



Policy Evaluation of China's Current College Entrance

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Abstract. With the continuous improvement of education, more people are concerned about China's college entrance examination policy, especially its fairness. From a comprehensive perspective, this paper evaluates the evaluation policy from two aspects of fairness and justice. At the same time, the impact of this evaluation policy on learners, teachers and society is expounded, and the corresponding suggestions are put forward. This study found that the policy of college entrance examination made students bear more academic pressure to a certain extent and has a certain negative impact on the healthy development of students' psychology. At the same time, from the teacher's point of view, the new college entrance examination policy increases the workload of teachers. From a social perspective, the college entrance examination policy promotes social stratification. Secondly, according to the research of this paper, the college entrance examination policy is not completely equitable and fair.

Keywords: China's College Entrance Examination policy · Fairness and bias · Equality and inclusion · American Educational Research Association (AERA)

1 Introduction

Education policy has always been the focus of the world education circle. In this field, researchers are interested in different types of education policies, taking education evaluation policies as examples. Firstly, the policy of educational evaluation is defined, which refers to the process of collecting, explaining, recording and using information about students' responses to educational tasks [1]. Every country in the world has various evaluation policies, among which China's college entrance examination policy has always concerned the world education circles. China's national college entrance examination policy, known as the national college entrance examination, has a history of 70 years since it was promulgated in 1952. The purpose of this evaluation policy is to evaluate the student's mastery of the knowledge learned in senior high school. This policy is also considered to be one of the most influential assessment policies for Chinese students in their lifetime. The evaluation system determines whether a student can enter a university, so the evaluation policy is very important for Chinese students. In other words, if a student fails to reach the score specified in the assessment policy, the student will not have the opportunity to receive higher education, which will have a very important

negative impact on his future life planning such as work. In view of the above explanation, this policy is very important. Therefore, since the implementation of the college entrance examination, the Chinese government and education department has continuously updated the evaluation policy, aiming to make the college entrance examination fairer, just and effective in evaluating students' abilities. However, although this policy has been continuously optimized and improved, it has been criticized by many educators and researchers. For example, from the perspective of fairness of college entrance examination policies, Chris Shen and Liang pointed out in their article that although the college entrance examination policies have been continuously improved, the students in some areas with better overall education quality still perform better than those with poor education quality [2]. Although some scholars have put forward this viewpoint, few studies have comprehensively evaluated this policy from multiple angles. In view of this, this paper makes a comprehensive evaluation of this evaluation policy from two aspects of fairness and impartiality. At the same time, this paper expounds on the influence of the evaluation policy on learners, teachers and society, and puts forward some corresponding suggestions.

2 The Effects of the Current College Entrance Examination Policy on Students Teachers and the Society

This part will evaluate and discuss the college entrance examination policy in China from three aspects: students, teachers, and society. First of all, from the student's point of view, the college entrance examination policy puts a lot of academic pressure on students and has a certain negative impact on their mental health. Secondly, from the teacher's point of view, the new college entrance examination policy has increased the workload of teachers and the educational pressure on teachers. Finally, from the social perspective, the college entrance examination policy has promoted social stratification to a certain extent, resulting in social inequality.

2.1 The College Entrance Examination is One of the Major Pressures on Chinese Students

Firstly, this part evaluates and analyzes the college entrance examination policy in China from the perspective of students. College entrance examination has become a major pressure source for Chinese students, and this view has become the consensus of all sectors of society [3]. According to the college entrance examination policy, millions of Chinese students have to go through this assessment if they want to enter their ideal university and continue their higher education [3]. Because the college entrance examination is held only once a year, and there are many participants every year [3]. Under such circumstances, students are under a lot of pressure. Xu et al. It is also written that Chinese students' health is weakened by the college entrance examination [4]. In their research, the researchers studied 2,191 Chinese overseas students. They found that 81% of students reported worrying about their test scores, and one-third of them suffered from anxiety disorder and other mental illnesses [4]. Therefore, with the support of these data, this paper finds that the college entrance examination policy not only brings a lot of pressure

on students' study but also has a non-negligible negative impact on student's mental and physical health.

