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| TYPES OF SCHOOLS IN BRITAIN**:**STATE SCHOOLS**In the UK about 90% of the children in England and Wales go to state schools or public sachoolsas they are in Japam. These schools are *non-selective* schools. This means that they are funded from taxes and that anyone can go to these schools, (if they live in the same area).****A PROBLEM:****If rich people live in rich areas, and poor people live in poor Areas, does this mean the schools are better in poor areas and better in rich areas?****YES-usually the case.** GRAMMAR SCHOOLS**6% of this 90% of children go to grammar schools, which are  *selective* state schools.** PRIVATE SCHOOLS (Independent/public schools).**The remaining 8% (or so)of the children who do not go to state schools go to independent schools. These are also called "private schools" or "public schools". These are outside of the government system.**THE NATIONAL CURRICULUM**This was introduced in 1998. What is taught in state schools is set by the government. The main aim of the National Curriculum is to raise** **standards, making sure all children have a broad and balanced education up to the age of 16 and to ensure that schools in all parts of the country** **are following the same courses.**Principal aims and purposes of the National Curriculum**There are two principal aims and four main purposes set out in the National Curriculum documentation:*** **Aim 1: The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.**
* **Aim 2: The school curriculum should aim to promote pupils'**[**spiritual**](http://en.wikipedia.org/wiki/Spirituality)**,**[**moral**](http://en.wikipedia.org/wiki/Moral)**,**[**social**](http://en.wikipedia.org/wiki/Social)**and**[**cultural**](http://en.wikipedia.org/wiki/Cultural)**development and prepare all pupils for the opportunities, responsibilities and experiences of life.**
* **Purpose 1: To establish an sense of belonging to Britain**
* **Purpose 2: To establish standards**
* **Purpose 3: To promote continuity and coherence**
* **Purpose 4: To promote public understanding**

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| **In Japan the National curriculum is defined by Yutori education (ゆとり教育 *yutori-kyōiku*) or..** **'pressure free education'****Yutori education** is a [**Japanese education**](http://en.wikipedia.org/wiki/Education_in_Japan) policy which reduces the hours and the content of the [**curriculum**](http://en.wikipedia.org/wiki/Curriculum) in [**primary education**](http://en.wikipedia.org/wiki/Primary_education). In recent years, the mass media in Japan have used this phrase to criticize drops in scholastic ability. In 1970s, school [**violence**](http://en.wikipedia.org/wiki/Violence) and the collapse of [**classroom**](http://en.wikipedia.org/wiki/Classroom_management) [**discipline**](http://en.wikipedia.org/wiki/Discipline) became a big problem in junior high schools.  WHY DO YOU THINK THERE WAS APROBLEM? So, the government revised the teaching guideline in 1977. The main purpose was to reduce education [**stress**](http://en.wikipedia.org/wiki/Stress_%28biological%29) and to introduce relaxed classes called Rest Periods (ゆとりの時間  *Yutori no jikan*). In 1996, when the 15th **Central Council for Education** (中央教育審議会 *Chūō Kyōiku Shingikai***[?](http://en.wikipedia.org/wiki/Help%3AInstalling_Japanese_character_sets%22%20%5Co%20%22Help%3AInstalling%20Japanese%20character%20sets)**) was asked about what the Japanese education of the 21st century should be like, it submitted a report suggesting                                     "the ability to survive" should be the basic principle of education. "The ability to survive" is defined as a principle that tries to keep the balance of [**intellectual**](http://en.wikipedia.org/wiki/Academic), [**moral**](http://en.wikipedia.org/wiki/Ethics), and [**physical education**](http://en.wikipedia.org/wiki/Physical_education). This is similar to Britain In 1998, the teaching guidelines were revised and 30% of the curriculum was cut and "time for integrated study" in elementary and junior high school was established. It was a drastic change.The Japanese School Curriculum Council stated its aims as: 1. To enrich humanity, sociability, and the awareness of living as a Japanese within international society.
2. To develop the ability to [**think**](http://en.wikipedia.org/wiki/Think) and learn independently.
3. To inculcate fundamental concepts in children at an appropriate pace while developing their individuality.
4. To let every school form its own ethos.

