> 每 7.
2.	焆鯏洱	トグリス	又判于。

(1)	But Britain remains an elitist country in which a socially stratified education system funnels those born to privilege into the highest-status jobs, while holding back children born to parents who have never benefited from such opportunities.
(2)	This is an astonishing social injustice given the impact high-quality early years education can have for children from less affluent backgrounds, amplified by the fact that funding cuts for early years provision have had the sharpest impact on the poorest areas.
3.	请运用括号中的表达写出下列句子。
(1)	为缩小富裕家庭孩子和从未享受过任何特权的孩子之间的资源差距,教育部承诺拨一笔专项资金到全国最贫穷的地区,让当地学校能接收更多的学生并向他们提供免费伙食。(affluent, privilege, pledge, endow sb. with sth.)
(2)	早期教育并不是为了选拔出可能获得更高学业成就的最有天赋的孩子。相反,早期教育是为了拉平不同背景的孩子之间的巨大教育资源差异。(early years education, cream off sb./sth., attainment, even out)

精读(2)

(1) In the state school system, there remains too much selection – both explicit, in the form of grammar schools, and by the back door. Where they still exist, grammar schools are disproportionately dominated by children from more advantaged backgrounds, with parents often paying for private tuition to support them through the 11-plus. Children from low-income backgrounds do worse on average in areas where there is selection at 11. Grammar schools should therefore be abolished. Beyond that, there is too much selection by postcode; the best-performing comprehensives are least likely to accept children from disadvantaged backgrounds. The Sutton Trust educational charity estimated in 2017 that living near a good comprehensive added about 20% to house prices. To open up more equitable access to the country's best schools, children eligible for the pupil premium - a good indicator of deprivation - should be given priority in school admissions in the same way children in care are. Far more effort must be channelled into catchup tuition in the wake of the pandemic; experts fear that uneven learning loss during Covid-19, with children from poorer backgrounds suffering the most, will mean there is a bigger attainment gap between richer and less affluent children in this generation. And there needs to be far less focus on structural reform - there is no evidence that the government's academy reforms have done anything to improve standards across the board - and more on how to get the best-quality teachers to schools serving the most disadvantaged areas, to avoid teacher shortages affecting these areas the most.

(2) The university system in the UK is academically stratified to absurd levels, with a difference of one or two A level grades pushing a young person towards a different institution altogether. This in turn creates a very socially stratified system, in which the institution a young person attends is treated as a shorthand for their employment potential. As a condition of funding, universities should be set much more stringent targets to recruit more students from disadvantaged backgrounds – those eligible for the pupil premium make up just 2% of admissions to the most selective universities, despite being 13% of all young people. Oxford and Cambridge should be opened up to a much more diverse group of students – perhaps by guaranteeing a place to the topperforming students at every school, or by experimenting with admissions lotteries for all those who meet a minimum grade requirement for their subject. The taxpayer subsidy that is channelled to the disproportionately middle-class group of young people who go to university through subsidised loans, around £30,000, should be expanded to cover all young people regardless of the post-18 educational route they choose.

(3) Starmer's pledge to impose VAT on private school fees is a start. But it could only ever play a limited role in achieving an education system that opens up opportunities to all children, regardless of the circumstances of their birth.

## 精读(2)练习

1.	请翻译下列表达。	
(1)	被某人/某物支配	(2) 在某(不好的)事之后
(3)	将 A 用于 B	(4) 全面地
(5)	向某人提出目标	(6) 将 A 强加于 B
(7)	对某事的简略表达	(8) 走后门
2.	请翻译下列原文句子。	
(1)	fear that uneven learning loss during Covi	-up tuition in the wake of the pandemic; experts d-19, with children from poorer backgrounds gger attainment gap between richer and less
(2)	government's academy reforms have done a	tural reform – there is no evidence that the nything to improve standards across the board chers to schools serving the most disadvantaged ese areas the most.