2.2 Changes of Teachers' Teaching Aims to Meet the Needs of the College Entrance Examination Reform

The following paragraph is evaluated and analyzed from the perspective of teachers. According to the research, this paper finds that under the influence of the college entrance examination policy, teachers' teaching methods and means need to be constantly changed to meet the needs of the college entrance examination policy. Take English teaching, for example. English is a compulsory course for senior high schools in China, and it is also a compulsory subject in China's national college entrance examination assessment policy. According to the 2016 Beijing College Entrance Examination Policy. Beijing has lowered scores in English subjects, and this policy change has reduced the importance of English in the evaluation of students' high school grades to a certain extent [5]. Beijing lowered the total score in English from 150 to 100. Meanwhile, the number of English subject examinations has changed. Under the new policy, students can take two English exams every year. If students get full marks in the first English exam, they can be exempted from English classes for the remaining courses. At the same time, the policy adds a section that requires the evaluation of spoken English [5]. To some extent, these changes have affected the teaching of English teachers in senior high schools.

In the next paragraph, we will analyze and study the new oral English assessment policy for Beijing College Entrance Examination [5]. First of all, the policy makes teachers pay more attention to students' speaking ability. Secondly, the new college entrance examination policy requires teachers to evaluate students from more perfect aspects: formative evaluation and summative evaluation. Yan noted in the article that due to the new policy, students now have the chance to take the English test twice instead of once. In this case, teachers need to pay more attention to the perfection of students' English ability to ensure the best results in these two tests. As for teaching methods, the new college entrance examination policy initiated by Beijing encourages teachers to adopt more student-centered teaching methods [5]. In order to let students can better learning English, teachers need to provide all aspects of English learning opportunities for students to develop more diversified student-centered classroom learning activities, such as classroom English speech, English stories, learning, etc., at the same time while creating a relaxed classroom atmosphere to improve students' English ability of development in many aspects [6]. However, although the new policy has developed students' abilities in more aspects, the new college entrance examination policy has increased the teaching pressure on teachers and also increased the workload of teachers. Instead of copying the previous teaching methods directly, we need to explore new teaching methods to adapt to the new policy. According to Yan's data collection of three schools after the introduction of the new college entrance examination policy, it is found in the data that after the introduction of the new policy, the pressure on teachers in all three schools increased, and the frequency of teachers working overtime has increased.

2.3 The College Entrance Examination is One of the Mechanisms of Social Stratification

The study of social stratification has always been one of the topics that many educators are interested in. In recent years, with the continuous expansion of education, more scholars have begun to think about the influence of this phenomenon on the change of social stratification structure [7]. From the perspective of the educational resources of Chinese universities, the educational differentiation among Chinese universities is increasingly obvious, which also leads to the social stratification of Chinese education. Liang, Zhang and Li mentioned in the article that it is difficult for students to enter elite universities in China [8]. Moreover, elite universities have better teaching resources and faculty than other ordinary universities [9]. Proves this point of view in the article, "According to China's '211 Plan' and '985 Plan', the goal is to build world-class universities and key disciplines oriented to the 21st century. The former, which was launched in 1995, includes 112 universities (109 private ones and 3 military academies), among which 39 key universities are included in the 985 Plan to increase resources input in scientific research infrastructure." To some extent, this policy widens the gap between elite universities and ordinary universities, and widens the gap in student quality and teaching resources between elite universities and ordinary universities. And with the popularity of college students, more companies prefer to hire graduates from elite universities. Partly as a result, graduates from elite universities are more likely to be employed by good companies and earn higher salaries, further leading to social stratification in Chinese education.

In China, college entrance examination is the main way to enter universities. Therefore, college entrance examination is the main criterion for Chinese students to enter universities. Factors affecting students' college entrance examination scores should be considered in this paragraph. The factor of family background is one of the important influencing factors of college entrance examination scores of Chinese students. Liu, Wagner and Sonnenberg mentioned in the article that students with favorable family conditions in China can enter key senior high schools more easily and will participate in more tutoring institutions [9]. This, to some extent, enables these students to enjoy more educational resources, resulting in better scores in the college entrance examination and admission to better universities. Meanwhile, China's hukou policy has made it more difficult for migrant children to achieve good scores in the college entrance exam. With the rapid development of China's metropolises such as Beijing and Shanghai, more and more rural residents are leaving their hometowns for the city. Because the government initially used a unique resident registration system, known as hukou, to distribute daily necessities separately to urban and rural areas, it was difficult for these people and their families to enjoy the benefits of local residents, making them internal migrants or migrants [10]. In 2012, China's floating population reached 234 million, accounting for about one-fifth of China's total population (National Bureau of Statistics, 2013). In this case, some people choose to leave their children with their grandparents in rural areas, while others take their children to their working cities [11]. In this case, children living with floating parents become floating children, and the number of them is overwhelming.

