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Study on the "1+X" Curriculum and the "Post-Course Competition Certificate" Model for Secondary Schools

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Abstract: By analysing the theory and practice of the "1+X" certificate system in the field of secondary vocational education in China, we aim to build a modern vocational education model that is integrated with the "post-course-competition-certificate". The article discusses the central role of the "1+X" certificate system in the reform of secondary education from the perspectives of promoting the quality of education, cultivating practical skills, evaluating the quality of education, and integrating production and education. The study points out that the "1+X" certificate system can significantly enhance students' vocational skills and competitiveness in employment and cultivate high-quality technical and skilled talents for the development of society and economy by precisely matching the needs of jobs, innovating the curriculum content and teaching methods, and establishing a diversified evaluation system.

1. Introduction

1.1. Background of the study

In the context of rapid social and economic development, the cultivation of technical and skilled talents has become the focus of education reform in various countries. Especially in China, with the transformation and upgrading of economic structure and the rapid development of industry, the demand for high-quality technical and skilled personnel is becoming more and more urgent. As an important base for cultivating such talents, the reform of its education quality and talent cultivation mode is particularly important. However, the traditional mode of secondary education is often disconnected from the market demand, and the curriculum content does not match the vocational skills training and other problems, which to a certain extent constrain the development of secondary education and the quality of talent training.

In order to address these problems, the Chinese Ministry of Education has proposed the "1+X" certificate system, which aims to improve the adaptability and flexibility of secondary education by reforming the education model and achieving an effective interface between curriculum content and vocational skills. The core of the "1+X" certificate system lies in the fact that "1" stands for the basic education programmes that students must complete, while "X" stands for the vocational skills certificate programmes that are chosen according to students' interests and market demands. The core of the "certificate system" is that "1" stands for the basic education programmes that students

must complete, while "X" stands for the vocational skills certificate programmes chosen according to students' interests and market needs. The implementation of this system not only meets the needs of students for personalised development, but also promotes the in-depth integration of education and industry, and enhances the practicality and relevance of education.[1] The implementation of such a system will not only meet the needs of students for personalised development, but also promote the deep integration of education with industry and enhance the practicality and relevance of education.

The implementation of the "1+X" certificate system is not a smooth process. It requires secondary schools to make bold innovations and reforms in curriculum, teaching methods and evaluation systems. In addition, how to ensure that the "1+X" certificate system is effectively dovetailed with the needs of enterprises and industry standards, how to stimulate students' interest and initiative in learning, and how to build a scientific and reasonable evaluation and incentive mechanism are all problems that need to be solved in the implementation of the "1+X" certificate system.

1.2. Significance of the study

In the current wave of globalisation and informatisation, technical and skilled talents have become a key force in promoting social and economic development. As an important way to cultivate such talents, the reform of the quality and mode of secondary education is of great significance in meeting the strategic needs of the country, promoting industrial upgrading and realising sustainable social development. The "1+X" certificate system was proposed precisely to address the problems of the disconnect between traditional secondary education and market demand, and the mismatch between curriculum content and vocational skills, and to improve the adaptability and flexibility of education by reforming the education model to achieve an effective match between curriculum content and vocational skills.

It helps to improve the quality of talent training in secondary education. By combining the Certificate in Vocational Skills programme with the basic education curriculum, the system is able to provide students with richer and more flexible learning choices to meet the career development needs of different students. This not only helps to stimulate students' interest and initiative in learning, but also cultivates their innovative spirit and practical ability, thus improving their overall quality and competitiveness in employment.

It helps to promote the deep integration of education and industry. Through co-operation with enterprises, secondary schools can adjust their curricula and teaching contents according to the actual needs of enterprises and industry standards, so as to make education closer to industrial reality and improve the practicality and relevance of education. This not only helps to solve the demand of enterprises for technical and skilled talents, but also provides students with more internship and employment opportunities, and promotes their smooth employment and career development.

It will help to promote the reform and development of secondary education. Through the implementation of the "1+X" certificate system, secondary schools need to innovate and reform their curricula, teaching methods and evaluation systems, which can not only improve the quality and effectiveness of education, but also promote the modernisation and internationalisation of education. In addition, the implementation of the "1+X" certificate system can also promote the optimal allocation of educational resources and educational equity, and provide more equitable educational opportunities for students from different regions and different groups.[2] The implementation of the "1+X" certificate system can also promote the optimal allocation of educational resources and equity in education, providing more equitable educational opportunities

for students from different regions and groups.

