

For discussion on 29 February 2008

Legislative Council Panel on Education

Progress of Support Measures for Non-Chinese Speaking Students including Ethnic Minorities

Purpose

This paper provides Members with an update on various measures introduced to support non-Chinese speaking (NCS) students, including ethnic minorities.

Further flexibility in the application of Chinese Language requirement for admission to undergraduate programmes

2. As reported to Members last July [LC Paper No. CB(2)2573/06-07(01)], we have reached a general consensus with the University Grants Committee-funded (UGC-funded) institutions regarding the direction for offering further flexibility in the application of the general Chinese Language requirement to NCS students who have pursued the local curriculum and who wish to apply for undergraduate programmes under the Joint Universities Programmes Admissions System (JUPAS). Specifically, the institutions would be prepared to consider alternative qualification(s) in Chinese Language, such as those under the General Certificate of Secondary Education (GCSE), General Certificate in Education (GCE) and International General Certificate of Secondary Education (IGCSE), in lieu of the general Chinese Language requirement based on the Hong Kong Advanced Level Examination (HKALE) for JUPAS applicants (irrespective of their race or mother tongue) under the following specified circumstances –

- (a) the student has learned Chinese Language for less than six years

while receiving primary and secondary education; or

- (b) the student has learned Chinese Language for six years or more in schools, but has been taught an adapted and simpler Chinese Language curriculum not normally applicable to the majority of students in our local schools.

3. Along the direction of the above consensus, individual institutions have now set out further details of their requirements, including the alternative Chinese Language qualifications to be accepted and the minimum gradings required, as well as any specific requirements of individual undergraduate programmes. Details are set out at Annex A.

4. The UGC-funded institutions have also agreed to offer the further flexibility as set out above with effect from the current JUPAS Cycle, i.e. for admissions in 2008. Specifically, for the current JUPAS Cycle, the institutions will accept the relevant alternative Chinese Language qualifications attained and submitted to the JUPAS Office on or before 26 June 2008, the deadline specified for the submission of additional qualifications by all JUPAS applicants. Current JUPAS applicants to which the further flexibility is applicable are reminded to update relevant parts of their applications by including the alternative Chinese Language qualification(s) attained and submit certified true copies of these certificates to the JUPAS Office on or before 26 June 2008. As the further flexibility is announced in the course of the current JUPAS cycle, for those who have attained the alternative Chinese Language qualifications but have not yet made any applications under the current cycle, the JUPAS Office is prepared to facilitate by allowing the relevant applicants to submit late applications on or before **30 April 2008**.

5. To avoid any doubt, the flexibility as set out above is in addition to other forms of flexibility being offered, including –

- (a) Under the JUPAS system, students (including NCS students) may, in place of the Chinese Language result, use the Hong Kong Certificate of Education Examination (HKCEE) result in a language other than English in applying for admission to undergraduate programmes;

- (b) The institutions may relax the Chinese Language requirement and admit students on the basis of their outstanding performance in other academic subjects;
- (c) In exceptional cases, the Chinese Language requirement may be waived having regard to individual circumstances; and
- (d) Students who pursue a non-local curriculum may apply for admission with the UGC-funded institutions direct by using results other than those in the HKALE under the “non-JUPAS route”. Individual institutions have been accepting and will continue to accept alternative Chinese Language qualifications for non-JUPAS applicants.

6. This latest promulgation is a significant step taken by the UGC-funded institutions and the Administration to address the aspirations for higher education of those students (e.g. NCS students, returnees) studying in our local schools and are prepared to learn the Chinese Language for better integration into the education system and the wider community, yet may have genuine circumstantial difficulties meeting the general Chinese Language requirement based on HKALE for admission to UGC-funded programmes. We hope it will send a clear message to our NCS including ethnic minority students that there are ample avenues for them to gain access into higher education.

Acceptance of alternative Chinese Language qualification(s) for admission to Secondary Six

7. The Secondary Six Admission Procedure (the Procedure) is operated in government, aided and caput schools to assist eligible students to secure sixth form education. The procedure is composed of five stages, of which Stages I to IV are conducted by individual schools and Stage V is for central allocation of the remaining Secondary Six (S6) places, if any. Admission to S6 under the Procedure is based on a point system. Levels 1 to 5* for Chinese Language and English Language will be converted into Points 0 to 5 accordingly. Grades A to E will be given

the numerical values of 5 to 1 for the other subjects respectively for the purpose of calculating the points. In considering an application for admission to S6 in Stages I to IV, schools may take into account other factors in addition to the Hong Kong Certificate of Education Examination (HKCEE) results, such as the requirement for the Chinese Language and English Language, specific grading achieved in the Chinese Language and/or English Language, etc.

