

High school educational system in contrast

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Name: Lily High School Educational System in Contrast between Canada and China With the development of a progressive and civilized society, education becomes a greater priority. In separate countries, there are distinct differences in the systems and methods by which education is practiced. The Canadian secondary school educational system is different from the Chinese education system in four main areas: the subjects offered for study, requirements for graduation, the authority of the teachers and the physical aspects of the institutions.

The first obvious difference in the education system between Canada and China is in the subjects that are offered for study. In China, there are two systems for students to choose in high school: a departmental system consisting of liberal arts and science. The students who choose liberal arts will study Mandarin, English, History, Mathematics, Politics, and Geography. For those who choose science, the preferred courses will be Chinese, English, Mathematics, Biology, Physics and Chemistry. According to BC Ministry of Education (2008), in Canada, there are two ways for students to choose: required and elective courses. For instance, required courses are planning, language arts, mathematics, fine arts and applied skills, social studies, science and physical education and are offered as the students only choices. Furthermore, elective courses have more flexible options. Surely, choosing any courses that interest students is important, as long as their electives are over twenty eight credits.

The second difference between China and Canada is in the requirements for graduation. In China, students have to take college entrance examinations, which are the most important academic exams in China. In addition, students

will receive placings that are arranged from the higher to the lower grades. The marks they get will influence whether they are able to graduate, to repeat the courses or to leave school and enter the workforce as only partially skilled. Conversely, in Canada, the requirements for graduation are easier than they are for students in China.

Students in Canada are required to obtain just forty eight credits from the required courses, twenty eight credits from the elective courses, as well as four credits from graduation transitions (BC Ministry of Education, 2008)². Other noticeable differences between Canada and China involve issues of the authority possessed by teachers. In China, teachers are like parents, in contrast, teachers are more like friends or mentors in Canada. Chinese teachers always emphasize the importance of rote learning and the value of marks.

However, Canadian teachers give students more freedom and offer the opportunity to develop their interests. Furthermore, Chinese teachers are much stricter than Canadian teachers. Sometimes, a teacher in China can punish a student by assaulting them, which is due to the fact that teachers in China are held as being above question, while by law. Canadian teachers are not allowed to physically attack their students in any way. (Farran, S. , 2009)³ The final distinct area of difference between Canada and China is the physical aspects of the learning environments.

For instance, the sizes of the classes in China usually are composed of approximately sixty people, but classes in Canada normally are a maximum of about thirty people. Statutory holidays are different, too. Chinese students are free from January to February for one month to celebrate Spring Festival

and in July and August for two months because of the extremely hot weather. Canadian students are free during a part of December to celebrate Christmas during Winter Break, and this holiday is usually about three weeks without school.

In China, students have to go to school in the evening to study; however, Canadian students have the choice of taking extra classes or tuition, but this is optional. In conclusion, the subjects offered for study, the requirements for graduation, the authority of the teachers and the physical aspects of the institutions are the main contrasts between the Canadian and the Chinese secondary school educational systems. Education is an essential component of a successful and potentially prosperous life, and a definitive part of the core competency of a nation.

Therefore, how to form a more innovative yet completely effective system of education requires constant exploration, development and implementation of methods that maintain high standards and improve to the highest quality for the students of the world's future. Reference: 1 BC Ministry of Education (2008). At a Glance Requirements - What You Need to Graduate. Retrieved 2012, from BC Ministry of Education 2 BC Ministry of Education (2008). At a Glance Requirements - What You Need to Graduate. Retrieved 2012, from BC Ministry of Education 3Farran, S. (2009). CAN HIGH SCHOOL GRADES BE TRUSTED?. MacLean's, 122(44), 92-96