

A QUALITATIVE ANALYSIS ON KOREAN HISTORY TEST OF COLLEGE SCHOLASTIC ABILITY TEST IN SOUTH KOREA

Jihye Bae *

Seoul Tosung Primary School, South Korea
Bae@stud.uni-heidelberg.de

Abstract— This article analyzed Korean history tests in the college entrance exam of the recent five years in South Korea. The purpose of this study is to analyze the form and contents of Korean history questions in the CSAT and suggest improvements. The research method conducted is the Qualitative Contents Analysis using Atlas.ti. This study found three points: first, the multiple-choice test has limitations to evaluate history competencies. Second, half of the test questions deal with hostile international relations. Third, narratives in questions take the viewpoint of the ruling class and political theme take more than seventy percent. This study argues that the form of the history test of CSAT should be changed into essay writing and the test questions should focus on the history contents for peace and democracy education.

Keywords— Qualitative Contents Analysis, Atlas.ti, History Test, College Scholastic Ability Test (CSAT), Nationalism, Multiple Choice Test, South Korea

1. INTRODUCTION

The OECD comparative study of international education largely categorizes university admissions into two types: open admissions (open enrollment) and selective admissions. The open admission system is implemented in most Western European countries, including Germany, France, and Canada. Students are recognized for their ability necessary for studying at the university through graduation exams at the end of the year of upper secondary grammar schools. Therefore, passing the graduation exam basically guarantees admission to the university, except for the admission to departments that have more applicants such as medical studies. The selective admission system is implemented in East Asian countries such as Japan and South Korea (hereafter Korea) and in Eastern Europe such as Hungary and Poland (OECD 2019, pp. 524–543). Universities select students based on school grades and activity records, scores of college entrance exams, essay writing, and interviews.

2. LITERATURE REVIEW

2.1. UNIVERSITY ADMISSION SYSTEM IN GENERAL

The selective university admission system in Korea is for graduates of high schools and their equivalents. Universities select students based on Grade point averages of high school, a national level standardized test named the College Scholastic Ability Test (CSAT),

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* Corresponding Author



candidate interviews, essay, or practical exams. In Korea, high school graduation is possible regardless of grades by completing a course at upper secondary school. In other words, there is no graduate test. Vocational high school graduates can apply to college same as for graduates of grammar school graduates.

Table I. Different Types of University Admission in Korea

Type (by highest proportion)	Evaluation Criteria	Admission time
High School Transcript	Grade Point Average, Extra-curricular activities, Volunteer work, Future hopes, Aptitudes and Teachers' comments	Early
Essay	essay writing on subjects determined by the college	Early
Performance	Music, art, sport performance test by the college	Early / Late Regular
CSAT	Score of the College Scholastic Ability Test	Late Regular

The admission can be divided into early admission and late regular time admission according to the timing. The early admission is to decide the university based on GPA and other high school records during the second semester of the third year of high school. In the early Admission, applicants may apply up to six times for early-decision admission. If an applicant applies more than six times, all applications received after the sixth submission will be canceled. Those who are offered an early admission permission may not apply for the late regular admissions regardless of whether they enrolled (KCUE 2020). As shown in Table II, the form of the early admission is a relatively new introduced in 2002. In the early admission, high school grade plays an important role (Edazine 2019).

Table II. Changes of Admission System by Year

year	The Early Admission		The late Regular Admission	
	Freshman quota	Proportion (%)	Freshman quota	Proportion (%)
2002	107,821	28.8	266,063	71.2
2005	174,979	44.3	219,400	56.7
2010	219,024	57.9	159,117	42.1
2015	241,093	64.2	135,774	35.8
2020	268,774	77.3	79,090	22.7

2.2. THE COLLEGE SCHOLASTIC ABILITY TEST, CSAT

The CSAT was introduced in 1994 with the aim of measuring comprehensive thinking ability from the criticism that the previous university entrance examination evaluated only memorization ability. The contents and methods of the CSAT have been revised several times. Since 2002, the importance of the CSAT is decreasing as the ratio of the early admission, evaluating through high school achievement has increased. However, most universities set a minimum score of CSAT and give a conditional admission. Students must submit the CSAT test score that satisfies the criteria to be fully admitted. In addition, most of the late regular admissions, which occupy about 20% of the total, are conducted heavily based on the CSAT (dhnews 2020). The CSAT still plays an important role in college entrance exams. Therefore, the content of the SCAT and the format of its questions have a large influence on the learning of high school students.

The CSAT is conducted across the country at the same time on a specific date in late November every year. As seen in Table III, on the day, tests of Korean, Mathematics, English, Korean History, two electives from social studies and science subjects, and one additional elective subject of a second language and Chinese character are all conducted. Korean, Math, English, and Korean History are compulsory. Since the CSAT have a significant impact on college admission, most companies and schools start the day after ten

AM on the day for the convenience of examinees mobility to the test site. Every year, episodes such as a police officer dropping an examinee who is late to the test site are introduced in the newspaper. During the listening test of the Korean and foreign language tests, both takeoff and landing of airplanes are adjusted for the stability of broadcast. In 2020, the CSAT was conducted on December third, about two weeks later than the usual schedule due to the Corona Pandemic (KICE 2020).