The separation of China's floating population from urban and rural society is due to China's urban-rural dual structure, household registration system and social welfare

system [12]. In recent years, due to the rapid economic development of big cities such as Beijing and Shanghai, the number of migrant children in each city has also increased. In 2006, the Ministry of Education issued the Compulsory Education Law (revised by the Ministry of Education in 2006). In this policy, the Ministry of Education refers to the “two firsts” policy. Under the policy, the government will issue temporary residence permits for the children of migrant workers, who will be allowed to study in urban schools after obtaining approval documents from authorities. However, although the children of rural workers have been allowed, the children of migrant workers are still not really integrated into the urban education system, and to some extent, they are not treated fairly. Zhang points to Shanghai as an example. He noted in the article that although the children of immigrants in Shanghai successfully enrolled in city schools after the policy was enacted, they did not attend the schools attended by local students. The schools they attend are specially set up for the children of rural workers, and most of these schools are located in the less developed areas around the cities [13]. In addition, these schools lack teachers, facilities and teaching quality. Therefore, even though these migrant children go to school in cities, they still do not enjoy the same teaching resources as local children in cities. In addition, some children of migrant workers are enrolled in schools where local students study, but migrant children are also assigned to special classes for them. At the same time, the children of rural workers are also treated unfairly in many aspects of resources. According to Wu and Li’s report, they noted in their report that about 13.6 million migrant children lack developmental resources such as health care and nutrition [14]. Therefore, the children of famous rural workers face a higher risk of falling behind in academic performance. Based on the analysis of the above data, it is believed that migrant children are treated unequally and cannot enjoy the same rights as urban children. All these are the important reasons for the poor academic performance of the children. To some extent, China’s college entrance examination policy has led to social stratification in China.

3 Evaluation of College Entrance Examination Education Policy in China Based on Standards for Educational and Psychological Testing

3.1 Evaluation of Fairness and Bias

First, this paragraph is analyzed from the perspective of fairness and prejudice. As an evaluation policy, the college entrance examination is unfair to a certain extent. According to the definition of AERA, fairness in evaluation means that “there should be no bias in the process of testing, and all candidates should be treated fairly”, for example, all candidates are faced with the same examination procedures, examination results and use of scores. In other words, examination fairness refers to the fairness of examination results for candidates of different races, genders, races, disabilities, or other characteristics. In other words, fairness requires the same overall pass rate among all groups. Therefore, the fairness of assessment can be studied from three aspects: pre-assessment (resources and opportunities), post-assessment (results and impact), and design of assessment itself [11]. Take the college entrance examination, for example.

Although the time and environment of the college entrance examination in different regions are roughly the same, the examination questions faced by students in different regions are also different. According to the college entrance examination policy, this paper finds that the college entrance examination in China is divided into different examination questions, such as national level one, national level 2, local level one and local level two [4]. The content and difficulty of different papers are different. Therefore, from this point of view, the assessment papers completed by students in some areas may be easier than those of other examinees, so the assessment itself is unfair.

Secondly, students' family background will affect their college entrance examination results. According to Qiong and David's research, this paper finds that students with good family backgrounds perform better in school. In this study, researchers investigated the college entrance examination scores of 1028 senior high school students in Hunan Province. They found that students with better family backgrounds and higher socio-economic levels scored higher in college entrance examination evaluation [11]. In addition, the researchers found that students from rural areas usually had lower scores than those from urban areas. The reason for this phenomenon is that students from rural or poor families actually face more difficulties in learning. For example, students from poor families cannot attend after-school classes, and the dropout rate is higher for students from rural and poor families [11]. Finally, some students enjoy privileges in this kind of assessment. Take Tianjin, for example. According to Tianjin's college entrance examination policy, you can find a bonus policy, which mentions that children of returned overseas Chinese will receive 10 points and ethnic minorities will receive 5 points (Tianjin Education Politics, 2020). This policy was originally designed to promote the fairness in college entrance examinations. However, it has been misused by some wealthy families, resulting in the policy hindering the fairness of the college entrance examination policy. Wu, Zhang and Wei Li point out in their article that some wealthy families will move to cities with better educational conditions, and some of these students will be eligible for the bonus point policy [13]. Therefore, in this case, these candidates not only enjoy better educational conditions but also have a bonus policy, which to some extent is unfair to other candidates.

