

ANGLAIS

China's education gap

Every September, the campuses of Peking and Tsinghua Universities, often called the Harvard and M.I.T. of China, brim with eager new students, the winners of China's cutthroat education system. These young men and women possess the outlook of cosmopolitan youth worldwide: sporting designer clothes and wielding high-end smartphones, they share experiences of foreign travel and bond over common fondness for Western television shows like "The Big Bang Theory" and "Sherlock."

They are destined for bright futures. In a few decades, they will fill high-powered positions in government and become executives in state banks and multinational companies. But their ever-expanding career possibilities belie the increasingly narrow slice of society they represent. The percentage of students at Peking University from rural origins, for example, has fallen to about 10 percent in the past decade, down from around 30 percent in the 1990s. An admissions officer at Tsinghua University told a reporter last year that the typical undergraduate was "someone who grew up in cities, whose parents are civil servants and teachers, go on family trips at least once a year, and have studied abroad in high school."

China's state education system, which offers nine years of compulsory schooling and admits students to colleges strictly through exam scores, is often hailed abroad as a paradigm for educational equity. The impression is reinforced by Chinese students' consistently stellar performance in international standardized tests. But this reputation is built on a myth. While China has phenomenally expanded basic education for its people, quadrupling its output of college graduates in the past decade, it has also created a system that discriminates against its less wealthy and well-connected citizens, thwarting social mobility at every step with bureaucratic and financial barriers.

A huge gap in educational opportunities between students from rural areas and those from cities is one of the main culprits. Some 60 million students in rural schools are "left-behind" children, cared for by their grandparents as their parents seek work in faraway cities. While many of their urban peers attend schools equipped with state-of-the-art facilities and well-trained teachers, rural students often huddle in decrepit school buildings and struggle to grasp advanced subjects such as English and chemistry amid a dearth of qualified instructors.

For migrant children who follow their parents to cities, the opportunity for a decent education is similarly limited, as various government policies foil their attempts at full integration. The hukou system – a residency status that ties access to subsidized social services to one's hometown – denies rural children the right to enter urban public schools. Many migrant children are relegated to private schools that charge higher tuition and offer subpar education. Recent reforms in cities like Guangzhou and Shanghai have had only a tangential impact on leveling the playing field.

In Beijing, home to eight million migrant workers, preconditions for admission seem intended less to promote educational equity than to exacerbate the discrimination. Some parents have switched jobs, sued the government and even engineered divorces to get around onerous documentation requirements, which often vary from district to district. Many urban migrants ultimately have no choice but to send their children back to their rural hometowns for inferior schooling.

China requires a vast majority of students to take the national college entrance examination in their home province, and elite universities allocate higher admission quotas to first-tier cities like Beijing and Shanghai. One researcher showed that an applicant from Beijing was 41 times more likely to be admitted to Peking University than a comparable student from the poor and largely rural province of Anhui.

Even an urban residency status doesn't ensure educational equity among city dwellers. The quality of urban schools varies widely, and the competition to enter top schools has spawned rampant corruption. Parents fork out tens of thousands of dollars under the guise of "voluntary donations" to secure a slot for their children in elite schools. At top-ranked high schools, such as the one I attended in Beijing, these charges can reach \$130,000. Further advantage can be purchased by parents who can pay handsomely to hire teachers to offer extra tutoring to their children, a practice discouraged by the authorities but widespread in reality.

To curb the culture of graft, Beijing has implemented policies this year that require students to attend elementary schools in their home districts. But the new rules, instead of stopping parents from gaming the system, simply channeled the cash to another market. Property in well-regarded school districts became Beijing's hottest commodity this spring. Families have been tripping over one another to trade spacious homes in posh compounds for dilapidated flats next to prestigious elementary schools.

Adapted from *The New York Times*, September 2014

I. COMPREHENSION

Choisissez la réponse qui vous paraît la plus adéquate en fonction du sens du texte.

