

Chinese College Entrance Exam

Yao Li

National College Entrance Exam in China Yu Zhang, 2016-01-29 This book focuses on the National College Entrance Exam (NCEE), an important measurement of education quality in China, from both education economics and education policy perspectives. It provides a better understanding and stimulates more sophisticated evaluations of NCEE-related policies in China from the perspectives of education equity, the effectiveness of education input, and education quality. This book reports inspiring findings based on high-quality individual level data, innovative measurement design, and various appropriate identification strategies. The most important conclusion is that both education equity and quality can be achieved using well-designed policies based on solid empirical evidence. This is likely the first book published in English to discuss the NCEE so extensively from multiple perspectives using concrete evidence.

Meritocracy and Its Discontents Zachary M. Howlett, 2021-04-15 Meritocracy and Its Discontents investigates the wider social, political, religious, and economic dimensions of the Gaokao, China's national college entrance exam, as well as the complications that arise from its existence. Each year, some nine million high school seniors in China take the Gaokao, which determines college admission and provides a direct but difficult route to an urban lifestyle for China's hundreds of millions of rural residents. But with college graduates struggling to find good jobs, some are questioning the exam's legitimacy—and, by extension, the fairness of Chinese society. Chronicling the experiences of underprivileged youth, Zachary M. Howlett's research illuminates how people remain captivated by the exam because they regard it as fateful—an event both consequential and undetermined. He finds that the

exam enables people both to rebel against the social hierarchy and to achieve recognition within it. In *Meritocracy and Its Discontents*, Howlett contends that the Gaokao serves as a pivotal rite of passage in which people strive to personify cultural virtues such as diligence, composure, filial devotion, and divine favor.

Little Soldiers Lenora Chu, 2017-09-19 New York Times Book Review Editor's Choice; Real Simple Best of the Month; Library Journal Editors' Pick In the spirit of *Battle Hymn of the Tiger Mother*, *Bringing up Bébé*, and *The Smartest Kids in the World*, a hard-hitting exploration of China's widely acclaimed yet insular education system that raises important questions for the future of American parenting and education When students in Shanghai rose to the top of international rankings in 2009, Americans feared that they were being out-educated by the rising super power. An American journalist of Chinese descent raising a young family in Shanghai, Lenora Chu noticed how well-behaved Chinese children were compared to her boisterous toddler. How did the Chinese create their academic super-achievers? Would their little boy benefit from Chinese school? Chu and her husband decided to enroll three-year-old Rainer in China's state-run public school system. The results were positive—her son quickly settled down, became fluent in Mandarin, and enjoyed his friends—but she also began to notice troubling new behaviors. Wondering what was happening behind closed classroom doors, she embarked on an exploratory journey, interviewing Chinese parents, teachers, and education professors, and following students at all stages of their education. What she discovered is a military-like education system driven by high-stakes testing, with teachers posting rankings in public, using bribes to reward students who comply, and shaming to isolate those who do not. At the same time, she uncovered a

years-long desire by government to alleviate its students' crushing academic burden and make education friendlier for all. The more she learns, the more she wonders: Are Chinese children—and her son—paying too high a price for their obedience and the promise of future academic prowess? Is there a way to appropriate the excellence of the system but dispense with the bad? What, if anything, could Westerners learn from China's education journey? Chu's eye-opening investigation challenges our assumptions and asks us to consider the true value and purpose of education.

Understanding the University Entrance Examination of China Luc Changlei Guo, 2014-10-08
This book includes three parts: first, an introduction to the GAOKAO-Chinese colleges entrance exam; second, relevant laws and regulations of Chinese education; third, exam papers of GAOKAO

Who's Afraid of the Big Bad Dragon? Yong Zhao, 2014-09-15 The secrets behind China's extraordinary educational system – good, bad, and ugly Chinese students' consistently stunning performance on the international PISA exams— where they outscore students of all other nations in math, reading, and science—have positioned China as a world education leader. American educators and pundits have declared this a Sputnik Moment, saying that we must learn from China's education system in order to maintain our status as an education leader and global superpower. Indeed, many of the reforms taking hold in United States schools, such as a greater emphasis on standardized testing and the increasing importance of core subjects like reading and math, echo the Chinese system. We're following in China's footsteps—but is this the direction we should take? **Who's Afraid of the Big Bad Dragon?** by award-winning writer Yong Zhao offers an entertaining, provocative insider's account of the

