Education

VOCABULARY PRACTICE

ADVANCED | C1

Name: _____ **Date:** _____

1 Match each educational concept with its precise meaning.

1 educational equity	____	a unequal access to devices, connectivity or digital skills
2 inclusion	____	b difference in measured achievement between groups
3 attainment gap	____	c learning throughout life beyond initial schooling
4 hidden curriculum	____	d fair support that responds to different needs
5 credentialism	____	e learner capacity to make meaningful choices and act
6 academic freedom	____	f overemphasis on formal qualifications
7 institutional accountability	____	g freedom to teach, research and discuss ideas responsibly
8 digital divide	____	h unwritten norms and values conveyed by education
9 lifelong learning	____	i duty to explain decisions and outcomes
10 learner agency	____	j participation without exclusion from learning or community

2 Complete the education-policy collocations.

agency | barriers | divide | equity | evidence | gap | outcomes | standards

1 advance educational _____

2 remove structural _____

3 narrow the attainment _____

4 bridge the digital _____

5 strengthen learner _____

6 evaluate learning _____

7 maintain academic _____

8 base policy on robust _____

3 Choose the concept that best captures the distinction.

1 Fair support according to need, not identical provision: *equity / equality*.

2 Participation in learning and community, not mere physical presence: *inclusion / admission*.

3 Unwritten expectations learned through routines: *hidden curriculum / syllabus*.

4 Excessive reliance on certificates as proof of competence: *credentialism / assessment*.

5 Responsible freedom to investigate and debate: *academic freedom / learner agency*.

6 A measurable difference in achievement between groups: *attainment gap / digital divide*.

7 Capacity to influence one's learning: *learner agency / institutional accountability*.

8 Unequal digital resources and skills: *digital divide / lifelong learning*.

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4 Complete the policy analysis with terms from the box.

academic freedom | attainment gap | credentialism | digital divide | educational equity | hidden curriculum | inclusion | institutional accountability | learner agency | lifelong learning

The reform presents **1** _____ as equal access, but equal provision may not produce fair outcomes. Genuine **2** _____ requires barriers to participation to be removed. The persistent **3** _____ cannot be explained by effort alone. Unequal connectivity shows how the **4** _____ shapes opportunity. Schools should also examine the **5** _____ conveyed through rules and expectations. Greater **6** _____ can help students make meaningful choices, while **7** _____ requires institutions to explain results and decisions. Respect for **8** _____ supports inquiry. Reducing **9** _____ means valuing demonstrated competence as well as certificates, and **10** _____ recognises that education continues beyond initial schooling.

5 Read the text and answer the questions concisely.

Evidence, measurement and purpose

Education systems need evidence, but indicators can narrow attention when they become targets. Test scores illuminate some learning while overlooking collaboration, curiosity, wellbeing or civic participation. This does not make measurement useless; it makes interpretation necessary. Accountability should ask whether institutions create worthwhile opportunities and respond to unequal conditions, not simply rank learners. Strong evaluation combines quantitative patterns with qualitative evidence and includes those affected by policy. The central question is not only whether outcomes improved, but whose outcomes, by what means and at what cost.

1 What risk arises when indicators become targets? _____

2 What four aspects may test scores overlook? _____

3 Why does measurement require interpretation? _____

4 What two questions should accountability ask? _____

5 Which two forms of evidence should evaluation combine? _____

6 Which three qualifying questions should accompany improved outcomes? _____

6 Paraphrase using the expression in capitals.

1 Targeted support made opportunity fairer. **EQUITY** _____

2 Unwritten routines rewarded confident speakers. **HIDDEN** _____

3 Students gained more control over learning choices. **AGENCY** _____

4 The institution explained its decisions publicly. **ACCOUNTABILITY** _____

OVER TO YOU

Write a **160-190 word** critical response: How should an education system balance measurable outcomes, equity and learner agency? Develop a qualified position.

[ ] Use at least ten target terms or collocations. [ ] Analyse what evidence reveals and omits. [ ] Consider unequal conditions and institutional responsibility.

ANSWER KEY

1 Educational concepts

1 **d** 2 **j** 3 **b** 4 **h** 5 **f** 6 **g** 7 **i** 8 **a** 9 **c** 10 **e**

2 Education-policy collocations

1 **equity** 2 **barriers** 3 **gap** 4 **divide** 5 **agency** 6 **outcomes** 7 **standards** 8 **evidence**

3 Conceptual distinctions

1 **equity** 2 **inclusion** 3 **hidden curriculum** 4 **credentialism** 5 **academic freedom** 6 **attainment gap** 7 **learner agency** 8 **digital divide**

4 Policy analysis

1 **educational equity** 2 **inclusion** 3 **attainment gap** 4 **digital divide** 5 **hidden curriculum**
6 **learner agency** 7 **institutional accountability** 8 **academic freedom** 9 **credentialism** 10 **lifelong learning**

5 Reading - suggested answers

1 They can narrow attention. 2 Collaboration, curiosity, wellbeing and civic participation. 3 Measures illuminate some aspects and omit others.
4 Whether institutions create worthwhile opportunities and respond to unequal conditions. 5 Quantitative and qualitative evidence. 6 Whose outcomes, by what means and at what cost.

6 Paraphrasing - possible answers

1 Targeted support advanced educational **equity**. 2 The **hidden curriculum** rewarded confident speakers. 3 Students developed greater **learner agency**. 4 The institution demonstrated **accountability** by explaining its decisions publicly.

Over to you: Answers will vary. Check conceptual precision, qualified claims and attention to evidence and equity.