EDUCATION (1)

I. Education in Britain

1. **Historical landmarks and reforms: from free education to comprehensive schools**

2. **The current system**
   a – the State System
   b – the A Levels
   c - Public Schools
   d- Higher Education

3. **Current debates**
   a – Religious Schools
   b – The 2002 A-Levels Scandal
   c – University Tuition Fees and Admission Policy

Notes typographiques

. *Le vocabulaire thématique en gras ; je vous recommande de vous constituer des FICHES THEMATIQUES de vocabulaire. L'enrichissement de votre vocabulaire passe nécessairement par l'apprentissage par cœur de telles listes. Toutefois, il peut être plus facile de retenir le vocabulaire en contexte, d'où son inclusion ici au sein de phrases rédigées.*

. *Les informations les plus importantes sont soulignées.*

. *Le vocabulaire en italique est utile pour les essais (mots de liaison, connecteurs logiques etc.)*

Les notes de bas de page :

. *les notes en rouge concernent la civilisation et l'histoire*

. *les notes en vert concernent le vocabulaire, les questions de langue, la grammaire*

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Introduction on education

1. First a vocabulary point.

Education systems are different in Britain and America, so is the vocabulary. A good deal of education-related vocabulary will be used in this presentation, I strongly recommend that you should write down and learn this vocabulary, and why not complete your list in a vocabulary book. There are quite a few “faux-amis” in the lexical field of education. To quote *a couple of* examples:

Student / pupil:
In Great Britain, a pupil is a “collégien / lycéen” and a student is “un étudiant”
In the US, however, the word “student” is used for the whole school life, whatever the age.

To take an exam / to pass an exam:
The French tend to make a mistake because of the (false) similarity with the French

To pass an exam	=	réussir un examen
To take an exam	=	passer un examen

2. Secondly, a thematic point.

I have tried to raise the **specific problems of each system**, around which today’s debates and reforms are to be understood. This will be essential to remind in a presentation about education, should you have to comment a text about the issue in the United States or in Great Britain. Most often, as the text will be an extract from an English speaking magazine or newspaper, intended for native speakers, the whole historical background, the detailed specificities of each system will not be recalled in the article. It will thus be your job to re-contextualize the debate with the information developed below.

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I. Education in Britain

1. Historical landmarks and reforms

One of the characteristics of education in Britain might be deemed its **failure to erase social differences**; most reforms have tried to *address* this issue –and still do. The problem may be due to the fact that schools were formerly the sole responsibility of the Church (the Church of England or the Catholic Church for example). This historical inheritance can still be felt today: still one fourth of all British schools are managed by the Church of England[1]. Only in the 20th Century was education[2] made a political concern. Here are the main historical steps and reforms to remember –because they might be quoted, or simply alluded to, in articles about education in Britain.

1944, Butler Act **education becomes mandatory and free** to age 15[3]

1988, Baker Act a **national curriculum** is decided on, whereas it used to be locally managed

1965, **creation of the comprehensive schools**

This essential step in the reforming of the British system towards more social equality is the reform of the grammar schools on which I'd like to dwell[4] now.

=>Former system

Secondary education (collège / lycée) used to be *twofold*[5].

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[1] You remember that there is no separation of Church and State in the United Kingdom : the Queen is head of the State and of the Church of England. As a consequence the schools I just mentioned are not private schools, they remain State schools. Do not make a confusion between "religious" and "private", the distinction is irrelevant in Britain.

[2] Only en tête de phrase = inversion sujet-verbe

[3] The 1942 Beveridge Report, which aimed at rebuilding British society after the war, lies at the core of many aspects of Britain today : the NHS or the education system, for instance.

[4] to dwell on : s'attarder (sur un sujet, non pas dans un sens péjoratif = approfondir) sinon to dwell = vivre, habiter (très soutenu)

[5] Très utile pour vos colles : « My presentation will be twofold / threefold ». Ne surtout pas calquer le français –pas plus qu'à l'écrit- en parlant de "plan" et de "part". Pour vos « parties », utilisez le terme « point ». [My second point deals with / addresses the issue of / tackles ….]
A ce stade de l'année, vous devez avoir toutes vos formules d'introduction, transition et conclusion, prêtes et sues par cœur ; vous ne devez pas perdre de temps à y réfléchir le jour du concours.

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