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| <p>1. From line 1 to line 6, it should be understood that Chinese students:</p> <ul style="list-style-type: none">(A) have a quite different profile from western students.(B) are luckier than western students.(C) are not keen on technology.(D) resemble western students on many points. <p>2. From line 7 to line 14, it should be understood that:</p> <ul style="list-style-type: none">(A) The students graduating from Peking and Tsinghua Universities will be offered top jobs.(B) Only the brightest of those students will find a job in the future.(C) Most of those students will work in multinational businesses.(D) They will be offered more jobs by National banks than multinational firms. <p>3. From line 7 to line 14, it should be understood that, at Peking University:</p> <ul style="list-style-type: none">(A) there are more students than before coming from rural areas.(B) there are 10% fewer students coming from rural areas, compared with a decade ago.(C) there are 30% more students coming from rural zones compared with the 1990s.(D) there were only 10% of students coming from rural areas in the past ten years. | <p>4. From line 15 to line 22, it should be understood that the Chinese education system:</p> <ul style="list-style-type: none">(A) is not well considered abroad.(B) enjoys a good image overseas.(C) is often criticized by foreign countries.(D) is seen as being unfair from abroad. <p>5. From line 15 to line 22, it should be understood that:</p> <ul style="list-style-type: none">(A) China has made little effort to promote basic education among the lower classes.(B) Today fewer and fewer underprivileged Chinese children have access to basic education.(C) The Chinese government does not make it easy for all to access higher education.(D) There is no link between social background and access to higher education in China. <p>6. From line 23 to line 28, it should be understood that:</p> <ul style="list-style-type: none">(A) Rural and urban students have the same working conditions.(B) There are more and more well-trained teachers in rural zones.(C) Rural schools are as well-equipped as urban ones.(D) The working conditions in rural schools need to be improved. |
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7. From line 29 to line 34, it should be understood that:
- (A) Because of the hukou system, students from rural areas cannot have access to urban public schools.
 - (B) The government is trying to bridge the gap between rural and urban schools.
 - (C) Rural students are easily integrated into public urban schools.
 - (D) Rural students prefer to integrate private urban schools.
8. From line 29 to line 34, it should be understood that:
- (A) Only rich students are sent to private schools.
 - (B) Private schools offer better education than public schools.
 - (C) Private schools are affordable.
 - (D) Many underprivileged students have no other choice than joining private schools.
9. From line 35 to line 40, it should be understood that in Beijing:
- (A) things are made easier for parents to complain about discrimination.
 - (B) there are more and more students coming from rural areas.
 - (C) sometimes parents live and work in the city while their children study in rural schools.
 - (D) many rural families who have moved into the city have ensured their children urban education.

10. From line 41 to 45, it should be understood that:
- (A) Any Chinese student can join elite universities provided they pass a national entrance examination.
 - (B) 41% of Beijing's students come from wealthy families.
 - (C) Joining elite universities is easier when you come from an urban area.
 - (D) Beijing and Shanghai have set up fair university admission quotas.
11. From line 46 to line 52, it should be understood that:
- (A) Because of corruption, the quality of urban teaching has decreased.
 - (B) The authorities encourage parents to offer their children extra-school lessons.
 - (C) Top schools often impose higher tuition fees.
 - (D) The government prevents schools from requiring too high tuition fees.
12. From line 53 to line 58, it should be understood that:
- (A) All elementary schools offer the same teaching quality.
 - (B) Some families have to make sacrifices to send their children to the best elementary schools.
 - (C) The access to elementary schools undergoes no government restriction.
 - (D) Prestigious elementary schools are located next to the rich neighborhoods.

II. LEXIQUE

Choisissez la réponse qui vous paraît la plus appropriée en fonction du contexte.

