

A Study on the Questioning Features of the "Knowledge and Ability of Care and Education" in Preschool Teacher Qualification Examination from 2019 to 2024

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Abstract: Based on the syllabus of the preschool teacher qualification examination, this study comparatively analyzes the 11 written examinations of "Knowledge and Ability of Care and Education" from 2019 to 2024 in terms of "examination point coverage rate", "proportion of question scores", and "distribution of module question types". The research found that there are certain differences between the test questions of "Knowledge and Ability of Care and Education" in the past six years and the syllabus in the above three aspects. Accordingly, relevant preparation suggestions are put forward to improve the pass rate of the written examination of the preschool teacher qualification and provide enlightenment for subsequent related research.

1. Introduction

“A hundred-year plan hinges on education; the plan for education hinges on teachers.”^[1] Preschool education, as the cornerstone of basic education, is related to the future of the country and the nation. The Preschool Teacher Qualification Examination, as a teacher qualification examination, has its examination question characteristics studied, which not only helps students majoring in preschool education to clarify the key points of review and preparation, but also benefits the makers of early childhood education policies to understand the current situation and existing problems of the examination. Thus, it ensures the objectivity and fairness of the examination and selects more outstanding early childhood education talents.

2. Research Design

2.1. Research Subjects and Methods

This study takes the 11 sets of "Knowledge and Ability of Care and Education" test papers from 2019 to 2024 as the research objects, and uses SPSS software to conduct statistical analysis and reliability tests on the relevant results.

2.2. Research Process

2.2.1. Examination Syllabus Coding

"Knowledge and Ability of Care and Education" covers seven major knowledge modules. According to the provisions on the structure of the test paper in the syllabus^[2], the seven modules are respectively marked as A—Preschool Children's Development, B—Principles of Preschool Education, and the rest of the modules are marked as C. See table 1 for details.

Table 1: Coding of the Structure of "Knowledge and Ability of Care and Education" Test Paper