8. In general, a Grade D or above attained in the Chinese Language paper in respect of GCSE / IGCSE / GCE O-Level is considered by the Hong Kong Examinations Assessment Authority as satisfying the corresponding subject requirements at Grade E / Level 2 in the HKCEE for the purpose of meeting the HKALE entry qualification. As the release of results by relevant examination boards of these non-local public examinations may not tie in with our Secondary 6 Admission schedule, those applying for S6 admission may not be able to provide these alternative Chinese Language qualifications for consideration by schools, unless the schools concerned give special consideration and make provisional offers. Starting from 2008, we will invite schools to consider applying the following arrangements under the Procedure, and to inform students and the Education Bureau of any specific criteria in respect of the alternative Chinese Language qualifications for admission to S6 -

- Pending the release of GCSE/IGCSE/GCE O-level results in late August, schools concerned can make conditional offers to the applicants at each stage of the Procedure, provided that the applicants have, except for Chinese Language, fulfilled all the admission requirements pertaining to the respective stage and have attained equal or higher points compared with their counterparts.
- If a student who has been given a conditional offer is later found to have failed in meeting the alternative Chinese Language proficiency required by the school, e.g. not able to attain a Grade D or above in GCSE/IGCSE/GCE O-Level (Chinese), the school may withdraw the offer.

Development of a supplementary guide to the Chinese Language curriculum for NCS students

9. The Chinese Language curriculum designed by the Curriculum Development Council (CDC) of Hong Kong provides a flexible and robust curriculum framework that is applicable to all primary and secondary school students. It is not uncommon for schools to make appropriate adaptation based on this central curriculum framework to cater for diversified learning needs of the students.

10. However, given the vastly different ethnic backgrounds, family expectations and duration of residence in Hong Kong of the NCS students, we appreciate the need for rendering additional support to schools in the form of a supplementary guide. Through the “*Supplementary Guide to the Chinese Language Curriculum for NCS Students*”, we will supplement principles, strategies and recommendations for implementing the Chinese Language curriculum in the learning context of the NCS students.

11. In developing the supplementary guide, we have taken into account research findings as well as local, mainland and overseas experiences in teaching Chinese as a second or foreign language. We issued in January 2008 a consultation paper with recommended approaches and support measures. An Executive Summary of the consultation document is at Annex B. Under our proposal, the supplementary guide will analyse the characteristics of Chinese Language learning as well as outline four viable approaches in meeting the different expectations / aspirations of NCS students and the circumstances of schools. Our aim is to enable all schools admitting NCS students to teach Chinese Language more readily and effectively in meeting different student aspirations.

12. Schools, tertiary institutions, other educational bodies, school councils and ethnic groups are being consulted till 22 March 2008. Upon the consolidation of consultation feedback, we expect to finalise the supplementary guide in mid-2008. To facilitate implementation, we will draw up plans to step up and extend our existing support to schools with

NCS students and produce additional curriculum resources. Continual evaluation and review will be conducted during implementation for further refinement through informed practice.

Designated Schools

13. In recent years, we have been providing focused support to schools designated to receive such support in enhancing the learning and teaching of the NCS students, notably the ethnic minority students. The objective of focusing support in these schools is to facilitate their accumulation of experience and development of expertise in the teaching and learning of NCS students, so that they may serve as the anchor point for sharing experience with other schools which have also admitted NCS students through a support network formed. Relevant learning and teaching materials developed by EDB in collaboration with the schools have been uploaded to the EDB webpage with printed copies available in the EDB Central Resources Centre for teachers' reference and adaptation. The approach, therefore, is meant to benefit all NCS students in our local schools.

14. Our support for these designated schools takes the form, inter alia, of school-based professional assistance by EDB staff in the learning and teaching of the Chinese Language and the provision of a cash grant amounting to \$300,000 each year for an initial period of two years. With the cash grant, the designated schools may put in place school-based support measures to help their ethnic minority students overcome various learning difficulties, particularly in the learning of Chinese Language, as well as to facilitate the students' smooth integration into the community. The schools may use the grant to employ staff, e.g. teaching assistants/interpreters, hire service or procure teaching resources, etc.