13. brim with (line 2) means:
- (A) look for
 - (B) expect
 - (C) are full of
 - (D) welcome
14. wielding (line 4) means:
- (A) manipulating
 - (B) buying
 - (C) showing
 - (D) asking for
15. hailed (line 16) means:
- (A) praised
 - (B) called
 - (C) criticized
 - (D) copied

16. stellar (line 17) means:
- (A) regular
 - (B) virtual
 - (C) satisfactory
 - (D) extraordinary
17. thwarting (line 21) means:
- (A) increasing
 - (B) preventing from happening
 - (C) pushing
 - (D) changing
18. state-of-the-art (line 26) means:
- (A) artistic
 - (B) ultramodern
 - (C) well-designed
 - (D) national

19. dearth (line 28) means:

- (A) number
- (B) series
- (C) lack
- (D) selection

20. foil (line 30) means:

- (A) don't show
- (B) prove
- (C) block
- (D) claim

21. subsidized (line 31) means:

- (A) unreformed
- (B) underprivileged
- (C) supported by the government
- (D) reduced

22. subpar (line 33) means:

- (A) excellent
- (B) similar
- (C) adapted
- (D) below average

23. sued (line 37) means:

- (A) approved of
- (B) made a legal complaint against
- (C) written to
- (D) followed

24. graft (line 53) means:

- (A) injustice
- (B) corruption
- (C) discrimination
- (D) excellence

III. COMPETENCE GRAMMATICALE

Choisissez la réponse adéquate.

25.

- (A) It is all the more difficult as they are poor.
- (B) It is all more difficult as they are poor.
- (C) It is as more difficult as they are poor.
- (D) It is all the more difficult than they are poor.

26.

- (A) Many a parent disagree with this policy.
- (B) Many a parent disagrees with this policy.
- (C) Many parent disagrees with this policy.
- (D) Many parents disagrees with this policy.

27.

- (A) More the school is prestigious, more the tuition fees are high.
- (B) The more prestigious the school, the higher the tuition fees.
- (C) More prestigious the school is, higher are the fees.
- (D) The more the school is prestigious, the more the tuition fees are high.

28.

- (A) They had better to comply with the law.
- (B) They had to better comply with the law.
- (C) They had better comply with the law.
- (D) They had better complying with the law.

29.

- (A) It is said wealthy students to be luckier.
- (B) It is told wealthy students to be luckier.
- (C) Wealthy students are said to be luckier.
- (D) Wealthy students are said being luckier.

30.

- (A) Had they warned the parents, the latter would have reacted.
- (B) If they warned the parents, the latter would have react.
- (C) Have they warned the parents, the latter would react.
- (D) Had they warned the parents, the latter will react.

31.

- (A) If they were richer, they could afford it.
- (B) If they have been richer, they could afford it.
- (C) If they had been richer, they could afford it.
- (D) If they are richer, they could afforded it.

32.

- (A) There are less and less students here.
- (B) There are less and less of students here.
- (C) There are a fewer and fewer students here.
- (D) There are fewer and fewer students here.

33. There in this university.
(A) are more than 10,000 student
(B) are more 10,000 students
(C) is more 10,000 students
(D) are more than 10,000 students
34. they cannot join this school.
(A) Though that they have good results,
(B) Though if they have good results,
(C) Even though they have good results,
(D) If though they have good results,
35. They spent on the project.
(A) ten thousands dollars
(B) ten thousand of dollars
(C) ten thousand dollars
(D) ten thousand dollar
36. The authorities offered no other alternative
(A) in spite the parents' insistence.
(B) despite of the parents' insistence.
(C) in despite the parents' insistence.
(D) in spite of the parents' insistence.
37. They their policy a decade ago.
(A) have reviewed
(B) have review
(C) had review
(D) reviewed
38. The government on equity.
(A) should have focused
(B) should to have focused
(C) should have focuse
(D) should have focusing
39. Entrance examinations are becoming
(A) the harder and the harder.
(B) more and more hard.
(C) harder and harder.
(D) the more and more harder.

Fin de l'énoncé