Chinese school system, revealing the secrets that make it both the best and worst in the world. Born and raised in China's Sichuan province and a teacher in China for many years, Zhao has a unique perspective on Chinese culture and education. He explains in vivid detail how China turns out the world's highest-achieving students in reading, math, and science—yet by all accounts Chinese educators, parents, and political leaders hate the system and long to send their kids to western schools. Filled with fascinating stories and compelling data, *Who's Afraid of the Big Bad Dragon?* offers a nuanced and sobering tour of education in China. Learn how China is able to turn out the world's highest achieving students in math, science, and reading Discover why, despite these amazing test scores, Chinese parents, teachers, and political leaders are desperate to leave behind their educational system Discover how current reforms in the U.S. parallel the classic Chinese system, and how this could help (or hurt) our students' prospects

The Twelve Tables Anonymous, 2019-12-05 This book presents the legislation that formed the basis of Roman law - The Laws of the Twelve Tables. These laws, formally promulgated in 449 BC, consolidated earlier traditions and established enduring rights and duties of Roman citizens. The Tables were created in response to agitation by the plebeian class, who had previously been excluded from the higher benefits of the Republic. Despite previously being unwritten and exclusively interpreted by upper-class priests, the Tables became highly regarded and formed the basis of Roman law for a thousand years. This comprehensive sequence of definitions of private rights and procedures, although highly specific and diverse, provided a foundation for the enduring legal system of the Roman Empire.

The 1978 National College Entrance Examination

in the People's Republic of China United States.
Office of Education,1979

Civil Examinations and Meritocracy in Late Imperial China Benjamin A. Elman,2013-11-01 During China's late imperial period (roughly 1400-1900 CE), men gathered by the millions every two or three years outside official examination compounds sprinkled across China. Only one percent of candidates would complete the academic regimen that would earn them a post in the administrative bureaucracy. Civil Examinations assesses the role of education, examination, and China's civil service in fostering the world's first professional class based on demonstrated knowledge and skill. Civil examinations were instituted in China in the seventh century CE, but in the Ming and Qing eras they were at the center of a complex social web that held together the intellectual, political, and economic life of imperial China. Local elites and the court sought to influence how the government regulated the classical curriculum and selected civil officials. As a guarantor of educational merit, examinations tied the dynasty to the privileged gentry and literati classes--both ideologically and institutionally. China eliminated its classical examination system in 1905. But this carefully balanced, constantly contested piece of social engineering, worked out over centuries, was an early harbinger of the meritocratic regime of college boards and other entrance exams that undergirds higher education in much of the world today.

Research on the Chinese Test Questions in the Shanghai College Entrance Examination Under the New Curriculum Standard Yao Li,2022-07-28

Affirmative Action in China and the U.S. M. Zhou,A. Hill,2009-10-12 This volume is the first to comprehensively examine Chinese's affirmative action policies in the critical area of minority education, the most important conduit to

employment and economic success in the PRC after the economic reforms begun in the late 1970s.

Chinese-Speaking Learners of English Ryan M. Damerow, Kathleen M. Bailey, 2019-12-05 A compendium of the latest developments in research regarding English language education for Chinese-speaking learners, this volume combines cutting-edge research from multiple internationally-known scholars. The chapters offer unique insights into some of the most salient issues related to this broad topic. The seventh volume in the Global Research on Teaching and Learning English series, co-published with The International Research Foundation for English Language Education (TIRF), this book features chapters with original research written by TIRF Doctoral Dissertation Grant awardees. The volume addresses the crucial and growing need for research-based conversations on the contexts, environments, goals, and measures of success for Chinese-speaking learners of English. It includes sections on language assessment, perceptions in university contexts, and technology, especially in relation to young learners, in order to promote in-depth discussion of the teaching and learning of English for native speakers of Chinese. The volume's 13 research-based chapters discuss topics such as the impact and implications of using emerging assessment tools; the increase in English for Specific Purposes (ESP) courses; academic speaking and writing; and teaching in an online or hybrid environment. Throughout the book the authors draw on their knowledge of their multiple contexts, as well as their learners' needs and goals. This volume brings together innovative research for TESOL and TEFL students, language teacher educators, language policy specialists, language assessment scholars, and language teachers. Readers will become familiar with how these issues related to Chinese-speaking learners of English

are being addressed in academic circles around the world.