15. The number of these "designated schools" has increased from 15 in the 2006/07 school year to 19 (14 primary and 5 secondary schools) in the 2007/08 school year. When selecting the "designated schools", EDB will take into account a number of factors including whether the schools have admitted a critical mass of NCS students, the experience and capability of the schools in taking care of the NCS students, their

readiness to partner with EDB to develop supporting teaching materials for such students and share their experience with other schools admitting NCS students, etc. EDB will also consider the spread of the “designated schools” to ensure that they can cater for the needs of NCS students in various districts. In accordance with the above criteria, EDB will invite suitable schools to become “designated schools” and the process does not involve the submission of applications. If individual schools wish to become “designated schools”, they may approach us to express their interest. We will review the number of designated schools with respect to the demand and needs of the NCS students.

Chinese Language Learning Support Centre

16. The Chinese Language Learning Support Centre, commissioned to the University of Hong Kong, has been operating from the borrowed premises of 5 designated secondary schools since April 2007, to support those NCS students who have a late start in their learning of the Chinese Language. The Centre is staffed by a group of four academics in Chinese Language education, 18 part-time frontline teachers, a project manager and one research officer. Remedial programmes after school hours or during holidays are offered, with a view to enhancing the Chinese Language proficiency of the NCS students for the purpose of integration and for attempting the relevant exit Chinese Language examinations suiting their circumstances. At present, about 250 NCS students (mostly secondary school students) are studying in 14 groups, each of which receives training for an average of 5 hours per week and a total of 200 hours for the entire programme in the 2007/08 school year. Besides, the Centre is developing related teaching resources and will continue to organize workshops for the professional development of teachers supporting the NCS students.

Training programmes for Chinese Language teachers in primary schools with NCS students

17. We have commissioned the Hong Kong Polytechnic University to run training programmes for Chinese Language teachers in primary

schools with NCS students, for the purpose of enhancing the skills and knowledge of the teachers in teaching Chinese Language to non-native speakers. Tentatively five programmes have been planned for three school years beginning 2006/07. Based on the evaluation of two programmes conducted so far for a total of 62 teachers, the participating teachers generally feel more confident in supporting the learning and teaching of the Chinese Language for the NCS students after the course. A resource package on the basis of materials generated from the programmes conducted is being developed for handy reference of teachers.

Summer Bridging Programme

18. Starting from summer of 2007, the 4-week Summer Bridging Programme originally confined to incoming Primary 1 entrants has been extended to cover also NCS students proceeding to Primary 2, Primary 3 and Primary 4 in order to help them consolidate what they have learnt at Key Learning Stage 1 and prepare for transition to Key Learning Stage 2. Public sector schools with the relevant NCS students are invited each year to operate the Programme with funding support by the Government. In 2007, a total of 68 classes were operated benefiting 1 064 NCS students.

Support for NCS students with special education needs (SEN)

19. In addition to the above support services, the NCS students with SEN can also benefit from the support and resources pertaining to students with SEN. Schools are encouraged to adopt a whole-school approach to cater for students' diversity and SEN. In this regard, they are provided with different levels of resources and support according to the degree of severity and genuine needs of students with SEN including both local and NCS students. They have been advised to deploy the resources flexibly to meet the specific needs of individual students, through measures such as organization of tutorial groups and employment of teaching assistants who can speak the native languages of the NCS students to provide in-class support. The Special Education Support

Officers of EDB conduct visits to ordinary primary schools and collaborate with teachers on the use of appropriate teaching strategies for these students. In special schools, communication is effected by various strategies in addition to spoken language.

Vocational education

20. The Hong Kong Institute of Vocational Education of the Vocational Training Council (VTC) uses English as the medium of instruction for its post-secondary 5 and 7 courses. NCS students who meet the basic entrance requirements may apply for admission on a competitive basis. With the exception of courses which necessitate the use of Chinese such as Child Care and Pharmaceutical Technology involving Chinese Medicines, there is no Chinese Language requirement for its post-secondary 5 and 7 courses.

21. To further support ethnic minority students, starting from the 2006/07 school year, apart from running the general courses, the VTC has also organized dedicated courses for ethnic minority students such as full-time certificate/diploma courses in vocational studies for S3 leavers and S5 leavers and applied learning courses for senior secondary students, providing an additional 200 places for them. These courses range from a few weeks to three years in duration and will be reviewed in consultation with non-governmental organizations which have been assisting this target group to map out future programmes to meet the demand.

