



An Analysis of the Experience That China's New College Entrance Examination System Can Learn from the American College Entrance Examination System

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Abstract. There is no absolute distinction between good and bad in the education system, and what is suitable is good. China has introduced a new college entrance examination system, but some problems still remain. The author tries to understand the existing problems and learn from the excellent experience of the American examination system to find some suitable reform methods in line with their own national conditions. This paper uses the methods of literature research and case analysis. To be specific, sort out and analyze relevant materials and papers, collect and sort out some cases, summarize the causes and laws, and find out their typical characteristics. The study's findings suggest that we can draw lessons from the following experiences: using comprehensive evaluation, adding the typical results, interview results, and recommendation letters, taking students' abilities into account in a comprehensive manner, enhancing students' practical ability, and placing value on high-quality education. Take several written tests to determine the most effective approach.

Keywords: College Entrance Examination System, China, The United States, Social Practice, Vocational Education, University Enrollment.

1 Introduction

On September 15, 2021, Heilongjiang Province and other seven provinces and cities announced a new round of college entrance examination reform plan, and the fourth batch of comprehensive reform of college entrance examination in China was officially launched. In July 2021, the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued the Opinions on Further Reducing Students' Homework Burden and Off-campus Training Burden in Compulsory Education Stage, aiming at alleviating the academic pressure of primary and secondary school students. Xu Xiangyun and Ma Shengnan wrote "Problems and Solutions of China's College Entrance Examination Enrollment System", which, on the basis of combing the reform process of China's College Entrance Examination Enrollment System after the reform and opening up, pointed out that there were some problems in China's current college entrance examination enrollment system and put

forward corresponding solutions. On the basis of the existing research, this paper uses the methods of literature research and case study to analyze some new problems and some old problems that have emerged in the college entrance examination and high school education since the new college entrance examination reform policy, and to learn from the experience of foreign excellent education system reform, so as to find some solutions to adjust some problems. At the same time, it also makes the “double reduction policy” more landed. To some extent, the results of this study are conducive to reducing students’ schoolwork pressure and promoting their physical and mental health. So that more diverse talents can be valued and get deeper learning opportunities. At the social level, it is conducive to cultivating talents to meet the needs of society, filling the vacancies of national professional and innovative talents, and improving the soft power of the country.

2 Outline of The College Entrance Examination System of The Two Countries

2.1 Outline of China’s New College Entrance Examination System

On the basis of the original system, the new college entrance examination system has reformed the setting of examination subjects, with language, number and foreign subjects unchanged and scores unchanged, regardless of arts and sciences. Foreign language subjects provide two examination opportunities. According to the requirements of colleges and universities and their own specialties, candidates adopt the 3 + 3 method [1][2]. That is, on the basis of the three compulsory subjects of Chinese, Mathematics and English, they can choose three subjects independently from the subjects of Ideological and political education, history, geography, physics, chemistry and biology. According to their own school-running orientation and professional training objectives, colleges and universities put forward the requirements and comprehensive quality evaluation methods for candidates’ high school academic level examination subjects, which are announced to the public in advance.

2.2 Outline of American College Entrance Examination System

Unlike Chinese universities, American universities have a high degree of autonomy, and each university determines its own enrollment system according to its own situation. There are three enrollment systems: the completely open enrollment system; the semi-open enrollment system; and the comprehensive selection enrollment system. Taking the majority of the comprehensive selection and enrollment system as an example, the selection of students is based on students’ high school grades, high school teachers’ recommendation letters, university entrance interviews, SAT or ACT test scores (which can be tested seven times, with the highest scores) and social practice requirements [3].

3 The Aspects to Be Improved

3.1 Comprehensiveness of Enrollment

Our country's college entrance examination pursues to ensure the fairness of education, and there may be some areas to be improved in school teaching to ensure students' chances of entering a higher school to the greatest extent [4]. In some senior high schools, there are some deficiencies in the scientific cultivation of students, which are manifested in the neglect of students' ability, practice, attitude, methods of solving contradictions, values, and emotions, and more emphasis on the cultivation of theoretical knowledge and examination skills [5]. After the reform of the new college entrance examination, the problems of "one test for life" and "score-only theory" have been greatly improved. But there are still many areas that need to be improved and improved:

The Degree of Cultivation of Students' Ability and Quality. To a certain extent, the "double reduction" policy has played a role in relieving students' academic pressure to a certain extent. But to sprint the college entrance examination, most schools will choose to finish all the knowledge of the three years of high school in the two years of senior one and senior two, leaving all the knowledge of the three years of senior three to review and pass in the form of a semester exam, monthly exam, or even weekly exam, focusing on the cultivation of students exam ability. This leads to the tension of academic arrangement, and the subject learning can not be orderly, scientific, and standardized. At the same time, it also leads to an increase in teachers' teaching pressure and students' psychological pressure [6]. Quality education (embodied in the all-round development of morality, intelligence, physique, aesthetics, and labor) has not yet been used as the criteria for university admission, so some schools have evolved quality education into coping with the tasks of their superiors and meeting the minimum standards required by the tasks. All the teaching tasks revolve around the syllabus of the college entrance examination but neglect the cultivation of students' quality. At the same time, family training will only focus on students' scores, thus ignoring children's overall development and physical and mental health.