Around 1999, a decline in the academic abilities of [**university**](http://en.wikipedia.org/wiki/University)  students became a serious concern. Elementary and secondary education started to be reconsidered. This trend focused criticism on the new teaching guidelines of yutori, and aroused controversy. In 2002, schools were no longer compulsory on Saturdays.In 2007, a **National Scholarship Test for Elementary and Junior High School Students**(全国小中学生学力テスト  *Zenkoku Shōchūgakusei Gakuryoku Test*[**?**](http://en.wikipedia.org/wiki/Help%3AInstalling_Japanese_character_sets)) was created.These are similar to the SATS tests in Britain.YUTORI:THE BAD POINTSMany people who oppose pressure free education worry that it may lower children's scholastic ability, and also create a widening gap in scholastic ability. This worry might because they do not understand whet Yutori is about. 1. **Japanese education performance test (**[**PISA**](http://en.wikipedia.org/wiki/PISA)**) results are not keeping pace internationally.**
2. **Surveys of university students'**[**math**](http://en.wikipedia.org/wiki/Math)**ability show very low levels**
3. **Yutori education may be good in principle but has not been implemented successfully**
4. **The workload of teachers has increased Insufficient attention to educational fundamentals.**
5. **If state schools are insufficient, children will need to go to** [**Juku**](http://en.wikipedia.org/wiki/Juku)**, which are expensive.**
6. [**Working class**](http://en.wikipedia.org/wiki/Working_class)**children will find it more difficult to progress to higher education and find good jobs if they do not have qualifications.**

**YUTORI: THE GOOD POINTS**1. How should we define "academic ability? Is it to be a good person or to have a certificate? Or both?
2. Has academic ability really dropped? It is very difficult to judge academic ability objectively, so the results of tests don't necessarily indicate an overall drop in scholastic ability.The criticisms lack adequate [**evidence**](http://en.wikipedia.org/wiki/Evidence). It is reported that achievement tests by the [**IEA**](http://en.wikipedia.org/wiki/IEA) and PISA both indicate Japanese students ability has continued to fall, but these two tests are different in what they measure. The IEA mainly checks students' ability to recall facts while PISA checks their "ability to survive" and "ability to think". PISA's tests have been done only twice, and in the second test, countries participating increased. Moreover in Japan, Japanese examinees had been under the new curriculum It is too early to decide whether integrated studies are successful.
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**THE SUBJECTS STUDIED IN BRITISH SCHOOLS (IN WALES THEY STUDY WELSH LANGUAGE)**

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| **Subject** | [**Key Stage 1**](http://en.wikipedia.org/wiki/Key_Stage_1)**(age 5-7)** | [**Key Stage 2**](http://en.wikipedia.org/wiki/Key_Stage_2)**(age 7-11)** | [**Key Stage 3**](http://en.wikipedia.org/wiki/Key_Stage_3)**(age 11-14)** | [**Key Stage 4**](http://en.wikipedia.org/wiki/Key_Stage_4)**(age 14-16)** |
| **English** | **YES** | **YES** | **YES** | **YES**  |
| **Mathematics** | **YES** | **YES** | **YES** | **YES**  |
| **Science** | **YES** | **YES** | **YES** | **YES**  |
|  |  |  |  |  |
| **Art & Design** | **YES** | **YES** | **YES** | **NO** |
| **Citizenship** |  |  | **YES** | **YES** |
| **Design & Technology** | **YES** | **YES** | **YES** | **NO** |
| **Geography** | **YES** | **YES** | **YES** | **NO** |
| **History** | **YES** | **YES** | **YES** | **NO** |
| **Information & Communication Technology** | **YES** | **YES** | **YES** | **YES**  |
| **Modern Foreign Languages** |  |  | **YES** |  |
| **Music** | **YES** | **YES** | **YES** | **NO** |
| **Physical Education** | **YES** | **YES** | **YES** | **YES**  |
| **Work-related Learning** |  |  |  | **YES**  |
| **Welsh (Wales only)** | **YES** | **YES** | **YES** | **YES**  |

     THE EXAMSTHE PROBLEM OF SATS**At the end of Key Stages 2,  children take national tests 'SATS' in English, maths and science. At the end of Key Stage 4 they will probably sit exams for GCSEs and/or equivalent qualifications.**BRITISH TEACHERS DO NOT LIKE SATS**Primary school teachers went on strike (10 May2010) by boycotting SATs tests for 10 and 11-year olds. The Union of Teachers (NUT) and the National Association of Head Teachers (NAHT) called the boycott after ballots (VOTE) of their membership.****At least 300,000 primary school children were prevented from taking compulsory Sats as teachers and head teachers did not give them**WHAT IS THE PROBLEM WITH SATS?**Teachers believe the curriculum does not put enough emphasis on reading entire books because the****students are just training for tests . Teachers say the tests, which examine basic English and maths,** **encourage teachers to follow a narrow curriculum focusing ONLY on those subjects, and that the league tables** **formulated from the results are an unfair portrayal of schools whole value.** **(The National PM Online 10 May 2010).**