Way forward

22. As set out in this paper, we have introduced quite a number of measures in recent years to support the teaching and learning of NCS students and to enhance their opportunities for further education/employment. Our priorities for the short term will be to ensure the smooth implementation of new measures such as the acceptance of alternative Chinese Language qualifications for admission to UGC-funded institutions and the rolling out of the supplementary guide to the Chinese Language curriculum. Understandably it takes time for

relatively new endeavours such as the provision of focused support to designated schools and the operation of the Chinese Language Learning Support Centre to be firmly grounded. We will continue to review the effectiveness of the various measures on a continued basis and we welcome feedback from stakeholders.

Education Bureau
February 2008

**Further Flexibility in the Application of Chinese Language Requirement
for the Admission of Students into UGC-funded Institutions under JUPAS**

Alternative Chinese Language qualifications to be accepted generally for students fulfilling the specified circumstances in Note 1		Any other special/additional requirements in respect of Chinese Language proficiency applicable to specific faculties/programmes of studies (also for application to students fulfilling the specified circumstances under Note 1)		Other remarks
<i>Qualifications</i>	<i>Minimum acceptable grading</i>	<i>Faculties/programmes</i>	<i>Special/additional requirements</i>	
<i>The University of Hong Kong</i>				
GCSE IGCSE GCE	Grade E Grade E Grade E	<ul style="list-style-type: none"> ● BA in Chinese Language Studies ● BEd (Chinese Language) 	Evidence that the students have the required Chinese language proficiency to follow the programme. Instead of administering a language test for students, evidence will normally be gathered through interviews and documents submitted by the applicants.	A Grade E or above in HKCEE French, in lieu of Chinese Language, is being accepted in respect of all JUPAS applicants, irrespective of whether they have fulfilled the specified circumstances or not.
<i>Hong Kong Baptist University</i>				
GCE IGCSE GCSE	Grade C Grade C Grade C	BA/Chinese Language and Literature, History, Humanities, Religious Studies, Translation; BBA/Applied Economics, China Business Studies; BSSc/China Studies- Economics, Geography, History, Sociology; BSSc/COMM-Broadcast Journalism, Chinese Journalism, International Journalism, Cinema and Television, Digital Graphic Communication, Organizational Communication, Public Relations and Advertising; BSSc/Sociology; BCM & BSc/ Biomedical Science; BPharm/Chinese Medicine; BSW; BA/History & BEd/Liberal Studies Teaching, BSSc/Sociology & BEd/Liberal Studies Teaching (Updated details will be listed in the annual undergraduate prospectus or on web).	For programmes that require better Chinese Language proficiency, the normal Chinese Language requirement cannot be substituted.	
<i>The Hong Kong Polytechnic University</i>				
GCSE IGCSE GCE (O-Level)	Grade C Grade C Grade C	Undergraduate programmes in languages (i.e. BA (Hons) in Chinese and Bilingual Studies; BA (Hons) in English Studies for the Professions)	Grade B in Chinese in GCSE/IGCSE/GCE(O-Level)	Students fulfilling the specified circumstances under Note 1 will also be considered if they have obtained Grade D or above in a HKCEE language other than Chinese and English. This is currently applicable to students who have not taken Chinese but other Languages since Secondary Five.

Alternative Chinese Language qualifications to be accepted generally for students fulfilling the specified circumstances in Note 1		Any other special/additional requirements in respect of Chinese Language proficiency applicable to specific faculties/ programmes of studies (also for application to students fulfilling the specified circumstances under Note 1)		Other remarks
<i>Qualifications</i>	<i>Minimum acceptable grading</i>	<i>Faculties/programmes</i>	<i>Special/additional requirements</i>	
City University of Hong Kong				
GCE Advanced level or Advanced Subsidiary (AS) Chinese	Grade E or above	BA(Hons) Chinese and BA(Hons) Translation and Interpretation programmes	HKALE AS Chinese Language and Culture or HKALE Chinese Literature must be presented for meeting the minimum entrance requirements.	
IGCSE / GCSE Chinese	Grade C or above			
The Hong Kong University of Science and Technology				
GCE(O-Level) / IGCSE / GCSE Will also consider other alternative Chinese Language qualifications on an individual basis.	Grade E	BSc Mathematics (Mathematics and IT Education)	Students are expected to be able to read Chinese and speak Cantonese for placement in local schools as student-teachers. Applicants to the Math & IT Education program are expected to have grade E or above in AS Chinese Language and Culture.	Under the published HKUST general entrance requirements, an alternative language, other than English, in HKCEE in place of Chinese is accepted for all applicants. Besides, Grade E or above in an alternative GCE(O-Level) / IGCSE / GCSE language subject as an alternative to HKCEE Chinese will also be accepted for JUPAS applicants under the specified circumstances in Note 1. For other JUPAS applicants, HKUST will only consider HKCEE Chinese or an alternative language.
The Hong Kong Institute of Education				
Applicants for the Institute's English Language Programme – Primary/Secondary will be exempted from the Chinese Language qualifications in both HKCEE and HKALE				

