科目：專業英文
系組：教育政策與行政學系

考生注意：
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2.答案必須寫在答案卷上，否則不予計分。
3.限用藍、黑色筆作答；試題不必隨卷繳回



一、請閱讀以下文章內容後，寫出中文評論。 (25%)

Fewer Children

There have been rapid changes in the number of children being born, with births falling dramatically. Families are smaller, women tend to be older when they have children, and more do not have children at all. Education is part of the story, with higher levels of education tending to be associated with fewer children. The number of children born in OECD countries is now so low that the long-term prospect is of population decline, despite the fact that we are living longer as discussed next. On average 2.1 children per woman should be born in a country for there to be long-term population stability: when it is significantly lower than this the population falls. By the beginning of the 21st century, only two OECD countries – Mexico and Turkey – were still above the 2.1 line. This is in sharp contrast with many developing countries where fertility levels remain high.

The table 1 shows two key aspects about birth rates. One is change over the approximately 40 years since 1960. The other is the relative position of the different OECD countries, ordered top to bottom from those with highest current birth rates to those with the lowest. The table 2 showing the age of mothers when they have their first child reinforces the picture. It underscores the extent of recent change in social behavior. In 1970, in only 3 of the 16 countries in the table was the average age for starting motherhood 25 years or more; by 2004, in none of them was it less than 25.

Table 1
Birth rates well down on the 1960s (Total fertility rates: children per woman aged 15-49, 1960, 1980 and 2003)

| | 1960 | 1980 | 2003 |
|---|---|---|---|
| Turkey | 6.40 | 4.22 | 2.46 |
| Mexico | 7.25 | 4.70 | 2.21 |
| United States | 3.65 | 1.84 | 2.04 |
| Iceland | 4.17 | 2.48 | 1.99 |
| Ireland | 3.76 | 3.25 | 1.98 |
| New Zealand | 4.19 | 2.12 | 1.90 |
| France | 2.73 | 1.95 | 1.89 |
| Norway | 2.91 | 1.72 | 1.80 |
| Australia | 3.45 | 1.90 | 1.76 |
| Denmark | 2.57 | 1.55 | 1.76 |
| Finland | 2.72 | 1.63 | 1.76 |
| Netherlands | 3.12 | 1.60 | 1.75 |
| Sweden | 2.20 | 1.68 | 1.71 |
| United Kingdom | 2.72 | 1.90 | 1.71 |
| Luxembourg | 2.28 | 1.49 | 1.63 |
| OECD | **3.23** | **2.12** | **1.61** |
| Belgium | 2.56 | 1.68 | 1.61 |
| Canada | 3.90 | 1.68 | 1.50 |
| Portugal | 3.10 | 2.18 | 1.44 |
| Switzerland | 2.44 | 1.55 | 1.41 |
| Austria | 2.69 | 1.65 | 1.39 |
| Germany | 2.37 | 1.56 | 1.34 |
| Hungary | 2.02 | 1.92 | 1.30 |
| Japan | 2.00 | 1.75 | 1.30 |
| Italy | 2.41 | 1.64 | 1.29 |
| Spain | 2.86 | 2.20 | 1.29 |
| Greece | 2.28 | 2.21 | 1.27 |
| Poland | 2.98 | 2.28 | 1.24 |
| Czech Republic | 2.11 | 2.10 | 1.18 |
| Korea | 6.00 | 2.8 | 1.17 |
| Slovak Republic | 3.07 | 2.32 | 1.17 |

Table 2
Starting parenthood later (Average age when mothers have their first child in a number of OECD countries)

| | **1970** | **1995** | **2004** |
|---|---|---|---|
| Switzerland | 25.3 | 28.1 | 29.3 |
| Germany | 24.0 | 27.5 | 29.0 |
| Japan | 25.6 | 27.5 | 28.9 |
| Netherlands | 24.8 | 28.4 | 28.9 |
| Luxembourg | 24.7 | 27.4 | 28.6 |
| Sweden | 25.9 | 27.2 | 28.6 |
| France | 24.4 | 28.1 | 28.4 |
| Denmark | 23.8 | 27.4 | 28.4 |
| Greece | 25.0 | 26.6 | 28.0 |
| Finland | 24.4 | 27.2 | 27.8 |
| OECD-16 | 24.0 | 26.2 | 27.5 |
| Czech Republic | 22.5 | 23.3 | 26.3 |
| Hungary | 22.8 | 23.8 | 26.3 |
| Iceland | 21.3 | 25.0 | 26.2 |
| Poland | 22.8 | 23.8 | 25.6 |
| Slovak Republic | 22.6 | 23.0 | 25.3 |
| United States | 24.1 | 24.5 | 25.1 |

二、請閱讀以下文章，提出個人評論。 (25%)

Parents, students, teachers, school leaders, governments and the general public need good information on how well their education systems prepare students for life. The results from PISA provide a new basis for policy dialogue and for collaboration in defining and implementing educational goals, in innovative ways that reflect judgments about the skills that are relevant to adult life.