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**THE EXAMS IN SECONDARY SCHOOLS****O’levels.****These are taken IN the secondary schools. From 14 to 16, pupils are taught in special classes for their GCSEs (General Certificates of Secondary Education). The student choose these subjects at the age of 13, The GCSE final exams are taken at the age of 16.****A'levels****Compulsory education ends at 16, but pupils may stay on to do A'levels. At 16-18 Pupils study for their A-levels. These are the qualifications needed for university, and are traditional subjects like French, Physics and History. The grades which students get, A, B, or C, determineswhich university the student can go to. The A-level course of study is usually spread over a two year period (ages 16-18) with the final examination being sat in the second year in the SAME SCHOOL. Two E grades or more at A-level mean that the student can go to University.** **EDUCATIONAL DEBATES****Is it ok for rich people to send their children to private schools or should all schools be run by the government?****Do you prefer a system where children are put in fast and slow classes or is it better to create mixed ability classes?****Should teachers be allowed to hit students?** **Which is better way to measure childres'n progress: final examinations or continuous assessment?****Is Reading, Writing and Maths more important than Peace studies or citizenship studies?**A  Grammar school- Haberdashers' Aske's Hatcham Boy’s School.**e2**

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| **This is the Grammar school I went to (Harry Potter?). It was called Haberdashers' Aske's Hatchan Boys' School . The Haberdashers were like tailors and the chool was built by Robert Aske in Hatcham in London who gave 20,000 pounds to the Haberdasher's Association to build this school.. It was very small, only 400 boys, and I have to say very strict, and I did not enjoy it. It has now changed its name. This building was built in 1874, but the first building was built in 1690, by Robert Aske**Grammar Schools.**These are state schools but only about 6% (of 80-90%) of children go to grammar schools. These are selective schools, and grammar schools choose their pupils. There are only about 161 grammar schools in Britain. Grammar schools admit children who they feel will suit an academic style of education.** **First the children have to sit the ‘11+ exam’ at the age of 11.** **After this there is an interview test and another test at the school. The test is usually a verbal reasoning test. The verbal reasoning tests try to measure thinking ability by cracking codes, finding missing letters, and spotting the pattern in a series of numbers or shapes.****Grammar Schools became popular in the 16th century. These schools were usually established in towns and in most cases provided places for non fee-paying scholars.****e3**The 11+ EXAM**If you pass the 11+ you can go to a grammar school.** SOME 11+ QUESTIONS-THESE ARE QUESTIONS FOR 11 YEAR OLD PUPILS (2003)**.****CAN YOU ANSWER THESE?*(1): It can be dangerous to use electricity near water because:* A: Water attracts electricity B: Electricity becomes more powerful in water C: Water can conduct electricity   D: Electricity dissolves in water *(2): Julie has a dice, numbered one to six. What is the chance of each of the following happening?* a: The dice will land on a number greater than fiveb: The dice will land on an odd number Are the chances of each - Less than equal / Equal / More than equal? *(3): 112 - n = 16* What is the value of n? *(4): Mary wants to save £84 to buy some computer games*.****She has saved £14. What fraction of the total has Mary saved?** **1/6; 1/7; 1/9; 1/14; 1/20, or 1/70?** THE DECLINE OF THE GRAMMAR SCHOOL**There are only 161 grammar schools left in Britain, and many people, think that Grammar schools are a *bad idea, (*the Labour party and Tony Blair for example) Because.........****1) They think that education should be equal, that is all students should receive the same education.****2) Because it is wrong to divide Britain into groups. Only those who can pass the 11+ exam can go to grammar school, those who** **pass are nearly always middle class, and the middle class students get a‘better’ education’ and the working class students do  not get as good education.****3) The age 11 is too young to decide a person’s future. What** **if the child is very clever but has a bad day on the test day at age 11? Game over?****ANSWERS*:   1: C   2: a Less than evens; b Evens    3:96     4: 1/6*** ***These are some questions asked to Woodlands school, by pupils around the world. Can you find the answers?*** ***Look here-***[**http://www.woodlands-junior.kent.sch.uk/customs/questions/askus/schools.htm**](http://www.woodlands-junior.kent.sch.uk/customs/questions/askus/schools.htm)**1 Have you got animals in classrooms?At my school we have mice and fish. Karolina - Poland** **2 Do you use computers instead of pens? Karolina - Poland** **3. How do your parents find out about your grades? Karolina – Poland****4. In Newfoundland (Canada), we start school at 9:00 a.m. and finish at 3:00 p.m. What time do you start?** **5. Are your days at school 5 hours long? Chelsea P. - Canada****6. Are your days at school 5 days a week?****7. In high school, are people in the 9th grade called Freshman? In the 10th grade Sophomores?