Table III. The Time Plan of the CSAT

period	subject	time (minutes)	number of questions	etc.
Entering the room - 08 : 10				
1	Korean	08 : 40 ~ 10 : 00 (80)	45	
Break - 10 : 00 ~ 10 : 20 (20)				
2	Mathematics	10 : 30 ~ 12 : 10 (100)	30	
Lunch - 12 : 10 ~ 13 : 00 (50)				
3	English	13 : 10 ~ 14 : 20 (70)	45	including listening test, 17 questions 25 minutes from 13:10
Break - 14 : 20 ~ 14 : 40 (20)				
4	Korean History	14 : 50 ~ 15 : 20 (30)	20	
	Break and exam distribution	15 : 20 ~ 15 : 30 (10)		
	elective 1	15 : 30 ~ 16 : 00 (30)	20	two electives from social and natural science (102 minutes in total)
	exam hand-in and distribution	16 : 00 ~ 16 : 02 (2)		
	elective 2	16 : 02 ~ 16 : 32 (30)	20	
Break - 16 : 32 ~ 16 : 50 (18)				
5	elective 3	17 : 00 ~ 17 : 40 (40)	30	the second foreign language or Chinese character

From the CSAT 2017, which was conducted in November 2016, Korean history subjects became mandatory subjects along with the Korean, mathematics, and English. Korean history was one of eleven social studies elective subjects. In 2013, the Ministry of Education under the impeached former president Geun-hye Park's regime (2013-2017) designated Korean national history as a compulsory subject. This study analyzed the contents of the Korean history exam, a compulsory subject in the CSAT from 2017 to 2021. The tests took place from 2016 to 2020, because the year in the title means the coming school year.

2.3. AIMS OF STUDY

The purpose of this study is to analyze the form and contents of Korean history questions in the CSAT and suggest improvements. To this end, the limitations of multiple-choice question will be elaborated in detail. Previous studies have suggested the various question

types within the form of multiple-choice problems (Kim 2018; Choi 2007b; Oh and Park 2015). This study, however, seeks to demonstrate the problems of the classifications used so far and argue the necessity of other test forms, such as essay writing. Second, the nationalistic contents in the questions are systemically analyzed to search the ways to educate peace and democracy through history. The previous research criticized that the content of the questions was centered on political themes (Shin 2018; Choi 2015), this study extended the category to the international relations the viewpoint of narratives, which are centered on the ruling class. In doing so, it suggests specific measures for history test as democracy and peace education.

3. METHODOLOGY

3.1. DATA

Five years history texts in CSAT from 2017 to 2021 are analyzed. A test is composed of four pages, and each page contains five questions: see Fig. 1. In total, there are twenty questions per a year. In total, one hundred questions are analyzed. All the questions are multiple choice questions with 5 options. Each question consists of three components: a question sentence, contents sources, five options.

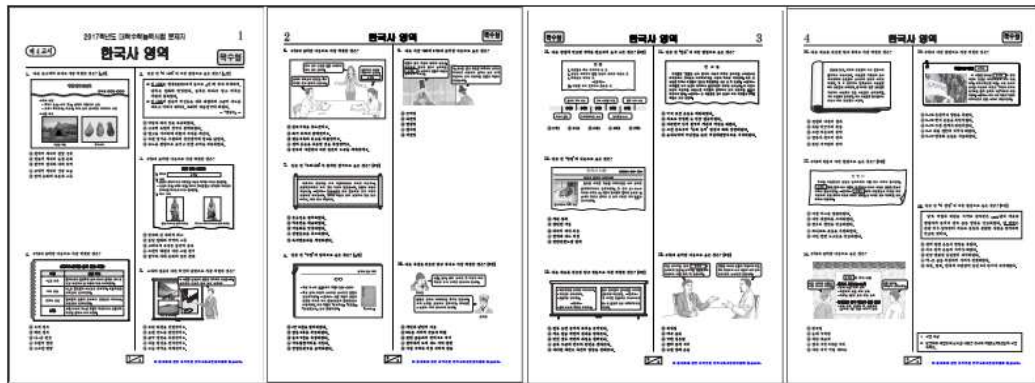


Fig. 1 Full Picture of History Test of CSAT

3.2. ANALYSIS

This study used the qualitative content research method of Philip Myring and the qualitative research program Atlas.ti.

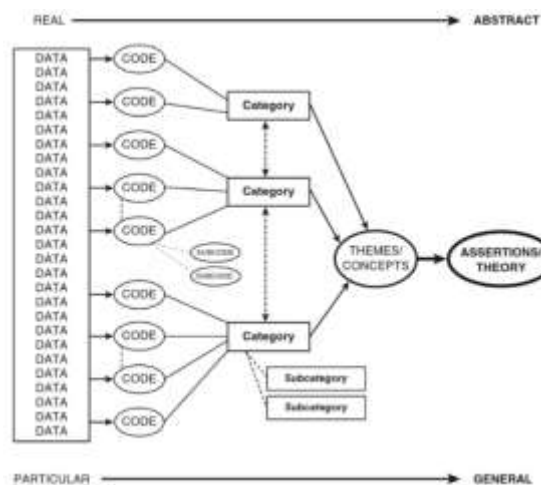


Fig. 2 A Streamlined Codes-to-theory Model (Saldaña 2013, p. 13)

The Figure one above shows the process of inductive coding from data and structuring them to obtain answers to research questions and to establish arguments and theories based on result of coding. For the analysis based on the original data, a process of inductive open coding was performed without confirming the coding structure previously. The results of the initial coding helped to recognize the problems of the exams, which is the purpose of this study. Shown in Fig. 2 is a part of the result of the initial open coding and categorizing. The number of produced codes were fifty-nine in total. From the necessity of categorizing codes in the process, codes were sorted into four categories: Question from (7), Contents (33), International relations (8), and the others (11). Thirty-three codes sorted into Contents category was again classified into three subcategories: Ancient times, the Middle Age, and Modern and contemporary history.