3.	请运用括号中的表达写出了	下列旬子.
J.	相处用泪与干的状处当山	1.21111

(1)	富裕家庭的家长通常愿意花钱聘请私教来帮助孩子	,这导致英国顶级公立学校录取比例失
	衡, 家境更优渥的学生的比重要远远更高。	top-performing state schools, be
	disproportionately dominated by, private tuition)	
(2)	要打破这种层级分化的教育系统,可以要求高校招	收更多达到最低成绩要求且家境贫寒的
	学生。(stratified, minimum, disadvantaged backgr	

## 写作练习

泛读文章

The truth is that schools do little to reduce inequality

Education cannot compensate for the failure to implement redistributive social policies

(1) One casualty of Covid was the UK exam season, which was cancelled for two years due to

lockdowns. A-level grades were set by schools instead, with little external moderation and,

unsurprisingly, shot up, meaning a lot more young people than usual found themselves at highly

selective universities. This year, the government began the painful job of resetting and deflating

the system. Inevitably, that meant more missed university offers, causing angst for students and

parents caught up in the mess.

(2) It's important to remember, though, that the post-Covid resumption of this annual bunfight

over places at the most selective or "high-tariff" institutions predominantly affects only a small

portion of society. Around five times more students from the highest-income quintile will end up

at these high-tariff universities, with all the future benefits that brings, than will make it from the

lowest income one.

(3) A comprehensive overview from the Institute for Fiscal Studies earlier this month showed just

how embedded social inequality is in the education system. There has been virtually no change in

the school "disadvantage gap" between children on free school meals and their peers in the past

20 years. The belief that education can somehow "fix" inequality seems unfounded.

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(4) That doesn't mean education policymakers shouldn't consider inequality in their decisions.

It's certainly possible to make society even less fair by making it easier to buy access to premium

institutions. We can see this in the remaining parts of the UK with grammar schools, which are

dominated by the children of parents who can afford tutors, and where those from low income

families do particularly poorly.

(5) Moreover, as the IFS point out, the funding system for English schools has become significantly

less progressive over the past decade and the adult skills system is a mess, all of which makes it

harder to mitigate inequalities. Austerity has also taken its toll: the financial gap between private

and state schools has doubled since 2010. But even if there was, as there should be, an entirely

comprehensive system, funded at a substantially higher level, it would not come close to fixing

inequality.

(6) For a start, in a free, liberal society it is not possible or desirable to prevent parents doing

whatever they can to support their children, and inevitably those with more resources will find

ways to play the system and gain advantage. It's also the case that any improvement in state

schools will benefit all pupils, rich and poor. Overall, the school system has got better over the past

few decades, but the disadvantage gap has stayed the same. We can hardly expect schools

deliberately to withhold support from better-off students.

- (7) Politicians, from all parties, love the idea that education is the answer to inequality. It's intuitively plausible, appeals to those who see personal merit and hard work as the primary cause for differences in wealth, and avoids having to talk about the real problems. But the reality is that states can only meaningfully reduce inequality by providing substantial financial support to those who need it, through either the welfare system or labour market interventions. The most equal countries in the world are not those with the best education systems but those with more redistributive social policies.
- (8) At the moment, financial support in England is getting less generous. Arbitrary benefits caps introduced by the government in 2016 are combining with an inflationary crisis to push ever more people into very deep poverty and destitution. It is ludicrous to expect schools to salvage a situation in which children are going hungry and cold in overcrowded, dilapidated housing. If, as a society, we genuinely care about reducing poverty, we have some obvious levers to pull that we are choosing to leave untouched.
- (9) None of this means that education is not vital to society and the economy. Under-investment, particularly in upper secondary and tertiary vocational education, is one cause of the UK's multifaceted productivity challenge. A better-educated citizenship is a noble goal that brings many benefits to a society. But, once a country has moved past full access to schooling, education will do little to reduce inequality if all the main drivers of that inequality are left in place. Pretending it can do so is preventing us from acknowledging what really needs to change.

<sup>\*</sup> 摘自《金融时报》2022年8月22日文章

## 泛读阅读理解

(1) According to the article, what are the main problems of the British education system?
(2) Why is that even if there is a perfect education system, "it would not come close to fixi inequality"?
(3) According to the author, how could inequality be effectively reduced? And is the UK on t right track?