Knowledge Dimension	The specific examination content corresponds to the cognitive process dimension
preschool children's development (A)	1. Comprehend the meaning, process, and influencing factors of infant and toddler development, etc. (A1) 2. Understand the basic viewpoints of the main schools of child development theory and their representative figures, and be able to apply the relevant knowledge to analyze and discuss practical issues of child development. (A2) 3. Understand the age characteristics and developmental trends of infants' and toddlers' physical and mental development, and be able to apply the relevant knowledge to analyze the appropriateness of education. (A3) 4. Master the basic laws and features of young children's physical and motor development, and be able to apply them in educational activities. (A4) 5. Master the basic laws and features of young children's cognitive development, and be able to apply them in educational activities. (A5) 6. Master the basic laws and features of young children's emotional and affective development, and be able to apply them in educational activities. (A6) 7. Master the basic laws and features of young children's personality and social development, and be able to apply them in educational activities. (A7) 8. Comprehend the individual differences in children's development, understand the reasons for the formation of individual differences, and be able to apply the relevant knowledge to analyze issues in education. (A8) 9. Master basic research methods such as observation, conversation, work analysis, and experiments, and be able to apply these methods to gain a preliminary understanding of the developmental status and educational needs of young children. (A9) 10. Understand the common problems or obstacles in young children's physical and psychological development, such as developmental delays, obesity, autistic tendencies, etc. (A10)
principles of preschool education (B)	1. Comprehend the nature, purpose, and function of education, and understand the relationship between education and politics, economy, and human development, and be able to apply educational principles to analyze real-world issues in education. (B1) 2. Understand the nature and significance of early childhood education, and comprehend the objectives and tasks of early childhood education in China. (B2) 3. Be familiar with a brief history of early childhood education in China and abroad and the educational thoughts of renowned educators, and be able to analyze current issues in early childhood education in conjunction with these ideas. (B3) 4. Comprehend the basic principles of preschool education, understand the fundamental characteristics of kindergarten education, and be able to analyze issues in educational practice. (B4) 5. Understand the rationale for using play as the fundamental activity in kindergartens. (B5) 6. Comprehend the importance of creating a kindergarten environment. (B6) 7. Understand the purpose and significance of classroom management in kindergartens. (B7) 8. Master the basic viewpoints and requirements of the "Preschool Education Guidance Outline (Trial)" regarding the goals, content, implementation, and evaluation of kindergarten educational activities. (B8) 9. Be aware of the reform dynamics and development trends of early childhood education in China. (B9)
life guidance	1. Familiar with the main segments of a kindergarten day, and comprehend the educational significance of daily life. (C1) 2. Understand the requirements for routine education in children's lives and methods for fostering good living and hygiene habits in children. (C2) 3. Be aware of the basic knowledge regarding children's health care routines, disease prevention, and nutrition. (C3) 4. Be informed about common safety issues in kindergartens and their handling methods, and be knowledgeable about emergency response methods for sudden events such as fires and earthquakes. (A4)
environmental creation	1. Familiar with the principles and basic methods of creating a kindergarten environment. (C5) 2. Understand the functions of common activity areas, and be able to apply relevant knowledge to analyze the setup of activity areas and propose improvement suggestions. (C6)
Game Activity Guidance	3. Be aware of the impact of the psychological environment on children's development, and comprehend the significant role of teachers' attitudes and behaviors in the formation of children's psychological environments. (C7) 4. Comprehend the importance of coordinating various educational forces, such as family and community, and understand the basic methods of communication and interaction with parents. (C8)
Organization and Implementation of Educational Activities	1. Familiar with the types of children's games, as well as the characteristics and main functions of various games. (C9) 2. Understand the characteristics of games for children at different age stages, and be able to provide appropriate materials to support children's games, and give necessary guidance as needed. (C10)
Educational Evaluation (C)	1. Be able to select educational content based on educational objectives and children's interests, needs, and age characteristics, determine activity goals, and design educational activity plans. (C11) 2. Master the basic knowledge and corresponding educational methods in areas such as children's health, language, society, science, and arts. (C12) 3. Comprehend the significance and methods of integrating education across various domains, and be able to design and carry out educational activities in an integrated manner. (C13) 4. Be able to choose appropriate interactive methods based on the needs of children during activities, and motivate children's participation in activities. (C14) 5. Be able to provide guidance based on the individual differences of children during activities. (C15)
	1. Understand the purposes and methods of kindergarten education evaluation, and be able to evaluate and reflect on childcare education work. (C16) 2. Be able to utilize evaluation tools to discover issues that arise in educational activities, and propose improvement suggestions. (C17)

2.2.2. Question Coding

The modules and examination content involved in the 11 sets of "Knowledge and Ability of Care and Education" test papers are coded according to table 1. See table 2 for details.

Table 2 Coding of Modules and Examination Content of "Knowledge and Ability of Care and Education" from 2019 to 2024

Q. No.	Q.type	2019 (I)		2019 (II)		2020 (I)		2021 (I)		2021 (II)		2022 (I)		2022 (II)		2023 (I)		2023 (II)		2024 (I)		2024 (II)	
		Mod.	Cont.	Mod.	Cont.	Mod.	Cont.	Mod.	Cont.	Mod.	Cont.	Mod.	Cont.	Mod.	Cont.	Mod.	Cont.	Mod.	Cont.	Mod.	Cont.	Mod.	Cont.
1	S.Q.	B	B2	A	A5	C	C9	C	C3	A	A2	C	C3	B	B4	A	A9	C	C3	A	A5	A	A2
2	S.Q.	A	A5	B	B8	B	B8	C	C9	A	A5	B	B1	B	B2	C	C4	B	B8	A	A3	A	A7
3	S.Q.	A	A5	A	A5	A	A5	A	A9	C	C4	C	C5	B	B4	A	A4	A	A8	B	B8	A	A5
4	S.Q.	C	C11	A	A6	A	A5	C	C11	A	A5	A	A5	B	B8	A	A6	B	B3	A	A7	B	B3
5	S.Q.	A	A5	A	A7	B	B3	A	A5	A	A7	A	A6	C	C1	C	C3	C	C16	C	C3	A	A5
6	S.Q.	A	A4	A	A9	A	A7	B	B3	B	B8	C	C9	A	A9	A	A10	A	A4	B	B8	A	A7
7	S.Q.	A	A3	B	B1	A	A7	C	C3	B	B4	B	B3	A	A5	A	A2	A	A6	A	A7	B	B8
8	S.Q.	B	B8	C	C16	A	A7	A	A7	C	C4	A	A1	A	A1	A	A5	C	C10	C	C16	C	C9
9	S.Q.	B	B8	C	C3	A	A2	A	A2	A	A6	A	A4	A	A7	A	A8	A	A2	B	B8	B	B7
10	S.Q.	A	A2	A	A2	C	C3	A	A2	B	B4	A	A2	A	A6	B	B3	A	A2	B	B3	C	C12
11	B.Q.	B	B4 B8	B	B1	C	C8	A	A7	C	C12	C	C9	A	A5	A	A5	C	C3	C	C3	A	A7
12	B.Q.	A	A5	A	A5	A	A7	C	C12 C3	A	A4	C	C3 A4	C	C9	B	B4 B8	A	A7	A	A5	C	C2
13	A.Q.	B C	B2 C9	C	C1	B	B7	B	B5	C	C8	C	C1	B	B3 B4	B	B8	B	B4	C	C13	off-syllabus	
14	M.A.T.	A	A2 A5	A	A3 A8	A	A5 A8	C	C9	A	A7 B4	A	A5	A	A7	A	A7	C	C10	A	A2	A C	A7 C7, C8
15	M.A.T.	C	C9 C10	C	C9	C	C9 C10	C	C8	A	A4	C	C12	C	C5	A	A7	B	B8	B	B4	C	C9
16	A.D.Q.	C	C11 C13	C	C11	C	C11 C13	C	C11	C	C11	C	C11	C	C11	C	C11	C	C11 C13	C	C11	C	C11 C13