** **In the 11th grade Juniors? And in the 12th grade Seniors? (USA)****8. Are there any schools in England that don't have uniforms? Shannon USA** **9. In public schools, are there any cheerleaders like in American schools?(USA)****10. What are the GCSEs tests?** **11. What are the GNVQs?** British Universities**There are only about 100 universities in Britain, (how many in Japan?) and only about 20% of the 18 year old student population goes to university.** **When I was a university student only about 10% went to university. There has been a big change under the Labour Party who promised** **‘Education,Education Education’. To enter a university you need two A-levels at grade E or above. In practice, most offers of places require qualifications in excess** **of this. The more famous the university, the higher the grades required. For example AAB, or BBA  A level grades.** Degrees**There are undergraduate and postgraduate programs. These normally take three years Scotland is a bit different.... Undergraduate degrees in Scotland take four years, and these are given as undergraduate M.A. degrees. (Some of the universities in Scotland adopt the English system of a three year, B.A. or B.A. Honours, (B.A. Hons.).**Postgraduate programs**These have three different levels: MA, MPhil, and PhD. MA programs are for one year, MPhil for two years, and PhD three years. Students may go into the MPhil program while they wait to get in the PhD program.****In Britain, many classes do not have a textbook, and there is always a long reading list. The more you read about a subject, the better you do. Do you think universities in Britain are easier or more difficult than Japan? Most classes are a lecture followed by a tutorial (a seminar/zemmee), and each is usually for an hour each week. (In some cases, they are combined, and a two-hour class is scheduled). In lectures, the teacher mostly talks to the class. There are very few questions and answers in lectures. If the class is large, it is divided into several seminar groups; if it is small, there is only one. In a tutorial, students usually give a presentation followed by discussion, or they may watch a video tape or do some other type of activity.** Some differences between Japanese and British University Students (from Here and There, Pinnington,2000).**1. One of the single biggest differences is the fact that Japanese students do not ask as many questions as American students or British students (why?).****2. Also there is a tutorial system in Britain which emphasizes discussion and criticism. A student will read out his or her essay and the tutor and the students will discuss and analyse the essay for strengths and weaknesses.****3. Britain has a much smaller proportion of its population who attend university thus maintaining very highstandards. British universities ARE TOUGH and fail students who do not pass Exams, and the exams are a very big deal.** **4. All exams, especially in universities are based on creativity, the manipulation of ideas. In contrast to Japanese universities there are no tests of facts or memory.****5. Japanese universities emphasise passive students and less creativity which is ultimately bad for Japan which must solve this problem. (YUTORIKYOIKU)****6. Private Japanese universities are much cheaper to run than Public British Universities and are available to more Japanesepeople.** **Student Lifee4*Mainly university centred-No part-time jobs-too much work, too many friends and too much FUN!*****Q: What are you studying and why did you choose it?** **A: I am doing law and I chose it because I thought the course was attractive and it has an excellent reputation.****Q: Why did you choose UCL?** **A: It has one of the best law *faculties* in the country, and I really like the Bentham House, which is the Law Faculty.****Q: What did you need to get here?** **A: I was given *a conditional offer* of AAB, and that's what I got.****Q: What were your first impressions of being at University?** **A: The main things which spring to mind are that it's fun, hard work and expensive.****Q: How do you feel about it now, do you enjoy it?** **A: I love it, it's even better than I thought it would be!** **Q: What do you do in your spare time?** **A: I go to parties, talk on the phone, read lots of books.****Q: What are your tutors like?** **A: We meet out tutors about once a week, they are helpful and different from teachers in the way that they do not *spoon-feed us,* learning at University is much more independent.****Q: Where do you live and how much is your rent?** **A: I live in University *Halls of Residence* which cost £100 week including food and bills.****Q: Describe the best night out you've at Uni. so far.****A: I went to a boat party on the Thames! The people were great, the party was great, the food was great, the music was great, and the boat trip itself really good, we got to see the whole of London from the river.****Q: What sort of people have you met?****A: I made a lot of friends, I have people I knew from school here, and have met loads of new people in Halls and on my course that I would never have met if I hadn't gone to Uni.****Q: What have you learnt so far?****A: I have definitely learnt to be more open with other people and I have learnt to manage my time more efficiently.**  |

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 http://www.gpwu.ac.jp/~biddle/BRITISH%20EDUCATION.html