

## READING PASSAGE 2

You should spend about 20 minutes on **Questions 14–26**, which are based on Reading Passage 2 below.

### **The gender gap in New Zealand's high school examination results**

*Results from New Zealand's new national examinations for secondary schools are giving that country some cause for concern.*

- A** The issue is the difference in pass rates between the sexes: at each level of the examination and across all school types, the difference is about 10 percentage points. Girls are doing better in every subject, and those in girls-only schools are taking top honours. The results are not a surprise: high school girls have been outperforming boys academically for more than a decade. It is an international phenomenon, and within Australia was the subject of much debate and controversy. Within New Zealand back in the 1980s, there was a concerted campaign, called 'Girls Can Do Anything', which was aimed at lifting girls' participation rates, achievement levels and aspirations. This was so successful that the pendulum has now swung to the other extreme. Views differ on how worried people should be. After all, for much of history, girls were excluded from any form of education, and this new phenomenon could be seen as a temporary over-correction before the balance is righted.
- B** However the New Zealand State Ministry of Education says it is taking the issue seriously. It is working with a reference group on boys' education which has been set up, and it has commissioned an Australian academic to report on interventions that have been found to work for boys, drawing particularly on Australia's experience. But some, such as former prison manager Celia Lashlie, the author of a book for parents of teenage boys, believe there is still resistance within the Education Ministry towards doing anything about the problem.
- C** Education Ministry learning policy manager Steve Benson says that the 'National Certificate in Educational Achievement', or NCEA, as New Zealand's high school exams are called, is useful to employers and to universities because it provides a fine-grained picture of pupils' performance in every aspect of a subject, rather than just a pass or fail in an overall area. 'In most parts of the curriculum, for example in maths, there isn't really a gender gap. But literacy is a different matter. Even boys who are good at writing tend not to write so much. There's actually a quantity issue.'

- D** The discrepancy in reading and writing skills between males and females shows up as early as preschool, and the difference is clear by the time these children enter high school. Not being good at literacy was not such a problem in the old days when many students left school for manual jobs after Year 11. But nowadays many more stay on to higher education, and almost all jobs require literacy skills. Roger Moses, the headmaster of Wellington College, says that the written content of NCEA papers is more demanding than the previous system of secondary school qualifications in New Zealand, even in subjects such as statistics and accounting.
- E** New Zealand 15-year-olds do very well in international reading tests, but beneath this average lies a wide variance, with New Zealand European girls most represented at the top and New Zealand Pacific Island boys at the bottom. Yet some European girls drop out, and some Pacific Island boys excel. In other words, the range in performance within each gender group is much greater than the gender differences. Ethnic differences, and differences in socio-economic status, may be more significant than the simple boy/girl explanation.
- F** This makes the Education Ministry nervous about pushing solutions that emphasise stereotyped gender differences, rather than looking at underachievement as a whole. Rob Burroughs, principal of Linwood High School in Christchurch, agrees. For three years his school ran separate boys' classes to try to address the disparity in performance, before abandoning them. The research showed that the boys did better in their own class than in the co-educational environment. But when he looked at which teachers they had, and how well those teachers' other classes did, it became clear that the difference was, instead, to do with the quality of instruction.
- G** At Onslow College, Dr Stuart Martin would do away with the NCEA Level 1 exam if he could. He says that in Year 11, aged 15, boys are simply not mature enough to cope. 'They tend to think that just passing is enough, and that it's not necessary to work hard for a Merit or an Excellence grade. Often they are busy with other activities and part-time jobs. Boys' competitive instinct tends to come out later in their schooling years, especially if there is money attached or other tangible rewards. By 17, boys are catching up academically with the girls, and by the end of Year 13, boys are again winning the top prizes.'
- H** Boys in single-sex schools do better in NCEA across all levels, something economist Brian Easton reported after analysing data from the first year of NCEA's implementation. He said the results were valid, even when socio-economic status was taken into account. Dr Paul Baker, head of Waitaki Boys' High School in Oamaru, agrees. He thinks that although it is possible for all schools to do more to boost boys' performance, it is easier in a boys' school, where activities cannot be 'captured by girls'.

Questions 14–16

Complete the summary below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes **14–16** on your answer sheet.

### High school assessment in New Zealand

New Zealanders are worried at the outcomes of their high school assessment system, because the **14** \_\_\_\_\_ of girls are higher than those of boys by 10%. A gender gap has been apparent for over a **15** \_\_\_\_\_. This situation is not unique to New Zealand, and has been noticed in **16** \_\_\_\_\_ also.

Questions 17–20

Reading Passage 2 has eight paragraphs, **A–H**.

Which paragraph contains the following information?

Write the correct letter, **A–H**, in boxes 17–20 on your answer sheet.