Its implementation is of great significance in promoting social harmony and sustainable development. By fostering high-quality technical and skilled personnel, the "1+X" certification system will help to solve social employment problems and improve people's living standards and the overall well-being of society. At the same time, the training of high-quality technical and skilled personnel will also help to promote scientific and technological innovation and social progress, as well as sustainable economic development and social harmony and stability.

2. The significance of constructing the "1+X" certificate system-based secondary vocational "post-course-competition-certificate" model

2.1. Promoting the quality of personnel training

In the current education system, secondary education, as an important channel for cultivating technical and skilled talents, has a direct relationship with the quality of its talent cultivation to the country's economic development and social progress. However, secondary education still faces many challenges in talent cultivation, including problems such as the disconnection between the curriculum and market demand, single teaching method, and insufficient practical ability of students. The existence of these problems not only affects the attractiveness of secondary education, but also restricts its ability to cultivate high-quality technical and skilled talents that meet the needs of society.

The 1+X certificate system is proposed precisely to solve these problems and to improve the quality of talent training in secondary education by constructing a more flexible and open education model. The core of the 1+X certificate system lies in the combination of basic academic education and diversified vocational skills training, forming a dual training mechanism of "academic qualification + skills". The implementation of this system provides a new talent cultivation path for secondary education, helps to realise the effective connection between education content and market demand, and improves the adaptability and flexibility of education.[3] The implementation of this system provides a new talent training pathway for secondary education, helping to achieve an effective interface between the content of education and market demand, and improving the adaptability and flexibility of education.

By providing diversified vocational skills certificate programmes, the 1+X certificate system meets the career development needs of different students and helps to cultivate their professional skills and innovative abilities. This personalised learning pathway not only stimulates students' interest in learning, but also improves their practical skills and innovative thinking, thereby enhancing the quality and effectiveness of talent training.

The 1+X Certificate System stresses close co-operation with enterprises. Through school-enterprise co-operation and work-learning integration, secondary education has been brought closer to industrial reality, thus enhancing the practicality and relevance of education. This mode of integration of industry and education can not only provide students with a real working environment and practical opportunities, but also help them better understand the needs of the industry and adapt to their future career in advance.

The implementation of the 1+X certificate system has promoted reform and innovation in secondary education in terms of curriculum, teaching methods and evaluation systems. Such reforms have not only improved the quality and effectiveness of education, but also promoted the modernisation and internationalisation of education and injected new vitality into the development of secondary education.

2.2. Enhancement of practical skills development

In the modern vocational education system, the cultivation of practical skills is one of the core objectives of secondary education, which is directly related to whether students can smoothly integrate into the workplace and be competent for future work. Practical skills not only include professional skills, but also cover a wide range of abilities such as innovation, problem solving and teamwork. These skills are crucial to students' career development, especially in today's rapidly developing technology and ever-changing labour market.

However, traditional secondary education often focuses too much on the teaching of theoretical knowledge and neglects the cultivation of practical skills, resulting in students facing the problem of disconnection between theory and practice after graduation. In order to solve this problem, the 1+X certificate system came into being, aiming to enhance students' vocational skills and employment competitiveness by strengthening the cultivation of practical skills through an innovative education model.

By providing diversified vocational skills training and certification, the 1+X Certificate System encourages students to acquire the necessary theoretical knowledge and at the same time actively participate in practical activities to enhance their practical skills.[4] This system emphasises "learning for use". The system emphasises "learning for use", which means that the purpose of learning is to apply, and that theoretical knowledge is transformed into practical skills through practical activities.

The 1+X certificate system provides students with a wealth of internship and practical training opportunities through close co-operation with enterprises. Students can learn and apply their professional knowledge in real working environments, and this "learning by doing" approach helps them to master their professional skills more quickly and keep abreast of the latest developments in the industry and technology.

Encourage students to participate in various kinds of vocational skills competitions, through which students' enthusiasm for learning and innovative spirit are stimulated. Competitions are not only a test of students' professional skills, but also an exercise of students' comprehensive qualities such as teamwork ability and adaptability.

Through the establishment of a scientific vocational skills evaluation system, it is ensured that the skills learnt by students match the market demand. This evaluation system focuses not only on students' professional skills, but also on their creative ability and professionalism, so as to comprehensively assess the level of students' vocational skills.