Alternative Chinese Language qualifications to be accepted generally for students fulfilling the specified circumstances in Note 1		Any other special/additional requirements in respect of Chinese Language proficiency applicable to specific faculties/programmes of studies (also for application to students fulfilling the specified circumstances under Note 1)		Other remarks
<i>Qualifications</i>	<i>Minimum acceptable grading</i>	<i>Faculties/programmes</i>	<i>Special/additional requirements</i>	
<p>Regarding applicants for Bachelor of Education programmes other than the English Language Programme – Primary/Secondary, the following alternative Chinese Language qualifications will be accepted -</p> <p>GCE (A-Level) Chinese Grade E GCSE/IGCSE Chinese Grade D</p> <p>In addition, applicants with the above Chinese Language qualifications will be required to pass a Chinese Language admission test.</p>				
Lingnan University				
GCSE, IGCSE and GCE (O-Level)	Grade D	BA (Hons) Chinese and BA (Hons) Cultural Studies	Grade C or above in GCSE, IGCSE and GCE (O-Level) in Chinese Language	
The Chinese University of Hong Kong				
Will consider alternative Chinese Language requirements, including GCSE, IGCSE and GCE, on a case-by-case basis, and subject to Senate approval.	Programmes which require Chinese Language subject are detailed in the Undergraduate Admissions Handbook and on the CUHK website.	Applicants shall satisfy requirements of the programme concerned, unless waived with approval of the Faculty Board.	In lieu of the Chinese Language subject in HKCEE, JUPAS applicants with grade E or above in HKCEE French will be accepted	

Note 1: The specified circumstances are:

- a) The student has learned Chinese Language for less than six years while receiving primary and secondary education. This caters specifically to students who have a late start in the learning of Chinese Language (e.g. due to their settlement in Hong Kong well past the entry level) or who have been educated in Hong Kong sporadically; or
- b) The student has learned Chinese Language for six years or more in schools, but has been taught an adapted and simpler Chinese Language curriculum not normally applicable to the majority of students in our local schools.

**Consultation Paper on
Developing a “Supplementary Guide to the Chinese Language
Curriculum for Non-Chinese Speaking Students”**

EXECUTIVE SUMMARY

Preamble

1. The preamble summarises background information on developing the “Supplementary Guide to the Chinese Language Curriculum for Non-Chinese Speaking (NCS) Students”. Preliminarily, there are four curriculum approaches recommended: **Immersion in Chinese Lessons, Bridging / Transition, Learning as a Second Language, Integrated Use of the Above Approaches.**

Chapter I - Introduction

2. The Chinese Language curriculum designed by the Curriculum Development Council (CDC) of Hong Kong provides a flexible and robust curriculum framework that is applicable to all Primary and Secondary school students. Based on this central Chinese Language curriculum, schools should adapt their own curriculum to cater for the diversified learning needs of the students.
3. The purpose of developing this Supplementary Guide is to supplement principles, strategies and recommendations for implementing the Chinese Language curriculum in schools in the learning context of NCS students, under a common CDC curriculum framework.
4. Statistics show that the major languages spoken by NCS students are Urdu, English, Nepali, Tagalog and Hindi.
5. The language education policy of Hong Kong is to promote students’ language proficiency, making them bi-literate (in Chinese and English) and tri-lingual (in Cantonese, Putonghua and English). For better integration into the Hong Kong society, it is in the interest of NCS students to learn Cantonese and traditional characters, which are most widely used in Chinese lessons and the community as a whole.