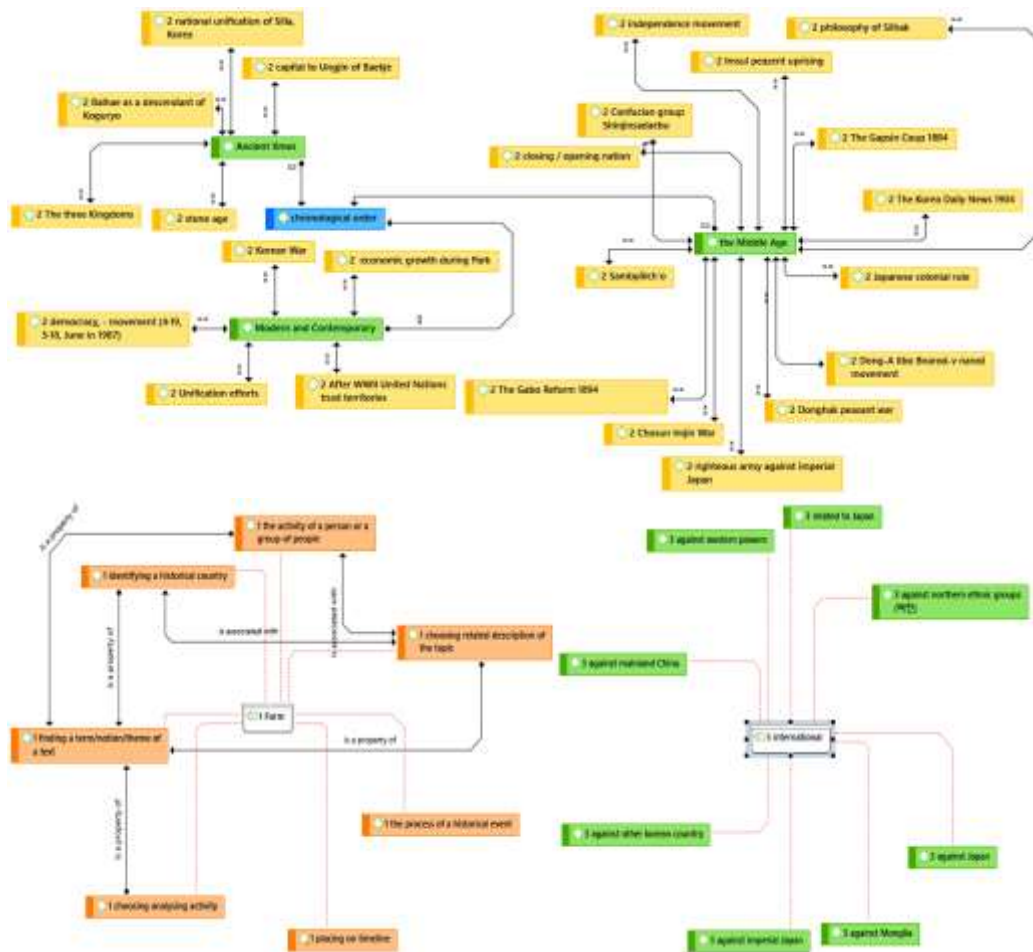


Fig. 3 Results of the Initial Coding

After the first round of open coding, I summarized the analysis criteria used in the previous studies of Korean history exams of the CSAT (Shin 2018; Oh and Park 2015; Choi 2007a; Choi 2007b, 2015). The studies on this topic sorted the contents in general by four categories: by Behavior in the problem-solving process, by Materials, by Chronological Period, by Field of History. In the category of 'Behavior in the problem-solving process' consists of six subcategories: Understanding the theme, Theme identification and recognition, Designing exploratory activities, Analysis and interpretation of data, Drawing conclusion and evaluation, Valuing and decision making. This classification differs for each researcher because of the ambiguity of the criteria, and researchers agree on the necessity of further discussions (Oh and Park 2015, pp. 47-49).

Second classification is by period and it varies by researcher as well: Ancient times, the Middle Age, Modern history, Contemporary. Shin applied the chronological unit as the period classification in the national curriculum. This study followed the classification of units of her. The classification by historical source material type of Choi had six subcategories: literature materials, graphs and diagrams, history maps, paintings, photographs, and others (Choi 2007b, p. 110). Researchers showed similar classification of historical fields: Choi used five of 'political, economic, social, cultural history, and others', while Shin combined social and economic history into one subcategory (Shin 2018, p. 320).

The categories for the second-round coding in Table IV was determined by integrating my initial code systems and those of previous reviews. By the aims of the analysis, they are largely divided into two axes: question type and its contents. For the Question type axis, there are two categories: Behavior in the problem-solving process and Material type. For the analysis of Contents axis, there are three categories: Chronological Period, International relations, Field of history.

Table IV. Category System for Analysis of History Test in CSAT

Category	Code	Definition	Symbol
1 Question form	1 Knowledge check	question type to the objective	A
	2 Theme recognition	identifying the description	B
	3 Interpretation of data	drawing implied meaning out of the material	C
	4 Designing an inquiry	planning a historical investigation	D
	5 Chronology	temporal arrangement by time sequence	E
	6 Judgement	Evaluation of the worth, character, merits, and faults and make one's own opinion on that	F
2 Material	1 Text source	text materials: original or translated from text written in Chinese to Korean,	G
	2 Photos	photos of old monuments, books, paintings	H
	3 History maps	Maps indicating historical venue	I
	4 Pictorial infographic	Pictures and graphs containing or describing historical phenomenon or chronological chart	J
	5 No historical sources	Presenting no raw historical data	K
3 Chronological Period	1 Ancient times	Stone ages to Unified Silla -The formation of our history and the development of the ancient state	L
	2 the Middle Age 1	The Goryeo (918-1392) - The aristocratic society of Goryeo	M
	3 the Middle Age 2	The Joseon (1392-1897) - Confucian Society of Joseon	N
	4 The late Joseon	The Late Joseon (1863-1909) -Changes in the international order and the movement to establish a modern state	O
	5 Japanese Colonial time	Japanese colonial rule (1910-1945)	P
	6 Contemporary Korea	Korea (1945-) Development of the Republic of Korea and changes in the modern world	Q
4 International relations	1 Japan	Related+against Japan before imperial	R
	2 Imperial Japan	Modern Empire of Japan (Meiji • Taishō • Shōwa, 1868-1945)	S
	3 China	Imperial+Modern China	T
	4 Mongolia+Northern ethnic groups	Mongols, Khitan -, Jurchen -, Manchu people before they unite the Han China, but including Yuan dynasty	U
	5 Western	Europeans and Americans, mostly in age of imperialism	V
	6 Not intl.	Domestic issues	W