Flexible learning pathways are provided, allowing students to choose the appropriate Vocational Skills Certificate programme according to their interests and career plans. This personalised learning approach helps students to explore their potential, develop unique vocational skills and enhance their market competitiveness.

2.3. Scientific evaluation of the quality of schooling

In the current field of secondary education, evaluating the quality of a school's operation is a complex and multidimensional process. The existing evaluation system tends to focus on students' examination results and the degree of mastery of theoretical knowledge, while neglecting the comprehensive evaluation of students' practical skills, innovation ability and professionalism. Such a single evaluation standard not only fails to fully reflect the quality of education in schools, but is also not conducive to stimulating the vitality of school operation and the drive for innovation.

The deficiencies of the existing evaluation system are mainly manifested in the following aspects: firstly, the singularity of the evaluation content, over-emphasis on theoretical examination results, neglecting the cultivation and evaluation of students' practical skills; secondly, the limitations of the

evaluation method, mainly relying on standardised examinations, lacking in the assessment of students' personalised development and innovation ability; thirdly, the rigidity of the evaluation standard, lacking in the consideration of the characteristics of different professions and different student groups and difficulty in adapting to the needs of educational diversification.

The introduction of the 1+X certificate system provides new ideas and methods for improving the existing assessment system. By introducing the vocational skills certificate, the system emphasises the cultivation and evaluation of students' practical skills and vocational qualities. Under the 1+X Certificate System, students' academic performance is no longer the only criterion for evaluating the quality of school operation, and the acquisition of vocational skills certificates and the performance of students' practical skills have also become important evaluation indicators.

The evaluation system of the 1+X certificate system has the following characteristics: first, the comprehensiveness of the evaluation content, which includes not only the mastery of students' theoretical knowledge, but also their practical skills, innovation ability and vocational literacy; second, the diversity of evaluation methods, which integrates the use of exams, tests, evaluations and other methods to comprehensively assess students' academic performance and vocational skills; third, the flexibility of evaluation standards, which are formulated in accordance with the characteristics of different professions and different groups of students. Specialties and different student groups should be taken into consideration in order to formulate personalized evaluation standards that can better meet the needs of educational diversification[5]. Additionally, the flexibility of evaluation standards is important.

2.4. Effectively promoting the innovation and in-depth development of the mechanism for the integration of industry and education and school-enterprise co-operation in educating people

Industry-teaching integration and school-enterprise cooperation are important directions for the development of modern vocational education, and they play a key role in improving the quality of education, meeting the needs of the industry and promoting student employment. However, at present, the integration of industry and education and school-enterprise cooperation still face many challenges in practice, such as unsound cooperation mechanism, low participation of enterprises, and disconnection between education content and enterprise demand. The existence of these problems limits the development potential of vocational education and affects the quality and effectiveness of talent training.

The proposal and implementation of the 1+X certificate system provides a new perspective and solution to these problems. By combining academic education with vocational skills training, the system provides a new impetus and path for the innovation and development of the mechanism for the integration of industry and education and school-enterprise co-operation in educating people.

Emphasis has been placed on close cooperation with enterprises, through which schools and enterprises work together to formulate personnel training programmes and curriculum standards, so that the content of education can be more closely aligned with the actual needs of enterprises. This mode of cooperation helps to break down the traditional barriers between education and industry, realise the effective integration of educational resources and enterprise resources, and improve the practicality and relevance of education.

Enterprises are encouraged to participate in the education and teaching process, such as providing internships and practical training opportunities, participating in the teaching of the curriculum, and jointly carrying out technological research and development. This kind of in-depth participation can not only provide students with a real working environment and practical opportunities, but also help them better understand industry dynamics and technological development, and adapt to their future careers in advance.

Through the establishment of a vocational skills level certification system, students are provided with diversified career development paths. Such a certification system not only motivates students to actively participate in vocational skills training, but also helps enterprises to more accurately assess the vocational skills level of students and provide support for their employment and career development.

3. Ideas for the construction of the "Post-Course-Competition-Certificate" mode of secondary vocational education based on the 1+X certificate system

3.1. Development planning based on job competency requirements

In the construction of the "post-course-competition-certificate" integrated education model for secondary vocational education based on the 1+X certificate system, the formulation of a development plan based on the demand for job competence is the core link. The implementation of this strategy requires educators to deeply analyse and understand the development trend of the industry, the employing standards of enterprises and the specific requirements of jobs on skills, and then carry out scientific planning and reconstruction of professional curriculum standards and teaching content.