China's Examination Hell Ichisada

Miyazaki, 1981-01-01 Written by one of the foremost historians of Chinese institutions, this book focuses on China's civil service examination system in its final and most elaborate phase during the Ch'ing dynasty. All aspects of this labyrinthine system are explored: the types of questions, the style and form in which they were to be answered, the problem of cheating, and the psychological and financial burdens of the candidates, the rewards of the successful and the plight of those who failed. Drawing on a wide range of sources, including Chinese novels, short stories, and plays, this thought provoking and entertaining book brings to vivid life the testing structure that supplied China's government bureaucracy for almost fourteen hundred years. Professor Miyazaki's informative work is concerned with a system. . . that was, in effect, . . . the basic institution of Chinese political life, the real pillar which supported the imperial monarchy, the effective vehicle for the aspirations and ambitions of the ruling class. Imperial China without the examination system for the past thousand years and more would have developed in an entirely different way and might not have endured as the continuing form of government over a huge empire.--Pacific Affairs The most comprehensive narrative treatment in any language of [this] enduring achievement of Chinese civilization.--American Historical Review

Gaokao Yanna Gong, 2014 You've heard of Tiger Mom; you may have heard of Wolf Dad. Here is the book written by the kid!

Meritocracy and Its Discontents Howlett Zachary M, 2023-12-05 ENG: Meritocracy and Its Discontents investigates the wider social, political, religious, and economic dimensions of the Gaokao,

China's national college entrance exam, as well as the complications that arise from its existence. Each year, some nine million high school seniors in China take the Gaokao, which determines college admission and provides a direct but difficult route to an urban lifestyle for China's hundreds of millions of rural residents. But with college graduates struggling to find good jobs, some are questioning the exam's legitimacy--and, by extension, the fairness of Chinese society. Chronicling the experiences of underprivileged youth, Zachary M. Howlett's research illuminates how people remain captivated by the exam because they regard it as fateful--an event both consequential and undetermined. He finds that the exam enables people both to rebel against the social hierarchy and to achieve recognition within it. RUS: В своей книге Закари Хоулетт исследует социальные, политические, религиозные и экономические аспекты гаокао -- государственного вступительного экзамена в высшие учебные заведения Китая. Ежегодно его сдают около девяти миллионов старшеклассников. Для сотен миллионов сельских жителей Китая это один из немногих путей к городскому образу жизни. Книга Хоулетта, в которой он описывает опыт молодежи из малообеспеченных слоев населения, показывает, что тема экзамена продолжает присутствовать в жизни людей и после его сдачи. Его считают судьбоносным событием -- значительным и определяющим некоторые жизненные перспективы. Автор приходит к выводу, что экзамен позволяет тем, кто проходит через это испытание, как восстать против социальной иерархии, так и добиться признания внутри нее.

High Participation Systems of Higher Education

Brendan Cantwell, Simon Marginson, Anna Smolentseva, 2018--11 Higher Education has become a central institution of society, building individual knowledge, skills, agency, and relational social networks at unprecedented depth

and scale. Within a generation there has been an extraordinary global expansion of Higher Education. By focusing on the systems and countries that have already achieved near universal participation, *High Participation Systems of Higher Education* explores this remarkable transformation. Part I of the book explores the growth of participation and the implications for society and Higher Education itself, theorizing key changes in Higher Education and the subsequent effects in educational and social equity. The propositions developed in these chapters are then tested in the country case studies in Part II, presenting a comprehensive enquiry into the nature of the emerging 'high participation society'.

Ambitious and Anxious Yingyi Ma, 2020-02-18 Over the past decade, a wave of Chinese international undergraduate students—mostly self-funded—has swept across American higher education. From 2005 to 2015, undergraduate enrollment from China rose from under 10,000 to over 135,000. This privileged yet diverse group of young people from a changing China must navigate the complications and confusions of their formative years while bridging the two most powerful countries in the world. How do these students come to study in the United States? What does this experience mean to them? What does American higher education need to know and do in order to continue attracting these students and to provide sufficient support for them? In *Ambitious and Anxious*, the sociologist Yingyi Ma offers a multifaceted analysis of this new wave of Chinese students based on research in both Chinese high schools and American higher-education institutions. Ma argues that these students' experiences embody the duality of ambition and anxiety that arises from transformative social changes in China. These students and their families have the ambition to

navigate two very different educational systems and societies. Yet the intricacy and pressure of these systems generate a great deal of anxiety, from applying to colleges before arriving, to studying and socializing on campus, and to looking ahead upon graduation. Ambitious and Anxious also considers policy implications for American colleges and universities, including recruitment, student experiences, faculty support, and career services.