5 Field of History	1	Political theme	Domestic and international activities of the ruling class	X
	2	social and economic theme	The social and economic system such as a status system, civic duty, tax, currency	Y
	3	life, culture, religion, philosophy	Themes related to daily lives, music, art, sport, religions, and scholarstic	Z

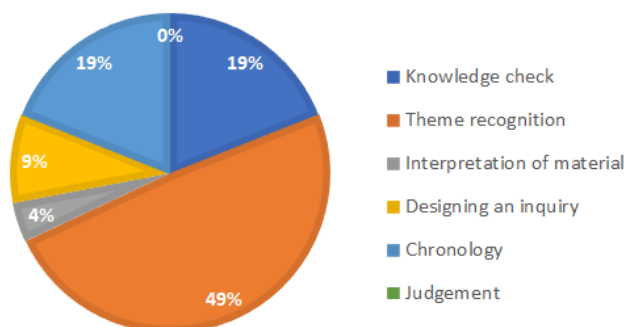
The secondary coding and the followed modification of coding were deductively conducted based on this category system. The number of coding of one-hundred question nodes by the five category each is about five hundred. The classification of categories of this study, in the Table, has a distinction from prior research. It contains the category for international relations. To focus on the two axes originated from the research questions, codes created in the initial coding process such as Contents of images and different Grading system by the process of the problem-solving process were excluded from the final coding category.

4. FINDINGS

Every year there are two different types tests, named odd and even number type. Both tests have the same questions and arrangement, but the order of five optional choices differs, so that the answers could be different to hinder cheating. The twenty questions are arranged by chronological order, from Stone age to Contemporary history. The perfect score of the test is fifty points. There are ten questions with three points and the rest ten question have two points.

4.1. PURPOSE OF QUESTIONS

By the Question form, about a half, forty-nine questions were sorted as Theme recognition type. Strictly speaking, there were no question ordered into Judgement type. Simple knowledge check type and checking chronological order type questions were found nineteen times each. Designing inquiries type takes about one tenth of the whole questions. For the five years, the proportion of question types by purpose remained stable. Only in 2020, there were more questions asking chronological sequence, seven questions, the same number of questions for Theme recognition questions.



Code	Symbol	2017	2018	2019	2020	2021	Totals	
1	Knowledge check	A	2	5	4	4	4	19
2	Theme recognition	B	12	8	12	7	10	49
3	Interpretation of data	C	1	1	0	1	1	4
4	Designing an inquiry	D	3	2	2	1	1	9
5	Chronological sequence	E	2	4	2	7	4	19
6	Evaluation and judgement	F	0	0	0	0	0	0
Totals			20	20	20	20	20	100

Below is the example of ‘Theme recognition’ question, the most frequent type. The 『*Sindangseo*』 is the Chinese history book ‘The New Book of Tang’. To solve this question, students are asked to identify the theme of the presented source or description. Then they select the related answer among the five options. It means, students need to go through the process of solving questions of ‘Knowledge check’ type, because although they could recognize the theme of the presented material, it is not possible to select the right answer if they cannot distinguish the related option from the five options. For example, in this question students must be able to recognize what ‘the country’, *Balhae*, means first. Then they also must know about the country *Balhae* by reminding the knowledge that they learned by heart, select the correct answer from the five options.

CSAT 2017, coded BGLWX, Theme recognition type

3. Which is the correct description about the underlined “this country”? 3 points

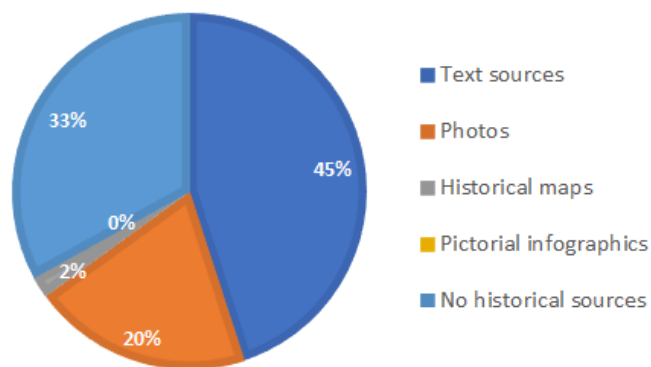
- This country is located two-thousand-ri (about 790 km) east from Yeongju, and to the south, it faces Silla. The east territory reached the sea and to the west touched the land of Khitan people.
- The kings of this country frequently dispatched students (to *Tang* Dynasty) to learn the social system, and finally, it became the *Haedongsöngguk* (the Flourishing Land in the East).

– 『*Sindangseo*』 –

- ① This country exported iron to *Nakrang* and *Wae*.
- ② The descendants of Goguryeo participated in the founding of this country.
- ③ In this country, a ritual called *Younggo* was held to pray for good weather.
- ④ This country expanded its territory to the Cheongcheon River.
- ⑤ This country moved its capital to Pyongyang and secured the Han River basin.