3.2 Evaluation of Equality and Inclusion

From the perspective of equality and inclusiveness, this article analyzes the policies of the college entrance examination and concludes that the college entrance examination cannot guarantee that all students are equally evaluated. It means that equal candidates are faced with the same starting conditions and rules [15]. According to this definition, the college entrance examination is not equal. As mentioned earlier, due to the rapid economic development of China, Large numbers of migrant workers flooded into cities, and their children followed them to attend urban schools [15]. Take Shanghai as an example. Although the children of migrant workers can attend government-funded public schools in Shanghai, due to the hukou policy, they can't take the college entrance examination locally. Under such circumstances, they have to go back to their hometown to take the college entrance examination [15]. The assessment questions for local students in Shanghai are different from those used by students in other regions [15]. And the difference in difficulty and types of questions will affect students' grades [15]. Moreover, according

to the above definition, the college entrance examination is unfair to candidates to some extent, and students are faced with different conditions.

4 Limitations and Suggestions for Optimizing the College Entrance Examination Policy

4.1 The Unbalanced Distribution of Educational Resources is Caused by the Unbalanced Regional Economic Development

From the perspective of equality, it is necessary for the government to strengthen the distribution of educational resources in various regions, so as to reduce inequality to some extent.

China's household registration system (hukou) as mentioned above. In big cities such as Beijing and Shanghai, with the rapid development of the growing Numbers of migrant workers, as was the number of floating children is growing, but the floating children school does not enter the city, they can only enter the perimeter of the school to study, and these around the school teaching facilities, faculty, quality of teaching are behind the city schools, To a certain extent, this leads to problems such as students' academic performance falling behind. In this case, the relevant government should actively implement the improvement of teaching resources in backward surrounding areas and provide some financial and policy help for these students and schools. Liu also supported this point of view in his article. He mentioned that it is inevitable that the differences in the regional economy and education level lead to the imbalance of education in various regions. The enrollment score inclines to Beijing, Tianjin and Shanghai due to the gap in educational resources [5].

4.2 Feasible Suggestions

To alleviate this problem, different enrollment policies can be formulated according to different regions. For example, transfer the surplus enrollment quota of developed cities to other large provinces with dense population [5]. This proposal can, to a certain extent, allocate the surplus educational resources in developed cities to the areas with scarce educational resources, and reduce the problem of insufficient educational resources in backward areas to a certain extent. To some extent, more enrollment quota can enable more students from backward areas to enter universities, improve the enrollment rate of students and reduce the pressure of competition.

Suggestions on the development of the college entrance examination are from multiple perspectives. This section puts forward some relevant suggestions from the perspective of equality, which is conducive to the development and improvement of college entrance examinations to a certain extent.

5 Conclusion

Firstly, this paper introduces the definition and background of the college entrance examination policy in China. Secondly, the impact of the college entrance examination

evaluation policy on students, teachers and society is evaluated and analyzed. Thirdly, according to the definition of relevant evaluation, the fairness and equality of college entrance examination policy are analyzed and evaluated. At last, some suggestions are put forward. In fact, although the college entrance examination policy has been improved and made a lot of progress, there are still some areas to be improved in terms of fairness. More researchers and scholars are needed to carry out more in-depth and effective research according to the actual situation, so as to promote better development of the college entrance examination policy in terms of fairness. In fact, this article has played a positive role in reforming college entrance examination policy in the future. Theoretically, this article opens new viewpoints for more scholars to study college entrance examination policies in the later period. In the future, more and more in-depth studies can be done and relevant empirical investigations can be made.

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