Job demand analysis is the basis for the formulation of development plans. This process requires the use of a variety of methods, including industry research, enterprise interviews, graduate tracking surveys and labour market analysis. Through these methods, educators are able to accurately grasp the specific requirements of different positions in terms of knowledge, skills and attitudes, as well as the impact of future industry trends on the demand for talents. For example, through in-depth cooperation with enterprises, it is possible to understand the key skills and work processes required for specific positions, thus providing a practical basis for curriculum development.

On the basis of job demand analyses, the reconstruction of professional curriculum standards has become the key to enhancing the adaptability of education. This involves an in-depth review of the existing curriculum system, including course objectives, content, structure and evaluation methods. Curriculum objectives need to be closely aligned with job competency requirements to ensure that students can meet industry standards through learning. The reconstruction of curriculum content, on the other hand, requires the integration of theoretical knowledge and practical skills, the strengthening of interdisciplinary learning and the cultivation of comprehensive abilities, so as to adapt to the demand for composite talents in jobs.

The updating of teaching content is also an important part of the restructuring of professional programme standards. This includes not only the updating of professional knowledge, but also involves the innovation of teaching methods and means. For example, the introduction of case teaching, project-driven learning and simulation training can enhance students' practical skills and problem-solving abilities. Meanwhile, the use of information technology, such as virtual reality and online learning platforms, can provide students with richer and more flexible learning resources.

3.2. Actively promoting the "Three Teachings" reform with the reform of the professional curriculum as the main focus

Teachers are the leaders and practitioners of education reform. In the "Three Teachings" reform, teachers' professional development and enhancement of their teaching ability are at the centre of the reform, and the 1+X certificate system encourages teachers to participate in industry training and obtain relevant vocational skills certificates in order to improve their professional skills and practical teaching ability. In this way, teachers are able to better understand the needs of the industry and incorporate the latest industry knowledge and skills into their teaching, thus improving the

relevance and effectiveness of their teaching.

Teaching materials are the carriers of teaching content and teaching methods, and the reform of professional programmes under the 1+X certificate system requires that the contents of teaching materials keep pace with the times and reflect the latest development of the industry. The preparation and updating of teaching materials need to be closely integrated with the vocational skills standards and job competence requirements, focusing on the combination of theory and practice, and strengthening case study teaching and project teaching, so as to cultivate students' practical operation ability and innovative thinking.

Teaching methodology is the concrete implementation of teaching activities, and the 1+X Certificate System advocates the adoption of diversified teaching methods, such as contextual teaching, task-driven teaching and flipped classroom, in order to stimulate students' interest and participation in learning. At the same time, the reform of teaching methods also needs to make full use of information technology, such as online teaching platforms and virtual simulation technology, to provide students with richer and more flexible ways of learning.

The role of the 1+X certificate system in the 'Three Teachings' reform is reflected in the following aspects: firstly, it provides the direction and goal of the reform, i.e., to cultivate high-quality technical and skilled talents in line with the needs of the industry; secondly, it provides a platform and opportunity for the professional development of teachers, and enhances their teaching ability and practice through the acquisition of vocational skills certificates.

Translated with DeepL.com (free version) to improve instructing ability; thirdly, it promotes innovation in the content of teaching materials and teaching methods, making teaching closer to the reality and improving the attractiveness and effectiveness of teaching; fourthly, it promotes the in-depth integration of education and the industry, and provides students with more practical opportunities and employment channels through school-enterprise co-operation and combination of work and study.

3.3. To enhance students' vocational skills in all aspects by using various competitions as a vehicle

There is a close relationship between the setting of competitions and the cultivation of vocational skills. The competitions are not only a concentrated demonstration of students' professional skills, but also a comprehensive test of their professionalism, teamwork ability, innovative thinking and problem-solving ability. By participating in various vocational skills competitions, students are able to apply the knowledge and skills they have learnt to solve practical problems under the pressure of a real working environment, which is an irreplaceable experience for the enhancement of students' vocational skills.[6] This experience is irreplaceable for the improvement of students' vocational skills.

The system encourages schools to design and conduct competitions related to the vocational skills certificates in accordance with the requirements of the 1+X certificate. These activities not only help students to obtain the corresponding vocational skills certificates, but also test and enhance their practical and professional skills through the competition process.