4.2. MATERIAL

The most frequently used classification based on the material presented in question is the documentary material, accounting for about half of the total. Most of the literature materials are Korean translation of documents originally written in Chinese characters. Twenty percent are photo sources such as of book covers, monuments, and relics. Historical maps were used twice, which take only two percent. Both maps have in common that they mark the places where wars occurred. One is a question on finding the location of the war against Japan and the Jurchen (now one of Chinese minority ethnic group). The other is a question to recognize the theme of the *Donghak* Peasants' Uprising in late Joseon, showing the locations where the peasant fought against the government forces. Thirty-three questions, a third of the total, were not presented with historical sources. The questions were presented with texts or images describing a period or a particular incident or person. These non-source materials consisted of various imaginary documents such as a poster of a history lecture or a TV history documentary project plan (11 questions), a conversation between people living in the past (10 questions), a conversation between contemporary people (6 questions), and literature depicting or explaining Korean history (6 questions).



	Code	Symbol	2017	2018	2019	2020	2021	Totals
1	Text sources	G	8	6	8	10	13	45
2	Photos	H	4	4	6	4	2	20
3	Historical maps	I	0	1	0	1	0	2
4	Pictorial infographics	J	0	0	0	0	0	0
5	No historical sources	K	8	9	6	5	5	33
Totals			20	20	20	20	20	100

The questions below (no. 5 in 2017) shows an example of a question which is presented with photo materials. In the process of solving the question, it is important to have knowledge about the Sambyulcho, a troop resisted against Mongolian Attack. Sambyŏlch'o (1232-1273) is the name of troops that played the role of police and soldiers in Goryeo. After 30 years of war against Mongolia, the Goryeo Dynasty lost the war and became reconciled. The Goryeo regime ordered the dissolution of Sambyŏlch'o in June 1270. The soldiers of Sambyŏlch'o, who opposed this, fought against the Goryeo-Mongol Allied Forces by moving to Jindo Island and Jeju Island, but they were suppressed three years later. Therefore, the answer is number 4 'It resisted against the Mongols'.

CSAT 2017, coded AHMUX, **Photo type source**

5. What is most appropriate answer to the teacher's question?

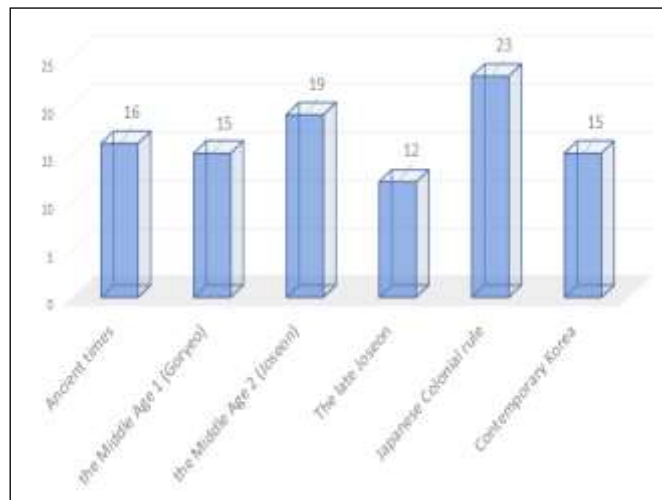


- ① Hwasŏng Fortress in Suwŏn was built.
- ② It moved the capital to Ungjin.
- ③ It insisted on attacking the Jin dynasty.
- ④ It resisted against the Mongols.
- ⑤ It retook the Liaodong region.

Noticeably, the photos of the two sites are not directly related to the problem-solving process. Students can even find the answer without the two photos. Among the 20 questions presented with photographs of relics and historic sites, 15 questions are also like the questions below could be solved without the photos presented. The other five questions are questions about the Stone Age, presented every year as the number one question, asking to differentiate relics of Paleolithic from those of Neolithic Stone age. Likewise, in these cases, interpretation of the photo data is not necessary. To solve the questions, students are rather asked to have the knowledge to distinguish the differences of stone tools or residence forms.

4.3. CHRONOLOGICAL PERIOD

The following question 16 in 2017 is based on the Uiyoldan which was established in Manchuria in 1919, one of the independence movement groups during the Japanese colonial period. The Uiyoldan, the Heroic Corps, was an organization founded in 1919 during the Japanese colonial period in Manchuria. They aimed revolutionary uprising and took radical approach for the independence of Korea. Wonbong Kim was the leader of it, s.



	Code	Symbol	2017	2018	2019	2020	2021	Totals
1	Ancient times	L	4	3	3	3	3	16
2	the Middle Age 1 (Goryeo)	M	3	3	3	3	3	15
3	the Middle Age 2 (Joseon)	N	3	4	4	4	4	19
4	The late Joseon	O	3	3	2	2	2	12
5	Japanese Colonial time	P	4	4	5	5	5	23
6	Contemporary Korea	Q	3	3	3	3	3	15
	Totals		20	20	20	20	20	100

Question 16 below is based on the *Euiyeoldan* established in Manchuria in 1919, one of the independence movement groups during the Japanese colonial period. The Uiyoldan, the Heroic Corps, was an organization founded in 1919 during the Japanese colonial period in Manchuria. They aimed revolutionary uprising and took radical approach for the independence of Korea. Wonbong Kim was the leader of it, so the answer is number 3. The questions of the Japanese colonial time mainly deal with the repression of Japanese governors in Korea, the armed battles against imperial Japan abroad, and the activities of anti-Japanese independence activists abroad and inland

CSAT 2017, coded BHPSX, Period of **Japanese colonial rule**

16. Which is the correct description about the (A) organization?

The major righteous activities of (A) organization	
Person who executed	Content of righteous activity
 Iksang Kim	Disguised as electricians, he entered the building of the Japanese Government-General (in Seoul) and threw a bomb.
 Sangok Kim	He Threw a bomb at the Jongno police station and destroyed the building. He was killed in a gunfight with the Japanese police who chased him.