Education Policy in Chinese High Schools Jian Li, Eryong Xue, 2021-05-24 This book investigates the education policy in Chinese high schools from both concept and practice perspectives. It offers a specific lens to explore Chinese high school education since the reform and opening up, the teacher policy in Chinese high schools, the curriculum and textbook policy in Chinese high school, the school layout policy of Chinese high school education, the enrollment policy of college entrance examination, and the diversified development of high school education in China. All those dimensions related to exploring the education policy in Chinese high schools offer an understanding of the modernization of high school education in contemporary China since 1949. This book provides multiple perspective to investigate the systematic landscape of high school education, contextually.

Invisible China Scott Rozelle, Natalie Hell, 2020-09-29 A study of how China's changing economy may leave its rural communities in the dust and launch a political and economic disaster. As the glittering skyline in Shanghai seemingly attests, China has quickly transformed itself from a place of stark poverty into a modern, urban, technologically savvy economic powerhouse. But as Scott Rozelle and Natalie Hell show in *Invisible China*, the truth is much more complicated and might be a serious cause for concern. China's

growth has relied heavily on unskilled labor. Most of the workers who have fueled the country's rise come from rural villages and have never been to high school. While this national growth strategy has been effective for three decades, the unskilled wage rate is finally rising, inducing companies inside China to automate at an unprecedented rate and triggering an exodus of companies seeking cheaper labor in other countries. Ten years ago, almost every product for sale in an American Walmart was made in China. Today, that is no longer the case. With the changing demand for labor, China seems to have no good back-up plan. For all of its investment in physical infrastructure, for decades China failed to invest enough in its people. Recent progress may come too late. Drawing on extensive surveys on the ground in China, Rozelle and Hell reveal that while China may be the second-largest economy in the world, its labor force has one of the lowest levels of education of any comparable country. Over half of China's population—as well as a vast majority of its children—are from rural areas. Their low levels of basic education may leave many unable to find work in the formal workplace as China's economy changes and manufacturing jobs move elsewhere. In *Invisible China*, Rozelle and Hell speak not only to an urgent humanitarian concern but also a potential economic crisis that could upend economies and foreign relations around the globe. If too many are left structurally unemployable, the implications both inside and outside of China could be serious. Understanding the situation in China today is essential if we are to avoid a potential crisis of international proportions. This book is an urgent and timely call to action that should be read by economists, policymakers, the business community, and general readers alike. Praise for *Invisible China* "Stunningly researched." —*The Economist*, Best Books

of the Year (UK) "Invisible China sounds a wake-up call." -The Strategist "Not to be missed." -Times Literary Supplement (UK) "[Invisible China] provides an extensive coverage of problems for China in the sphere of human capital development . . . the book is rich in content and is not constrained only to China, but provides important parallels with past and present developments in other countries." -Journal of Chinese Political Science

Women's Colleges and Universities in a Global Context Kristen A. Renn, 2014-10-13 A pathbreaking study of the critical role women's institutions play in global higher education. Educating girls and women is a powerful route to improving societies worldwide. When women receive more education, literacy rates in children rise, maternal and infant death rates drop, and women enjoy an increased earning capacity. Yet in parts of the developing world, women's education is considered a low priority at best and a dangerous countercultural activity at worst. In Europe and North America, the number of women's colleges is shrinking-yet women-only institutions are growing in size and number in many other regions of the world, where they provide access to female students who are prevented for legal, cultural, religious, or practical reasons from attending coeducational universities. Women's Colleges and Universities in a Global Context is the first book to provide a comprehensive comparative analysis of the increasing significance of single-sex higher education institutions for women around the world. Based on Kristen A. Renn's on-site study of thirteen women's colleges and universities in ten different countries-Australia, Canada, China, India, Italy, Japan, Kenya, South Korea, the United Arab Emirates, and the United Kingdom-this timely and provocative volume combines interviews of campus leaders, faculty, and students with

extensive online and archival research. Renn provides an overview of each country's political, economic, and educational situation, then explores the theoretical and practical themes she uncovers in their educational institutions for women. In the end, this volume addresses not only the role of women's colleges in their own countries but also what these institutions can teach us that would benefit higher education worldwide.

Chinese Language Teachers' Perceptions and Pedagogies of Intertextuality in Chinese Language Composition in Preparing for College Entrance Exam (Gaokao) 2021 2022, 2022

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