Note: The first half of the year exam is abbreviated as "I," and the second half of the year exam is abbreviated as "II." The question number is recorded as Q.No. The question type is denoted as Q.type. Module is abbreviated as Mod. Content is abbreviated as Cont. MCQ (Multiple Choice Question), BQ (Brief Question), MAT (Material Analysis Question), AQ (Argumentative Question), Activity Design Question (ADQ). The same as above.

2.2.3. Reliability Analysis

To ensure the reliability of the results, the 11 sets of "Knowledge and Ability of Care and Education" test papers were coded twice. The Cronbach's Alpha coefficient test was conducted on the results of the two codings using SPSS software. The results are detailed in table 3.

Table 3: Cronbach's Alpha Coefficient Test for Double Coding of "Knowledge and Ability of Care and Education" from 2019 to 2024

Year	2019 (I)	2019 (II)	2020 (I)	2021 (I)	2021 (II)	2022 (I)	2022 (II)	2023 (I)	2023 (II)	2024 (I)	2024 (II)
Alpha Coefficient	0.956	0.980	0.863	0.983	0.900	0.928	0.978	0.947	0.870	0.958	0.931

According to table 3, the Cronbach's Alpha coefficient of the 11 sets of "Knowledge and Ability of Care and Education" test papers is all greater than 0.7^[3], indicating that the above coding analysis method is relatively reliable.

3. Analysis of Research Results

3.1. Examination Point Coverage Rate

The total number of examination points is obtained by adding up the specific examination contents contained in the seven modules of the syllabus. As shown in table 1, Module 1 has a total

of 10 items in the syllabus; Module 2 has a total of 9 items; Module 3 has a total of 17 items. Therefore, the total number of examination points is A (10) + B (9) + C (17) = 36. According to table 2, the number of examination points in the 11 sets of "Knowledge and Ability of Care and Education" test papers is counted. See table 4 for details.

Table 4: Statistics of the Number of Examination Points in the 11 Sets of "Knowledge and Ability of Care and Education" Test Papers from 2019 to 2024