- ① It joined the *Imo* Military Uprising.
- ② It launch a movement for religious freedom of *Donghak*.
- ③ *Wonbong Kim* founded the organization.
- ④ It established *Osan* School and *Daeseong* School.
- ⑤ It led the movement against the forced abdication of King *Gojong*.

The question below is an example of a question dealing with the Joseon period, which accounts for 20% of the total questions. Among the twenty, seven questions asked about certain king's achievements or policies. Three questions were about social regulations such as tax system. There were four questions on the Confucian scholars and the ideology of *Silhak*, new philosophical trend imported from China and indirect from western culture emphasizing practical science. The rest four questions were about wars: two questions were on the Japanese invasion during the *Imjin* War (1592-1598) and the other two questions were about the domestic *Donghak* peasants' uprising and their fights against government army. Strikingly, only one question dealt with people's lifestyle at that time.


CSAT 2017, coded BHNUX, Period of **the Middle Age 2, Joseon**

8. What is the correct answer about the achievement of the underlined 'king'?

Korean History Character Card

○○

- The fourth King of Joseon (Reign Period: 1418 - 1450)
- Main Achievement: He implemented the Uijeongbu Saseo (political) system and promoted kyeongyon (confucian academic forum). ... In order to reduce the burden of farmers and for fair taxation, the Six (field) grades and Nine (year) grades Act was implemented. In the period of his reign, he compiled the *Nongsajiksöl*, the *Ch'ilchongsan*, and the *Samgangaengshillo*.


**Nongsajiksöl*

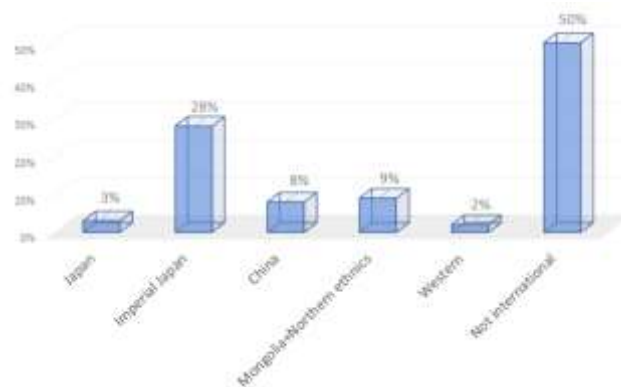
- ① He installed the 4 Gun 6 Jin.
- ② He secured 6 Chu.

- ③ He built the Northeast 9 Fortress.
- ④ He built the Paekdu Mountain Jeonggye Monument.
- ⑤ He attacked the *Ssangseong* General Office.

The Question is to find out who the king underlined in the description is. It is coded as the Theme recognition type. Students are asked to select the relevant territory expansion content. The correct answer is number 1. The king is Sejong and 4 Gun 6 Jin Fortresses were installed in the northern border area during his reign. Options two and three are about the northern border area and fortress of the Goryeo period. The Paekdu Mountain Jeonggye Monument in options four is a monument built to mark the border between Joseon and the Qing dynasty in the late Joseon period. This is not the correct answer as it asks about the early Joseon period. The *Ssangseong* General Office of option five is the name of the government office of the Yuan Dynasty of the Mongolian in the late Goryeo governed the northern region of Goryeo directly.

4.4. INTERNATIONAL RELATIONS

Half of the exam dealt with international relations. The remaining 50 questions dealt with domestic politics and society that are not related to foreign countries. Among the 50 percent questions related to other countries, 31% are related to Japan, most of which are about imperialist Japanese aggression and independence movements against it. Relations with China appeared eight times, and nine questions were about Mongolia and northern ethnic peoples in Manchuria. The two questions dealt with the Western power's approach. Both questions have in common a negative viewpoint from the standpoint of the regime at that time.

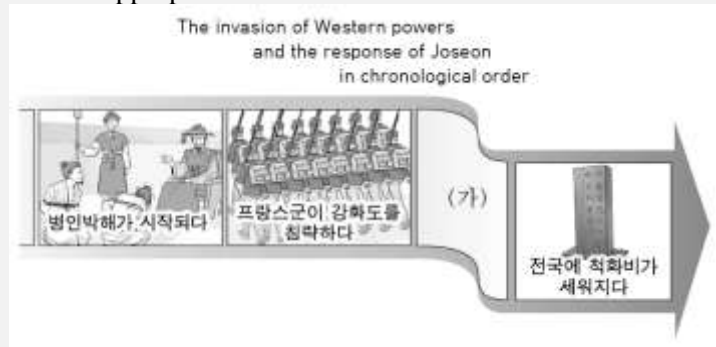


Code	Symbol	2017	2018	2019	2020	2021	Totals
1 Japan	R	1	1	0	1	0	3
2 Imperial Japan	S	6	6	4	6	6	28
3 China	T	1	2	2	2	1	8
4 Mongolia+Northern ethnic groups	U	2	1	1	2	3	9
5 Western	V	0	0	2	0	0	2
6 Not intl.	W	10	10	11	10	10	51
Totals		20	20	20	21*	20	101*

Question 11 in 2019 asks for the chronological order of events related to the Western people at the end of the 19th century: Joseon regime's persecution of Christians (1966), the French attack on the Joseon (1966), the arrival of US military ship (1971), and the distribution of *Chuckhwabi* (1971). The answer is number two. The Byeongin Persecution

is a case in which the Confucian powers and courts of Joseon killed thousands of Catholics including 7 French priests. In retaliation for the death of seven French priests, France imperial army occupied Ganghwa Island for six weeks. Later, the United States sent five warships to occupy Ganghwa Island as well, but Joseon refused to establish diplomatic relations and attacked the island. Since then, Joseon regime has erected two hundred of monuments throughout the country against diplomatic relations with foreign countries are excluded.