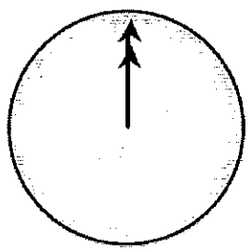
Scorers look at the PISA tests and use a detailed scoring guide to give no credit, partial credit or full credit for each answer. The results obtained in this way are analyzed to provide many interesting insights. In addition to the performance of students in different countries, results are also analyzed with regard to other factors such as gender, socio-economic background and differences between schools. In this way, PISA has produced an unprecedented comparative knowledge base of school systems and their outcomes, and allows these outcomes to be monitored over time. One of the key features of PISA is its **policy orientation**, with design and reporting methods determined by the need of governments to draw policy lessons. It is not possible to link the different information collected from students and school principals as the direct causes of PISA results, but it is possible to compare the degree of association of various factors in different countries with educational outcomes.

What does PISA actually assess? The mathematics questions in PISA aim at assessing the capacity of students to draw upon their mathematical competencies to meet the challenges of their current and future daily lives. The following section presents a sample question for the mathematics tests.

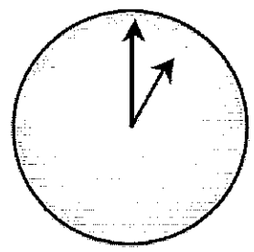
## MATHEMATICS UNIT 11: INTERNET RELAY CHAT

Mark (from Sydney, Australia) and Hans (from Berlin, Germany) often communicate with each other using "chat" on the Internet. They have to log on to the Internet at the same time to be able to chat.

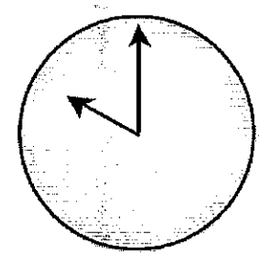
To find a suitable time to chat, Mark looked up a chart of world times and found the following:



Greenwich 12 Midnight



Berlin 1:00 AM



Sydney 10:00 AM

### QUESTION 11.1

At 7:00 PM in Sydney, what time is it in Berlin?

Answer: .....

### QUESTION 11.2

Mark and Hans are not able to chat between 9:00 AM and 4:30 PM their local time, as they have to go to school. Also, from 11:00 PM till 7:00 AM their local time they won't be able to chat because they will be sleeping.

When would be a good time for Mark and Hans to chat? Write the local times in the table.

| Place | Time |
|---|---|
| Sydney | |
| Berlin | |

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三、請閱讀以下文章，寫出中文摘要 (25%)

In traditionally managed organizations, the unit of analysis is usually linked to the performance of a function within the organization. Organizational charts classify these functions as more or less independent components. Research argues, however, that focusing on functions alone is too narrow a view, because attention is drawn away from the total performance of the organization. If someone fails to adequately perform a given function, the reason can often be traced to organizational habits of thought and/or practice that cause performances to vary from one function to another. Bad habits are difficult to detect without a clear perception of what each component contributes to the results of the total system. In higher education, academic and social integration (e.g., the extent to which an individual student identifies with the academic and social life of the institution) are critically important predictors of student success. This implies that all employees of a school or college (administrators, custodial staff, clerical staff, and teachers) to varying degrees impact the quality of learning and the social atmospheres of schools and colleges. Thus, all educators play important roles in improving learning.

Often overlooked in analyses of individual and even institutional functions is how the improvements will affect institutional outcomes. The noted futurist, Jay W. Forrester, argues that the "growing criticism of education may direct attention to incorrect diagnoses and ineffective treatments," and worse still, "result in public demands for still more of what is causing the present educational failures." Forrester's argument is that external pressure to stuff students with "facts without having a frame of reference for making these facts relevant to the complexities of life" is the real cause for education's current woes.

New knowledge about how educational institutions work also forces educational practitioners to reexamine some basic assumptions. For example, the traditional management approach views organizations as centrally controlled and hierarchically linear organizations. The systems view is that a system's boundaries are determined by the task it exists to perform rather than by the fixed components of a single institution. If the task is to increase learning, then the boundaries of the system must be expanded to include all those individuals and organizations that are instrumental in achieving that end. Rarely if ever are all of these individuals or organizations centrally controlled. For education, this view implies that the outcomes approach is preferable to the input-oriented approach because simply complying with external mandates and regulations is less predictive of effective teaching and learning than planning how to unite and focus school and community resources to achieve shared aims.

四、請閱讀以下新聞，寫出英文評論。(25%)

國小續減班 教師甄選停辦

〔記者林相美／台北報導〕台北市去年首度停辦公立國小教師聯合甄選，今年也確定停辦。教育局預估，若以每班29人爲編班基準，下學年國小學生減少2564人，普通班只剩約5485班，減少約165班；未來國小將可能出現教師超額留用。

面臨教師超額留用

教育局初步規劃，一旦出現教師超額，可能方向是原校留用，或依當時教育重點政策參與臨時任務編組。

教育局國教科長謝麗華說，北市國小若需甄選教師，各校可考量未來減班情形及教學專長需求，甄選代理教師，或報教育局同意後自辦教師甄選。

謝麗華解釋，北市國小自93學年度逐年減班，95、96學年適逢龍年出生的「龍子龍女」，減班規模也都超過100班，97學年度大幅減少135班。98學年度國小普通班學生人數約14萬7653人，較97學年度減少2564人。

謝麗華說，雖然98學年有317名教師登記退休，但99學年度及未來每年仍會減少約150班，加上退休教師逐年減少，國小極可能產生教師超額留用。

資料來源: http://www.libertytimes.com.tw/2009/new/may/20/today-taipei10.htm