1. 過去二十年來，台灣的教科書改革政策呈現了分權化、本土化及市場化的趨向。請從教育改革的角度，說明教科書改革勢力追求分權化、本土化及市場化的原因和影響。(25%) 

2. 請從「官方知識」(official knowledge) 這一個概念，說明台灣過去十幾年來的課程，如何反映國家和不同的階級、種族、性別等團體對於學校知識的控制。(25%) 

3. 請說明（1）全球化和新自由主義的關係，（2）全球化和新自由主義對於高等教育政策的影響。(25%) 

4. S. Bowles 及 H. Gintis 在《資本主義美國的學校教育》(Schooling in Capitalist America, 1976) 一書中，有以下的論述：

   At crucial turning points in the history of US education, changes in the social relations of schooling have been dictated in the interests of a more harmonious reproduction of the class structure. But in the day-to-day operation of the schools, the consciousness of different occupational strata, derived from their cultural milieu and work experience, is crucial to the maintenance of the correspondences we have described. That working-class parents seems to favor stricter educational methods is a reflection of their work experiences, which have demonstrated that submission to authority is an essential ingredient in one’s ability to get and hold a steady, well-paid job. That professional and self-employed parents prefer a more open atmosphere and a greater emphasis on motivational control is similarly a reflection of their position in the social division of labor. 

   (1) 請將上述論述翻譯為中文。(10%) 

   (2) 請說明上述的「符應」情形對於學校教育及教師的挑戰。(15%)