- 17** an advantage of New Zealand's secondary school tests
- 18** a mention of current government initiatives to boost male achievement
- 19** when gender difference in literacy skills first becomes evident
- 20** findings that relate academic achievement to race

*Questions 21–26*

*Look at the following people (Questions 21–26) and the list of statements below.*

*Match each person with the correct statement, **A–H**.*

*Write the correct letter, **A–H**, in boxes 21–26 on your answer sheet.*

**21** Celia Lashlie

**22** Steve Benson

**23** Roger Moses

**24** Rob Burroughs

**25** Stuart Martin

**26** Paul Baker

**List of Statements**

- A** Boys gain lower marks on NCEA if they attend an all-boys' school.
- B** Boys are disadvantaged by girls tending to take over at school.
- C** Good teaching is more important than whether classrooms are single-sex or mixed.
- D** Mathematical skills were not so important in the past.
- E** The difference in achievement between schoolboys and girls is only evident in some subjects.
- F** Older boys are more motivated to study than younger boys.
- G** The NCEA exams have higher literacy standards than past exams did.
- H** The New Zealand government is reluctant to take action on behalf of boys.

填空 14–16 (每题不超过两个词)

题号	答案	题干翻译	精准定位	详细解释
14	pass rates	新西兰人担忧高中评估结果，因为**女孩的_____**比男孩高出10%。	A 段首句: “the difference in <b>pass rates</b> between the sexes... about 10 percentage points.”	题干中的 “higher than... by 10%” 与原文 “差约10个百分点” 完全对应；空格所指即 “通过率”。
15	decade	性别差距已显现超过一个_____。	A 段: “girls have been outperforming boys... <b>for more than a decade.</b> ”	原文为 “十多年 (more than a decade)”；按题目要求写单词 <b>decade</b> 。
16	Australia	这种情况并非新西兰独有，**在_____**也被注意到。	A 段: “It is an international phenomenon, and <b>within Australia</b> was the subject of much debate and controversy.”	A 段唯一明确点名的新西兰以外国家是 <b>Australia</b> ，与题干 “also” 相呼应。

段落信息匹配 17–20 (写段落字母 A–H)

题号	答案	题干翻译	精准定位	详细解释
17	C	新西兰中学考试的一项优势	C 段: NCEA “is useful to employers and to universities because it provides a <b>fine-grained picture</b> ... rather than just a pass or fail.”	明确说明 NCEA 的优点 / 优势: 细颗粒度反馈、非单纯及格 / 不及格。
18	B	提到政府当前为提升男生成绩所采取的举措	B 段: “It is working with a <b>reference group on boys’ education</b> ... and <b>commissioned</b> an Australian academic to report on interventions...”	直接描述教育部正在进行的举措，且目标是男生表现的改进。
19	D	性别在读写能力上的差异最初何时显现	D 段首句: “The discrepancy in reading and writing skills... shows up <b>as early as preschool.</b> ”	给出 “最早在学前阶段” 这一时间点，即题干所问 “first becomes evident”。
20	E	将学业成绩与种族相关联的研究发现	E 段: 顶端 “ <b>New Zealand European girls</b> ”，底端 “ <b>Pacific Island boys</b> ”，并总结 “ <b>Ethnic differences</b> ... may be more significant...”	明确把成绩差异与族裔 / 种族、社会经济地位联系起来，是对题干的直接对应。

人物匹配 21–26 (把人名与语句 A–H 配对)

语句清单翻译：

- A 全男校会让男生在 NCEA 里得分更低。  
B 男生在学校里容易被女生“占据活动”而处于不利地位。  
C 好老师/好教学比“是否单性别/混合班”更重要。  
D 过去学习得好并不那么重要。  
E 男生与女生的成绩差异只在某些学科明显。  
F 年纪更大的男生比年纪更小的男生更有学习动力。  
G NCEA 的读写要求比旧考试体系更高。  
H 新西兰政府不愿就男生问题采取行动。

题号	人物	答案	精准定位	详细解释
21	Celia Lashlie	H	B 段末：“believe there is still <b>resistance within the Education Ministry</b> towards doing anything about the problem.”	她认为教育部对采取行动仍有阻力/不情愿，对应 H。
22	Steve Benson	E	C 段中部：“In most parts of the curriculum... there isn't really a gender gap. <b>But literacy is a different matter.</b> ”	明说多数学科（如数学）无明显性别差异，唯独读写不同 ⇒ 差异只在部分学科显现。
23	Roger Moses	G	D 段末：“the <b>written content of NCEA papers is more demanding</b> than the previous system... even in statistics and accounting.”	将 NCEA 的书面（读写）要求与旧体系相比更高，正合 G。
24	Rob Burroughs	C	F 段后半：“it became clear that the difference was... <b>to do with the quality of instruction.</b> ”	他发现成败取决于教学质量，而非是否分班（单性别/混合），对应 C。
25	Stuart Martin	F	G 段：“Year 11... boys are simply <b>not mature enough</b> ... By 17, boys are catching up... winning the top prizes.”	强调年纪小不成熟、动力不足；年纪大（17 岁）后赶上并摘奖 ⇒ 年长男生更有动力/更上进。
26	Paul Baker	B	H 段末：“easier in a boys' school, <b>where activities cannot be 'captured by girls'.</b> ”	其观点是男校更容易提升男生表现，因为活动不会被女生‘占据’ ⇒ 男生在混校里受不利影响。

备注：清单中的 A 与原文相反（H 段首句指出“Boys in single-sex schools do **better** in NCEA”），因此不会匹配到任何人物；D 亦无对应人物表述。

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