The 1+X Certificate System emphasises diversity and personalised development of vocational skills. Schools can design diversified competitions covering different areas of vocational skills according to the different interests and strengths of students, thereby meeting the personalised development needs of different students. Such diversified competitions will help students discover their interests and potentials in competitions and promote the all-round development of their vocational skills.

The setting of competitions under the 1+X certificate system can be closely integrated with the

employment needs of enterprises. Through co-operation with enterprises, schools can design competitions that meet the actual needs of enterprises, so that the skills learnt and demonstrated by students in competitions are closer to the reality of the workplace. This kind of school-enterprise co-operation in competition setting can not only improve students' vocational skills level, but also enhance their employment competitiveness.

3.4. Constructing a new mechanism for educating people with the vocational skills level certificate as the starting point

In the construction of the 1+X certificate system-based intermediate vocational "post-course-competition-certificate" model of integrated parenting, a new parenting mechanism is constructed with the vocational skills certificate as the starting point, which is an educational innovation aimed at realising the in-depth fusion of educational content and vocational skills. The construction principle of this parenting mechanism emphasises student-centredness, focuses on students' personalised development and career planning, and is committed to cultivating students' comprehensive qualities, including professional skills, innovation ability, teamwork and vocational literacy, in order to adapt to the rapid changes in the labour market and vocational development.[7] .

The 1+X certificate system plays a crucial role in this nurturing mechanism. It promotes innovations in teaching methods, such as project-driven, case analysis and simulation training, through the integration of curriculum content and vocational skills level standards, in order to enhance students' practical skills and their ability to solve real-life problems. At the same time, the system emphasises the establishment of a diversified assessment system that evaluates not only students' theoretical knowledge but also their vocational skills and practical abilities, thus reflecting more comprehensively students' learning outcomes and potential for career development.

It promotes the deepening of school-enterprise cooperation, and achieves the effective integration of educational resources with those of enterprises through the joint development of curricula, the formulation of teaching plans and the evaluation of learning outcomes with enterprises, so as to improve the practicality and relevance of education. This mode of co-operation provides students with learning and practice opportunities close to real working environments, which helps them better understand the needs of the industry and adapt to their future careers in advance.

The new nurturing mechanism also focuses on the guidance of students' career development. Through the provision of career guidance services, students are helped to choose appropriate vocational skills level certificates and plan their career paths according to their interests and career goals. This not only helps students to clarify their study direction, but also provides more possibilities for their career development.

4. Strategies for the Implementation of the "Post-Course-Competition-Certificate" Integration Nurturing Mode in Secondary Vocational Education Based on the 1+X Certificate System

4.1. Strategies for the implementation of "post-course" interface

The implementation of the "post-course" docking strategy requires an in-depth analysis of job requirements, which includes a comprehensive study of industry trends, enterprise employment standards and job skill requirements. Through this process, educators can accurately grasp the specific requirements of knowledge, skills and attitudes of different jobs, providing a practical basis for curriculum development. This analysis involves not only the current job requirements, but also the need to predict the impact of future industry changes on the demand for talents, in order to

cultivate talents with forward-looking skills.

Based on the results of job demand analysis, the curriculum should be adjusted and optimised accordingly. This includes updating the curriculum content to reflect the latest industry knowledge and technology, increasing the number of practical teaching sessions to enhance students' hands-on abilities, and strengthening interdisciplinary teaching to cultivate students' comprehensive literacy. The focus of the professional programmes should be on the development of students' core vocational skills, and at the same time, the development of special features of the programmes should be emphasised to meet the specific needs of different industries and jobs.[8] .

The "job-course" matching strategy should also focus on the flexibility and adaptability of curriculum implementation. This means that the curriculum should not only meet the current job requirements, but also have a certain degree of flexibility to adapt to changes in the industry and the needs of students' individual development. Through modular curriculum design and the setting of elective courses, students are provided with diversified learning paths so that they can choose the appropriate courses according to their own interests and career planning.

The 1+X certificate system provides strong support for the "job-course" interface. Through the introduction of vocational skills level certificates, educators are able to integrate industry standards and vocational skills requirements into the teaching of the curriculum and achieve the alignment of curriculum content with vocational skills level standards. This integration not only helps students to systematically master professional knowledge and skills, but also enhances their vocational qualifications and competitiveness in employment through the acquisition of industry-recognised certificates.