Excavation and Cultivation of Some Outstanding Talents. In addition to the elimination function, the college entrance examination also plays a role in social mobility. At this time, the exam becomes not only an ability test but also an important turning point in life. From Gardner's theory of multiple intelligence, we know that each person has a unique combination of multiple intelligence, and that good students are only a part of the children who are suitable for examinations and sitting in the classroom. As a result, some other multi-talented students may face the risk of being buried if they fail the exam [7].

3.2 Meeting The Needs of Human Resource Development

The Need for Vocational Human Resources Development. China's college entrance examination mainly selects theoretical and research-oriented talents, while relatively ignoring the selection and training of professional talents. The training program and system of professional talents in China need to be improved. The time of vocational education enrollment is generally after the enrollment of university education, which makes people fall into the elimination of undergraduate students [8]. Entering vocational education schools is a false prejudice of low learning ability and poor performance of students. Social neglect of discrimination against vocational education talents will deter students who like vocational education because of its bad reputation, while many students who enter vocational education have to choose vocational education because their scores are not enough for undergraduate education [9]. Relevant data show that in 2020, the shortage of skilled talents in key areas in China will exceed 19 million, reaching 21 million in 2021, and the gap is expected to be close to 30 million in 2025. Aware of this problem, the state has issued the "Craftsman Talents" and the "Employment Settlement Policy for Technical Talents in Vocational Schools", which have lowered the threshold of employment restrictions. The college entrance examination system for vocational education and the development of undergraduate vocational education have been continuously improved.

The Connection Between Theoretical Study and Practice. Courses in teaching are usually based on "knowledge", ignoring the cultivation of students' practical ability, so the phenomenon of "high scores and low abilities" is common. In subjects like physics, some schools regard the training of problem-solving skills as the only condition for mastering concepts and principles and simply regard "problem-solving" as the purpose of teaching. The way to learn physics well has become a "sea of questions", while the problem-solving skills are stuffed into students' brains in the form of mechanical memory, and the cognitive results are regarded as the right or wrong of the final answer. Theory is divorced from practice, so that students can not understand the concepts fundamentally, nor can they use them well.

The Perfection of The Selective Examination System. After the reform of the new college entrance examination, the original division of arts and science has been changed to the system of self-selection. That is, Chinese, mathematics, and English are still compulsory subjects, and three subjects are chosen independently from the six subjects of physics, chemistry, biology, geography, history and politics [10]. As a result, to a certain extent, the phenomenon that liberal arts students do not understand science knowledge and science students do not understand liberal arts knowledge on the traditional college entrance examination has been improved. However, there are still problems of incomplete and unsystematic knowledge intake [11]. It is also not conducive to the selection of talents with comprehensive knowledge structure. It may even aggravate the problem of students' lack of knowledge structure. For example, students choose biology and chemistry, but choose history because of the difficulty of

physics. In the higher level of learning in the future, not learning high school physics knowledge is likely to lead to incomplete knowledge framework, limiting him to learning deeper science. This will lead to the scattered and unsystematic learning structure of students, which is not conducive to targeted personnel training.

4 The Enlightenment of American College Entrance Examination System to China's College Entrance Examination

Faced with the above aspects to be improved, we should fully combine our national conditions, learn from some excellent experience of the reform of the college entrance examination system in the United States, and put forward some practical measures and methods, so as to explore a new path to improve the reform of the college entrance examination.

4.1 From Single Score to Comprehensive Evaluation

Schools should pay attention to students' scores, but at the same time pay attention to the cultivation of comprehensive quality. It should include not only the requirements of intelligence but also the consideration of comprehensive quality. It not only pays attention to students' test scores, but also pays attention to students' usual performance [12]. It not only considers the objective data such as students' score ranking but also understands the personality, attitude, and feelings of students' self-report and recommendation letters. Try to understand a person in many ways and comprehensively on a fair basis.

4.2 Usual Grades

Students' usual grades can better reflect their long-term learning status and attitude. The method of converting the usual scores of different academic years into different proportions can objectively and systematically reflect students' mastery of knowledge to a certain extent. Students' usual achievements can include not only traditional subjects, but also specialty achievements.