CSAT 2019, coded EKO VX, International Relation **against Western countries**
11. What is the most appropriate title for the scene?

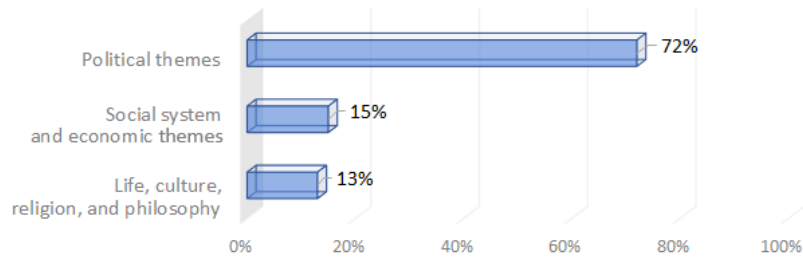


- ① A righteous army broke out in 1895.
- ② Expedition ship from America arrived in Korea.
- ③ Article 14 of the Hongbŏm was declared.
- ④ The Geomundo Incident occurred.
- ⑤ Donghak Peasant Rebellion rose in revolt.

4.5. FIELD OF HISTORY

The classification by the field of history is divided into three codes: political -, socio-economic -, and life cultural history. Seventy-two percent of the content dealt with political history. Political history is dominant compared to social and cultural history. The political history in this study describes the international and domestic activities of the regime in the monarchical and parliamentary ruling system. Socio-economic history, which accounted for 15%, were not always clear enough to distinguish between political history, but the issues that dealt with the socio-economic impact of specific policies were classified into this code group. It means the history presented from the perspective of the common people rather than the viewpoint of the ruling class. The third classification covered the lives, culture, religion, and academia of the common people accounted for thirteen percent.

Noticeably, among the political history, questions asking about the achievements of a certain king, such as the example question number eight of 2017 in the example above, account for 9% of the total. Questions asking, 'Which one is the king's achievement?' were found four times. The other five questions asked, 'the policy of a king'. In addition, the photo of a book cover presented in the question does not give a significant clue in the process of problem solving, because the title of the book is mentioned in the text and the photo of a book cover is strictly speaking not a historical source for the Doing History.



	Code	Symbol	2017	2018	2019	2020	2021	Totals
1	Political theme	X	13	13	15	15	16	72
2	social and economic theme	Y	5	4	1	3	2	15
3	life, culture, religion, philosophy	Z	2	3	4	2	2	13
	Totals		20	20	20	20	20	100

The question 18 of CSAT 2019 below is a 'Designing an inquiry' type question dealing with the contemporary political history. The text describes the assassination of president *Park Chung-hee* on October 26th in 1979 after his eighteen-year tenure. On December 12th in the same year, general *Jeon Doo-hwan* (1980-1987) succeeded a coup and took the regime. The answer is number four 'The Gwangju Democratic Movement began on May 18th in 1980'. The classification of the question type is the 'designing an inquiry'. The question, however, asks the knowledge of the democracy movement and government's suppression of citizen in contemporary Korea. The verbs in the options such as 'analyze, examine, investigate, and understand' are not directly related to the process of finding an answer. This shows that the question type of 'designing an inquiry' belongs to the 'Knowledge check'. In other words, 'Designing an inquiry' is a subcode of 'Knowledge check'.

CSAT 2019, coded DKQWX,

18. What is the most appropriate inquiry activity using the following material?

After the October 26 incident, Kyu-ha Choi was elected as the new president by the National Assembly. However, the new military group, Hanawhoi led by Doo-hwan Jeon, caused the 12.12 coup, and seized the power. This led to demonstrations by students and citizens demanding the resignation of the new military group. Although the demonstrators were dispersed afterwards, the new military regime extended emergency martial law throughout the country and strengthened the crackdown for an excuse of social turmoil.

- ① To analyze the contents of the Japan–Korea Treaty
- ② To examine the causes of the Jeju 4·3 incident
- ③ To investigate the development process of the Operation Chromite
- ④ To understand the background of the outbreak of the May 18 Democracy Movement
- ⑤ To investigate the activities of the Special Investigation Committee of Anti-National Activities

5. DISCUSSIONS OF THE RESULTS

Author details must not show any professional title (*e.g.*, Managing Director), any academic title (*e.g.*, Dr.) or any membership of any professional organization (*e.g.*, Senior Member IEEE).

To avoid confusion, the family name must be written as the last part of each author name (*e.g.*, John A.K. Smith).

5.1. MULTIPLE-CHOICE TEST FOR EVALUATION OF HISTORY?

According to the classification of the CSAT Korean History Test questions conducted over the recent five years from 2017 to 2021, all the questions were confirmed that they test the student's memorization of history knowledge. This was proved and explained through the example questions presented in the study results: (A) Knowledge Check - 5, 8, and 16 in 2017, (B) Theme Recognition - 3 and 16 in 2017, (D) Designing an inquiry - 18 in 2019, (E) Chronology - 11 in 2019. The categories of the Theme recognition, the Data interpretation, the Designing an inquiry, and the Chronological order can all be subcategorized under the Knowledge Check as seen in Figure 4.