2019 (I)		2019 (II)		2020 (I)		2021 (I)		2021 (II)		2022 (I)		2022 (II)		2023 (I)		2023 (II)		2024 (I)		2024 (II)	
EP	total	EP	total	EP	total	EP	total	EP	total	EP	total	EP	total	EP	total	EP	total	EP	total	EP	total
A1	0	A1	0	A1	0	A1	0	A1	0	A1	1	A1	1	A1	1	A1	0	A1	0	A1	0
A2	2	A2	1	A2	1	A2	2	A2	1	A2	1	A2	0	A2	1	A2	2	A2	1	A2	1
A3	1	A3	1	A3	0	A3	0	A3	0	A3	0	A3	0	A3	0	A3	0	A3	1	A3	0
A4	1	A4	0	A4	0	A4	0	A4	2	A4	2	A4	0	A4	0	A4	1	A4	0	A4	0
A5	5	A5	3	A5	3	A5	1	A5	2	A5	2	A5	2	A5	2	A5	0	A5	2	A5	2
A6	0	A6	1	A6	0	A6	0	A6	1	A6	1	A6	1	A6	1	A6	1	A6	0	A6	0
A7	0	A7	1	A7	4	A7	2	A7	2	A7	0	A7	2	A7	2	A7	1	A7	2	A7	4
A8	0	A8	1	A8	1	A8	0	A8	0	A8	0	A8	0	A8	1	A8	1	A8	0	A8	0
A9	0	A9	1	A9	0	A9	1	A9	0	A9	0	A9	1	A9	1	A9	0	A9	0	A9	0
A10	0	A10	0	A10	0	A10	0	A10	0	A10	0	A10	0	A10	1	A10	0	A10	0	A10	0
B1	0	B1	2	B1	0	B1	0	B1	0	B1	1	B1	0	B1	0	B1	0	B1	0	B1	0
B2	2	B2	0	B2	0	B2	0	B2	0	B2	0	B2	1	B2	0	B2	0	B2	0	B2	0
B3	0	B3	0	B3	1	B3	1	B3	0	B3	1	B3	1	B3	1	B3	1	B3	1	B3	1
B4	1	B4	0	B4	0	B4	0	B4	3	B4	0	B4	3	B4	1	B4	1	B4	1	B4	0
B5	0	B5	0	B5	0	B5	1	B5	0	B5	0	B5	0	B5	0	B5	0	B5	0	B5	0
B6	0	B6	0	B6	0	B6	0	B6	0	B6	0	B6	0	B6	0	B6	0	B6	0	B6	0
B7	0	B7	0	B7	1	B7	0	B7	0	B7	0	B7	0	B7	0	B7	0	B7	0	B7	1
B8	3	B8	1	B8	1	B8	0	B8	1	B8	0	B8	1	B8	1	B8	2	B8	3	B8	1
B9	0	B9	0	B9	0	B9	0	B9	0	B9	0	B9	0	B9	0	B9	0	B9	0	B9	0
C1	0	C1	1	C1	0	C1	0	C1	0	C1	1	C1	1	C1	0	C1	0	C1	0	C1	0
C2	0	C2	0	C2	0	C2	0	C2	0	C2	0	C2	0	C2	0	C2	0	C2	0	C2	1
C3	0	C3	1	C3	1	C3	3	C3	0	C3	2	C3	0	C3	1	C3	2	C3	2	C3	0
C4	0	C4	0	C4	0	C4	0	C4	2	C4	0	C4	0	C4	1	C4	0	C4	0	C4	0
C5	0	C5	0	C5	0	C5	0	C5	0	C5	1	C5	1	C5	0	C5	0	C5	0	C5	0
C6	0	C6	0	C6	0	C6	0	C6	0	C6	0	C6	0	C6	0	C6	0	C6	0	C6	0
C7	0	C7	0	C7	0	C7	0	C7	0	C7	0	C7	0	C7	0	C7	0	C7	0	C7	1
C8	0	C8	0	C8	1	C8	1	C8	1	C8	0	C8	0	C8	0	C8	0	C8	0	C8	1
C9	2	C9	1	C9	2	C9	2	C9	0	C9	2	C9	1	C9	0	C9	0	C9	0	C9	2
C10	1	C10	0	C10	1	C10	0	C10	0	C10	0	C10	0	C10	0	C10	2	C10	0	C10	0
C11	2	C11	1	C11	1	C11	2	C11	1	C11	1	C11	1	C11	1	C11	1	C11	1	C11	1
C12	0	C12	0	C12	0	C12	1	C12	1	C12	1	C12	0	C12	0	C12	0	C12	0	C12	1
C13	1	C13	0	C13	1	C13	0	C13	0	C13	0	C13	0	C13	0	C13	1	C13	1	C13	1
C14	0	C14	0	C14	0	C14	0	C14	0	C14	0	C14	0	C14	0	C14	0	C14	0	C14	0
C15	0	C15	0	C15	0	C15	0	C15	0	C15	0	C15	0	C15	0	C15	0	C15	0	C15	0
C16	0	C16	1	C16	0	C16	0	C16	0	C16	0	C16	0	C16	0	C16	1	C16	1	C16	0
C17	0	C17	0	C17	0	C17	0	C17	0	C17	0	C17	0	C17	0	C17	0	C17	0	C17	0