The implementation of the "job-course" matching strategy also requires the establishment of an effective feedback and assessment mechanism. Through regular evaluation of the effectiveness of programme implementation, educators can keep abreast of the extent to which the curriculum matches the needs of jobs, as well as students' satisfaction with the curriculum and learning outcomes. Such feedback is crucial to the continuous improvement and optimisation of the curriculum.

4.2. Strategies for the implementation of the integration of "lessons and certificates"

The implementation strategy of "curriculum and certificate" integration requires educators to have an in-depth understanding of the standards and requirements of vocational skills certificates and to integrate these standards into the design of curricula and the teaching and learning process. This means that curriculum content should cover not only theoretical knowledge but also practical skills and operational procedures related to the certificate. In this way, students are able to have direct contact with skills and knowledge that are closely related to their future workplaces in the learning process, thus enhancing the relevance and practicality of their vocational skills.

Emphasis is placed on dynamic updating and continuous improvement of curriculum content. As the industry develops and technology advances, the requirements for vocational skills are constantly changing. Therefore, educators need to review and update the curriculum content regularly to ensure that the teaching and learning content is in line with the latest vocational skills standards. This process of dynamic updating helps students to acquire the latest industry knowledge and skills and enhance their ability to adapt to future career development.

Establishing an effective mechanism for the implementation and evaluation of teaching. This includes setting clear teaching objectives, designing rational teaching activities, adopting diversified teaching methods and establishing a scientific evaluation system. Through these mechanisms, educators can ensure that students meet the requirements of the vocational skills level certificate in their programme of study and are able to effectively apply the knowledge and skills they have learnt

in practice[9] .

Evaluation of the effectiveness of the implementation of the 1+X certificate system is another important aspect of the "curriculum and certificate" integration strategy. Through regular assessment and feedback, educators can understand the effectiveness of the implementation of the "curriculum and certificate" integration strategy, including the learning outcomes of students, the degree of mastery of vocational skills, as well as the alignment of the programme content with vocational skills standards. These assessment results are crucial to the continuous improvement and optimisation of the curriculum, helping educators to make timely adjustments to their teaching strategies and improve the quality of education and the vocational skills of students.

4.3. Strategies for the implementation of "classroom and competition" integration

The way in which course teaching is combined with skills competitions is first reflected in the design of the teaching content. The content of the curriculum should be closely related to the competition programme to ensure that the theoretical knowledge and skills learnt by students in the classroom can be applied and tested in the competition. This combination requires educators to analyse in depth the characteristics and requirements of the competitions and integrate them into the teaching of the curriculum, so that students can gradually master the skills required for the competitions in the learning process.

Emphasis is placed on innovation in teaching methods. Educators should adopt teaching methods such as task-driven and project-oriented to encourage students to learn and apply knowledge in the process of solving practical problems. Through simulated competition environments, students are able to learn and practice under pressure, which helps to develop their resilience and innovative thinking.

Establishment of an effective mechanism for testing skills enhancement. Such a mechanism tests students' mastery of professional skills through regular skills competitions and assessment activities. Competition results and feedback can be used as an important basis for evaluating students' learning outcomes, providing educators with direct information on the effectiveness of teaching and thus guiding the adjustment of teaching content and methods.

Through the introduction of vocational skills level certificates, educators are able to align competition programmes with vocational skills standards and ensure that competition activities are consistent with the training objectives of vocational skills. Students' performance in competitions is not only a test of their professional skills, but also a demonstration of their learning achievements in the process of obtaining the vocational skills level certificate.

5. Conclusion

The principle of constructing a diversified evaluation system firstly emphasises the comprehensiveness of the evaluation, that is, the evaluation should cover not only the students' knowledge mastery, but also their practical skills, innovation ability, teamwork and other aspects of their abilities. This comprehensiveness reflects the diversification of educational objectives and ensures that students' abilities in different aspects can be cultivated and developed.

The assessment criteria and process should be open and transparent to ensure that all students are assessed under the same conditions and that the results truly reflect student learning. Such fairness and transparency will help to enhance the credibility of the assessment and boost the confidence of students and parents in the education process[10] .

Evaluation is not a one-time summative assessment, but an ongoing process that provides timely feedback on students' learning progress and problems, and provides a basis for continuous improvement in teaching. This dynamic and developmental nature helps to stimulate students'

learning motivation and promote their continuous progress.

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