4.3 Interview Results

Before admitting students, American colleges and universities will require applicants to come to the school for interviews and some will entrust local alumni to conduct interviews and write out interview opinions. To make up for the singleness and insufficiency of the written examination scores, the postgraduate examination in China has set up the form of written examination plus interview. College entrance examination can draw lessons from this aspect, add interview results, set up interview links scientifically, and further strengthen the assessment and understanding of candidates' com-

prehensive ability and quality. Due to practical reasons such as epidemic situation or different places, online interview can be introduced to improve efficiency and reduce interview costs.

4.4 Letter of Recommendation

Drawing lessons from the recommendation letter model of American College Entrance Examination, students are encouraged to devote themselves to social practice tasks, and then employers or social organizations provide recommendation letters and internship certificates, thus improving students' social experience and practical ability.

4.5 Multiple Written Examinations

It stipulates that high schools can have three examination opportunities, from which the highest score of each subject is selected as the highest total score, no longer "one test for life", increase pressure and bury talents, and give students more opportunities to play their own level.

4.6 Scientific Examination Subject Design in Accordance with University Talent Requirements

Vocational and Technical Personnel Training. Firstly, we should clarify the training objectives of vocational and technical talents, understand the specific shortage of vocational and technical talent, formulate relevant examination systems according to the market demand for vocational talents, and appropriately increase the proportion of vocational talents training in the content of college entrance examination system. At the same time, we should learn from the dual-credit movement in the United States, adopt the principle of proximity, cooperate with local vocational high schools, and set up professional and technical courses in vocational high schools. The understanding of university majors enables senior three students to take double-credit courses offered by higher vocational colleges all day long. In this way, students can not only understand the knowledge of higher vocational colleges in advance, feel the atmosphere of learning in advance, and be interested in it, but also make choices on the basis of understanding. In this way, the sense of loss in entering the job will be reduced, and the technical knowledge and practical ability can be further strengthened. In the aspect of vocational education examination, to highlight the "vocational nature" of vocational education, the assessment points should focus on "vocational action ability".

Engaging in Social Practice and Protecting Innovative Ideas. In China, it is still common to see parents tear up their children's diaries and novels that they have written for ten years to concentrate on the college entrance examination, or stop their children from participating in kite-making activities to prevent their children from "losing their ambition by playing with things". At the same time, there are also a large number of

students who do not have a clear understanding of the professional field after the college entrance examination, and do not have a clear judgment of their own specialties, so they blindly choose “popular” majors or “high score requirements” majors, and only after university study do they find that they are not suitable. Evan Glazer, principal of Thomas Jefferson Science High School in the United States, said in an interview, “The success of education does not lie in how much knowledge or skills students learn, but in their ability to use the knowledge and skills they learn to solve various problems encountered in society”. Drawing lessons from a special plan of his school, “The Eighth Plan”, all the students in the school should participate in it, help each other, support each other, participate in society and provide services. China's college entrance examination can also join the assessment content of social practice, at the same time, so that high school students' innovative thinking and creativity can have space to develop so that children can learn more about society in high school, which is conducive to their more objective self-evaluation when choosing university majors, and choose the right major they like. Schools also need to shoulder the responsibility of protecting children's enthusiasm for learning and practice, and encourage the combination of theory and practice [13].

Systematically Design of a Portfolio of Optional Subjects. Universities should clarify and standardize the abilities and subjects of the majors they recruit scientifically so that students can set up the goal of choosing subjects according to their favorite majors when choosing courses in high schools, so as to avoid the phenomenon of blind selection and random selection according to difficulty [14]. At the same time, it can adopt the mode of 3 + 3 + 1, such as language and number + science + liberal arts or language and number + liberal arts + science, so as to maintain the integrity of students' knowledge system and promote students' learning in many aspects [15].

5 Discussion

There is no absolute distinction between a good and bad education system, which is in line with the national conditions and the local actual situation. We should learn from the excellent experiences of other countries and take its essence. At the same time, we should combine other people's excellent experience with our own reality to carry out localization transformation and we should not copy it mechanically. The issue of college entrance examination is not only an educational issue, but also closely related to social politics, the economy, ideology, culture, occupation, class, and long-term development [16]. It is a huge issue. We need to attach great importance to it, think about it fully and give it time to change, so as to witness it becoming more and more perfect and better.

6. Conclusion

The results of the study show that we can learn from the following experiences: using comprehensive evaluation, adding the usual results, interview results, and recommendation letters; considering students' abilities comprehensively; improving students' practical abilities; and attaching importance to quality education. Take multiple written examinations to choose the best method. Drawing lessons from the American double credit movement, we should promote the cultivation of vocational talents, add social practice to the college entrance examination system, design high school subjects scientifically, strengthen students' practical ability and innovative thinking, ensure the overall perfection of students' knowledge system, and lay a good foundation for future development. The current research of the article has more literature support and less data support. Future research will be more specific and in-depth with the support of a large number of local data.

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