Note: Examination Point is abbreviated as "EP"

By adding the number of items A, B, and C in each test paper, the total number of examination points for that paper is obtained. Dividing the "total number of examination points in the test paper" by the "total number of examination points in the syllabus" yields the coverage rate of examination points for that set of test papers^[4]. The specific results are shown in table 5.

Table 5: Coverage Rate of Examination Points in the 11 Sets of "Knowledge and Ability of Care and Education" Test Papers from 2019 to 2024

Year	2019 (I)	2019 (II)	2020 (I)	2021 (I)	2021 (II)	2022 (I)	2022 (II)	2023 (I)	2023 (II)	2024 (I)	2024 (II)
A Total	A (4)	A (7)	A (4)	A (4)	A (5)	A (5)	A (5)	A (8)	A (5)	A (4)	A (7)
B Total	B (3)	B (2)	B (3)	B (2)	B (2)	B (2)	B (4)	B (3)	B (3)	B (3)	B (3)
C Total	C (4)	C (5)	C (6)	C (5)	C (4)	C (6)	C (4)	C (3)	C (5)	C (4)	C (8)
Total Examination Points	11	14	13	11	11	13	13	14	13	11	18
Examination Point Coverage Rate	30.6%	38.9%	36.1%	30.6%	30.6%	36.1%	36.1%	38.9%	36.1%	30.6%	50%

As shown in table 5, the highest coverage rate of examination points in the 11 sets of test papers is 50% (2024 II), and the lowest coverage rate is 30.6% (2019 I, 2021 I & II, 2024 I), with an average examination point coverage rate of 35.87%. In addition, as shown in table 4, the examination points in Module A are concentrated in A2, A5 and A7; those in Module B are concentrated in B3, B4 and B8; and those in Module C are concentrated in C3, C9 and C11. There are also several examination points that have not been examined at all in the 11 examinations.

In summary, the examination content of the 11 tests is relatively concentrated and does not adequately cover the 36 examination points stipulated in the syllabus.

3.2. Comparison of Test Question Weighting with Syllabus Weighting Ratio

Scores are assigned to each question according to table 2. For example, question 1 in the 2019 (I) examines Module 2. Since this question is a multiple-choice question, it is marked as B3^[5], thus obtaining table 6.

Table 6: Scoring Statistics of the 11 Sets of "Knowledge and Ability of Care and Education" Test Papers from 2019 to 2024

Q. No.	Q.type	2019 (I)	2019 (II)	2020 (I)	2021 (I)	2021 (II)	2022 (I)	2022 (II)	2023 (I)	2023 (II)	2024 (I)	2024 (II)
		Score Value	Score Value	Score Value	Score Value	Score Value	Score Value	Score Value	Score Value	Score Value	Score Value	Score Value
1	S.Q.	B3	A3	C3	C3	A3	C3	B3	A3	C3	A3	A3
2	S.Q.	A3	B3	B3	C3	A3	B3	B3	C3	B3	A3	A3
3	S.Q.	A3	A3	A3	A3	C3	C3	B3	A3	A3	B3	A3
4	S.Q.	C3	A3	A3	C3	A3	A3	B3	A3	B3	A3	B3
5	S.Q.	A3	A3	B3	A3	A3	A3	C3	C3	C3	C3	A3
6	S.Q.	A3	A3	A3	B3	B3	C3	A3	A3	A3	B3	A3
7	S.Q.	A3	B3	A3	C3	B3	B3	A3	A3	A3	A3	B3
8	S.Q.	B3	C3	A3	A3	C3	A3	A3	A3	C3	C3	C3
9	S.Q.	B3	C3	A3	A3	A3	A3	A3	A3	A3	B3	B3
10	S.Q.	A3	A3	C3	A3	B3	A3	A3	B3	A3	B3	C3
11	B.Q.	B15	B15	C15	A15	C15	C15	A15	A15	C15	C15	A15
12	B.Q.	A15	A15	A15	C15	A15	A8,C7	C15	B15	A15	A15	C15
13	A.Q.	B4,C16	C20	B20	B20	C20	C20	B20	B20	B20	C20	off- syllabus
14	M.A.T.	A20	A20	A20	C20	A4,B16	A20	A20	A20	C20	A20	A8,C12
15	M.A.T.	C20	C20	C20	C20	A20	C20	C20	A20	B20	B20	C20
16	A.D.Q.	C30	C30	C30	C30	C30	C30	C30	C30	C30	C30	C30