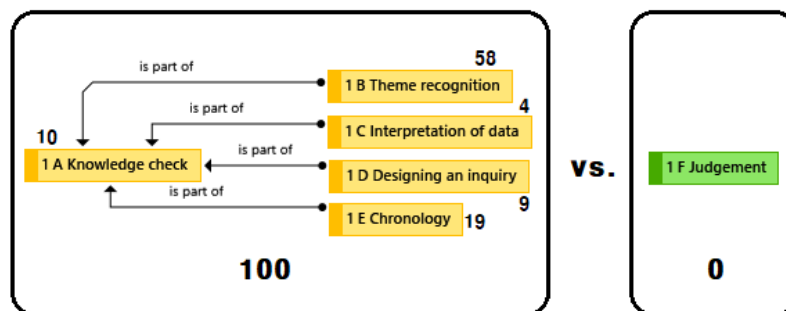


Fig. 4 Classification of Questions by Form

Multiple choice test is to measure student's achievement objectively and reliable. In Korea, unfortunately, the national level CSAT is a test to line up the pupils by their academic level, which inevitably requires reliability of the test. However, the main reason and purpose of history learning is to develop critical thinking ability to interpretate historical data recorded in the past. It is also a common argument in the community of history didactic that the goal of history learning should be building competences to think critically. Multiple-choice test cannot evaluate the historical and critical thinking. The Korean History test in CSAT lacks its validity.

5.2. STORIES OF CONFLICT FOR PEACE EDUCATION?

CSAT Korean History Test encourages learning that increases the likelihood building negative impression on neighboring countries. First, it is not common that, in the curriculum, the national history is taught separately from general history. This distinction might be due to the viewpoint of the academic community of history. In contrast, for example in Germany and France, history subject is not taught divided into national, European, or world history. In addition, after the World War II, the ratio of national history has declined while the share of European and world history increased.

As for the contents by time period, the questions dealt with thirty-five years of Japanese colonization accounted for a quarter of the total. Even if it is assumed that the history of ancient and medieval history is less dealt with than these thirty-five years due to the amount of source, it is then unusual that questions of Japanese colonial time are forty percent more than those of contemporary history, seventy-five years after the war of Korea.

For the classification by international relations, domestic history accounted for 50%, and international relations accounted for the other half. As shown in the example questions presented in the results, the contents of the international relations questions deal with territorial conflicts, invasion, and wars against Japan, China, Mongolia, and various ethnic groups in Manchuria. forty-nine questions are about conflicts. and one question that did not deal with conflict is the question that students find the inquiry theme based on two pictures. By watching the two similar photos of statue of Buddha found in ancient Korea and Japan, students must find the theme 'the spread of Korean culture to Japan'(4 in 2017). Half of the

Korean history exam questions are about conflict with neighboring countries. Therefore, students are likely to have negative perception toward neighboring countries after learning history to prepare these exams. Tests form a nationalist world view. This violates one of the aims of history education, which is to solve the problems of modern society and education for peace.

5.3. STORIES OF THE RULING CLASS FOR DEMOCRACY EDUCATION?

The test questions were mainly about political history that relied on the records of the ruling class, while the stories of ordinary people were presented marginally. There are great kings' achievement and policies, but merely is presented the lives of people lived in that period. There are brave generals secured national territory and saved the country from external invasion, but there is no mention of the sacrifice of most of the soldiers. Sambyulcho, who fought against the Mongolian Yuan Dynasty, but every day's lifestyle in Goryeo in the status society. There is an independence movement activist who threw a bomb to Japanese imperialist politicians, but it is seldom to find people's lives who lived in the colonial reality.

Critical viewpoint on the monarchy as a ruling system was not found. A monarchy society has a different premise from a democratic society. The transition from monarchy to democracy needs continued process of parliamentarisation (Himmelman 2005, pp. 235–236). The German Federal Agency for Civic Education defines the monarchy as follows: "*Monarchy refers to a form of government in which a single person exercises rule for the life. A distinction is made between hereditary and elective monarchies according to the way in which the rule is passed on and the unlimited absolute and limited parliamentary monarchies according to the power to rule*" (Bundeszentrale für politische Bildung 2019). By presenting history based on the records of the ruling class in the questions, the test fails to encourage pupils to think critical on the social structure. History education as a democratic citizenship education must clearly support the democratic social governance system.

6. CONCLUSION

The form of history test in CSAT should be changed into essay writing. the CSAT history test has a great influence on history teaching and learning in high school. The current exam cannot be more than a confirmation of the knowledge memorized due to the limitations of the multiple-choice test. Since multiple-choice tests cannot reasonably evaluate historical learning, long-term plans and preparations for the change should be made. Test forms such as essay writing and presentation which are widely implemented at high schools should be structured and applied in CSAT. To ensure the reliability of those qualitative tests, the experiences and know-hows should be gathered to develop standards for systematic and objective evaluation. The excuse of simplicity, convenience, and objectivity of multiple-choice test should be abandoned. New evaluation measures that are appropriate for history education goals should be adopted. This study was not intended to deepen the discussion of the CSAT Korean history test based on the past research, but rather to reveal the contradiction of the multiple-choice test in detail. The deeper and more diverse discussion about the multiple-choice test leads the test in the worse way. It is imperative to end the discussions and considerations on the multiple choice CSAT and change the paradigm of history test. Distinguishing and ranking students through memorization test may not be the aim of the test, but rather fostering the ability to explore solutions to modern social problems related to history issues. The Ministry of Education, evaluation research institutes, historians, and history teachers should work together to collect data and share experiences to prepare for the new essay tests.

The evaluation should address the history as peace and democracy education. The distinction between Korean, East Asian, and world history should be reconsidered, because

the subject of Korean history reflects the worldview that distinguishes Korea from other countries. Along with negative international relations such as war between other countries, diplomatic and social international relations should be equally addressed. There is certainly more length of time spent with friendly and helpful exchanges. These historical materials should be actively discovered and utilized. The distinction between monarchy and democratic society should be clearly made and the lives of ordinary people should be presented as many as or more than those of ruling classes. Historical sources related to the lives of the ordinary people should be adopted and it is needed to organize them as learning materials. To have respect on Korean history and its tradition, but the students should be the subject of judging and evaluation of history. Because by criticizing they can better understand the history and eventually become the main character of history of today.

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