**初赛题：**

**A. 汉译英部分：**

西方人所厌恶中国人的，其实不是信仰，而是不按原则办事、遇事喜欢抄近路走后门的办事习惯。马克斯•韦伯所推崇的基督教新教伦理与资本主义精神在这个国家几乎连影儿也见不着。这种令西方人不快的办事原则与信仰有直接联系，人们信奉的始终是所谓的“钱能通神”，只要“塞钱”给神仙并虔诚膜拜，神仙就会帮他们“走后门”，利用其的神通庇护信徒，保其仕途亨通或者财运发达。而这一套与神仙进行“权钱交易”的习俗，则直接来自中国古代神权政治的传统。《左传》中记师旷说：“夫君，神之主也，而民之望也。”这就是说，统治者的身份是介于人神之间的。就因为这种半人半神，或者叫不人不神的身份，所以人人都得“信于神”。因为一旦做不好，就是“小信未孚，神弗福也”，国家的灾祸就离得不远了。你看，连一国的统治者都要畏于神的权威时不时对神仙进行贿赂，何况匹夫匹妇哉？(359字)

**B. 英译汉部分：**

History is about more than imparting life skills: it is about life. It is the skill to collate and assess evidence, to form a geography of time and a sense of our place within that map. This requires not bite-size, easily digestible lumps of historical knowledge – what Gordon Marsden has called the Yo! Sushi style of history – but a rolling tale with a beginning, middle and end, and a future.

Yes, history is one damn thing after (and before) another, because events and people, periods and thoughts, all have antecedents and consequences, a series of smaller, interconnecting stories within an overarching narrative.

Maths and spelling are useful, but not essential (I have coped without them, just); to live without a sense of history, however, would be a true debility. The debate over what should be on the curriculum is endless and insoluble, as it ought to be. Should there be fewer white men and 20th-century dictators taught in school? More Gandhi and less Churchill? History in school is often depressingly moralising, a set of cautionary tales. Nazis and slavery: bad. Women’s Rights and William Wilberforce: good.

 These are all important considerations, but secondary to persuading a new generation that history has a deeper intrinsic value than teaching morality or multicultural awareness. History is about gaining self-knowledge, and knowledge of the living, by getting to know the dead.

 Although the quality of history teaching in British schools is generally high, the study of history is narrowing and dwindling at the very moment when it is most needed. Instead of being corralled into a few, restricted subjects and penalised for straying from the prescribed path, pupils should be rewarded whenever they plunge into the historical undergrowth. History does not teach anything in particular; it teaches everything, and it is worth far more to a schoolchild’s spiritual health than one hour a week. (310 words)