By adding up the scores of each item in modules A, B, and C of each test paper, the total score of each module is obtained. Based on the full score of 150 points for the test paper, the proportion of scores for the three major modules of each test paper can be calculated and compared with the score proportion set by the syllabus. See table 7 details.

Table 7: Comparison of the Proportion of Scores for the Three Major Modules of "Knowledge and Ability of Care and Education" with the Syllabus from 2019 to 2024

Year	Preschool Child Development (A)	Principles of Preschool Education (B)	Other Modules (C)
2019 (I)	53 (35.3%)	28 (18.7%)	69 (46.0%)
2019 (II)	53 (35.3%)	21 (14.0%)	76 (50.7%)
2020 (I)	53 (35.3%)	26 (17.3%)	71 (47.3%)
2021 (I)	30 (20.0%)	23 (15.3%)	97 (64.7%)
2021 (II)	54 (36.0%)	25 (16.7%)	71 (47.3%)
2022 (I)	43 (28.7%)	6 (4.0%)	101 (67.3%)
2022 (II)	50 (33.3%)	32 (21.3%)	68 (45.3%)
2023 (I)	76 (50.7%)	38 (25.3%)	36 (24.0%)
2023 (II)	30 (20.0%)	46 (30.7%)	74 (49.3%)
2024 (I)	47 (31.3%)	32 (21.3%)	71 (47.3%)
2024 (II)	38 (25.3%)	9 (6.0%)	83 (55.3%)
Average of 11 Exam Papers	48 (31.9%)	26 (17.3%)	74 (49.5%)
Syllabus Requirements	46.5 (31.0%)	49.5 (33.0%)	54 (36.0%)

As shown in table 7, the proportion of examination points and scores for the three major modules in the 11 examinations, from highest to lowest, is as follows: Module C, Module A, and Module B. This is different from the order set by the syllabus: Module C, Module B, and Module A. Additionally, in the first half of 2023 examination, there was an exchange in the examination proportion order between Module A and Module C

In summary, there is a discrepancy between the examination focus set by the syllabus and the actual examination focus. This is mainly manifested in the examination proportion of Module A being far beyond that of Module B as stipulated by the syllabus.

3.3. Comparison of Module Question Types with the Syllabus

Based on table 6, the distribution of question types for the three major modules in the 11 examinations was counted and compared with the syllabus. The results are shown in table 8.

Table 8: Distribution of Question Types for Each Module of "Knowledge and Ability of Care and Education" from 2019 to 2024

Year	Preschool Child Development (A) /Question Count	Principles of Preschool Education (B) /Question Count	Other Modules (C) /Question Count
2019 (I)	MCQ (6) ,BQ (1) ,MAT (1) *	MCQ (3) ,BQ (1) ,AQ (1) *	MCQ (1) , AQ (1) *,MAT (1) , ADQ (1)
2019 (II)	MCQ (6) ,BQ (1) ,MAT (1) *	MCQ (2) ,BQ (1)	MCQ (2) , AQ (1) *,MAT (1) , ADQ (1)
2020 (I)	MCQ (6) ,BQ (1) ,MAT (1) *	MCQ (2) ,AQ (1) *	MCQ (2) ,BQ (1) *,MAT (1) , ADQ (1)
2021 (I)	MCQ (5) ,BQ (1)	MCQ (1) ,AQ (1) *	MCQ (4) ,BQ (1) *,MAT (2) , ADQ (1)
2021 (II)	MCQ (5) ,BQ (1) ,MAT (2) *	MCQ (3) ,MAT (1)	MCQ (2) ,BQ (1) *,ADQ (1) , AQ (1) *
2022 (I)	MCQ (5) ,BQ (1) ,MAT (1) *	MCQ (2)	MCQ (3) , MAT (1) ,ADQ (1) BQ (2) *,AQ (1) *
2022 (II)	MCQ (5) ,BQ (1) ,MAT (1) *	MCQ (4) ,AQ (1) *	MCQ (1) ,BQ (1) *,MAT (1) , ADQ (1)
2023 (I)	MCQ (7) ,BQ (1) ,MAT (2) *	MCQ (1) ,BQ (1) ,AQ (1) *	MCQ (2) ,ADQ (1)
2023 (II)	MCQ (5) ,BQ (1)	MCQ (2) , MAT (1) ,AQ (1) *	MCQ (3) ,BQ (1) *,MAT (1) , ADQ (1)
2024 (I)	MCQ (4) ,BQ (1) ,MAT (1) *	MCQ (4) ,MAT (1)	MCQ (2) ,BQ (1) *,ADQ (1) , AQ (1) *
2024 (II)	MCQ (5) ,BQ (1) ,MAT (1) *	MCQ (3)	MCQ (2) ,BQ (1) *,MAT (2) , ADQ (1)
Syllabus Requirements	MCQ,BQ,AQ	MCQ,BQ,MAT	MCQ,MAT,ADQ

Note: Any content beyond the syllabus requirements is marked with an asterisk (*) in the upper right corner.

As shown in table 8, in terms of multiple-choice questions, all three major modules were involved in the 11 examinations, which is in line with the question type distribution structure stipulated by the syllabus. Regarding brief questions, only three examinations (2019 I & II, 2023 I)

met the syllabus's stipulated combination of Modules A and B. In terms of argumentative questions, among the 11 examinations, six were from Module B and five were from Module C, none of which complied with the syllabus's stipulation that questions should come from Module A. For material analysis questions, only one examination (2023 II) met the syllabus's stipulated combination of Modules B and C. As for activity design questions, all 11 examinations were from Module C, which is in accordance with the syllabus's stipulated question source.

4. Exam Preparation Suggestions

In view of the differences between the 11 written examinations for preschool teacher qualification and the syllabus in terms of examination point coverage rate, proportion of question scores, and distribution of module question types, the following preparation suggestions are put forward.

4.1. Strengthen the analysis of real exam questions and focus on high-frequency examination points

Reassess the guiding role of the syllabus in the proposition of the preschool teacher qualification examination, and strengthen the analysis and summary of the examination points in the written tests of the preschool teacher qualification over the years. For example, Module B focuses on mastering the principles of preschool education and the theoretical views of Chinese and foreign educational thinkers, and being able to use the above knowledge points to solve practical problems. By practicing the relevant modules in a targeted manner, one can improve their pass rate in the written test for preschool teacher qualification.

4.2. Integrating courses, positions, certifications, and competitions to comprehensively empower development

In terms of question scores and distribution of question types, Module C accounts for a large number of subjective question examination points and nearly half of the total score on the test paper. Moreover, this module is closely related to the job responsibilities of kindergarten teachers, the "1+X" infant care requirements, and vocational skill competitions. Therefore, the preschool teacher qualification examination should not only be prepared for intensively before the exam, but also be integrated into daily professional knowledge learning and skill training. At the same time, professional students and other candidates should combine their internship experiences in kindergartens, draw on the training experience for the "1+X" infant care qualification certificate and vocational skill competitions, and take multiple measures to comprehensively improve their overall skills, thereby achieving high-quality employment and development.

4.3. Overcome the psychology of laziness and enhance adaptability

Given the differences between the "Knowledge and Ability of Care and Education" test questions and the syllabus over the past six years, such as low examination point coverage rate, concentrated examination points, flexible question types, and occasional syllabus overruns, candidates should overcome laziness and actively utilize diverse resources to comprehensively eliminate blind spots in their professional knowledge and make up for shortcomings. At the same time, they should learn to regulate negative emotions such as pre-exam tension and anxiety to enhance their adaptability in the preschool teacher qualification examination, thereby performing at their best level.

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