Chapter II – Chinese Language & Chinese Language Learning

6. The modern Chinese language is tonal, morphologically analytic and using monosyllabic characters. It follows a subject-verb-object word order. The classifiers are obligatory, the modifier is placed before the modified, and there are only single consonants.
7. Affected by the differences of their mother languages from Chinese, NCS students are likely to encounter difficulties in learning Chinese graphemes, tones, vocabulary, classifiers, word order, etc.

Chapter III – Non-Chinese Speaking Students’ Experience of Chinese Language Learning

8. In developing the Supplementary Guide, we have commissioned experts to

conduct empirical researches and studied the experiences of teaching Chinese as a second language in various regions. Such findings have informed our recommended curriculum approaches.

9. Successful experiences of NCS students' Chinese Language learning include immersed learning, creation of language environment, continuous assessment and timely feedback. Major concerns include education opportunities, aspirations, pace of learning, appropriateness of learning programme, examinations and exits, ethnicity and culture, family support and communication with others.
10. Existing support measures include Designated Schools, various grants, induction programme, bridging programme, initiation programme, teacher professional development programmes, school network, on-site school support, Chinese Language Learning Centres, Quality Education Fund projects, etc.
11. School practice on curriculum adaptation can be categorised in three modes: immersion in Chinese lessons, bridging / transition, learning as a second language.

Chapter IV – Major Recommendations: Based on Existing Experiences & Researches

12. Schools may opt to use the following curriculum approaches flexibly:

- **Approach I - Immersion in Chinese Lessons**

Description of the Approach: NCS students are studying together with Chinese-speaking students. Schools may have to cater for students' varied needs in Chinese learning, and provide focused remedial teaching outside lessons to facilitate immersion in Chinese Language lessons.

Prevalent Conditions: students arrived in Hong Kong before teenage, had early contact with Chinese Language, learned Chinese in the kindergarten, almost reached the Chinese standard required for learning in Chinese.

Advantage: has rich Chinese language environment, provides peer assistance, displays racial harmony, merges different cultures.

Challenge: NCS students studying Chinese Language alongside Chinese speaking students of the school, demand for remedial programmes, need for diagnostic assessment tools.

- **Approach II - Bridging / Transition**

Description of the Approach: NCS students would have intensive studies in Chinese language for a relatively short period (from a few months to a year) until their standards are adequate for studying Chinese Language together with other students of the school.

Prevalent Conditions: students arrived in Hong Kong at teenage, have late contact with Chinese language, and have aspirations to stay in the education system in Hong Kong as well as to seek employment in fields requiring proficiency in spoken and written Chinese.

Advantage: school provides focused learning, intensive learning, ample time for adaptation, makes allowance for lower Chinese standard at the start.

Challenge: need for diagnostic assessment tools, adoption of lower levels of competencies.

- **Approach III - Learning as a Second Language**

Description of the Approach: to facilitate students in learning Chinese as a second language, the function of communication is duly emphasised with daily-life contexts fully employed.

Prevalent Conditions: students are returnees or transient residents leaving Hong Kong after their study and do not aspire to stay in the Hong Kong education system or to seek employment in Hong Kong, or students arrived in Hong Kong at teenage/ have late contact with Chinese language but do not have aspirations to stay in the education system in Hong Kong or to seek employment in fields requiring proficiency in spoken and written Chinese.

Advantage: easier learning for students, focus on survival / communication, allowance for selected (but narrower) learning and lower achievements.

Challenge: only meeting the basic demand of social communication.

- **Approach IV – Integrated Use of the Above Approaches**

Description of the Approach: to suit the different needs, aspirations and development of NCS students in the same school, it may be necessary for a school to develop more than one of the above approaches.

Prevalent Conditions: school has a large intake of NCS students with diversified backgrounds, different family expectations and demands, a wide range of Chinese language standards.

Advantage: school can offer different programmes, each with a critical mass, tailored to cater for individual student's needs.

Challenge: need to allocate more resources for designing various programmes with different targets to meet diversified needs.

13. Multiple exits for NCS students: (For the alignment of recommended approaches, assessment and exits, please refer to the diagram on the next page.)

Qualifications in Chinese Language: Hong Kong Certificate of Education Examination (HKCEE), Hong Kong Advanced Level Examination (HKALE), the coming Hong Kong Diploma of Secondary Education (HKDSE); General Certificate of Education (GCE), International General Certificate of Secondary Education (IGCSE), General Certificate of Secondary Education (GCSE).

14. Further Support to Schools:

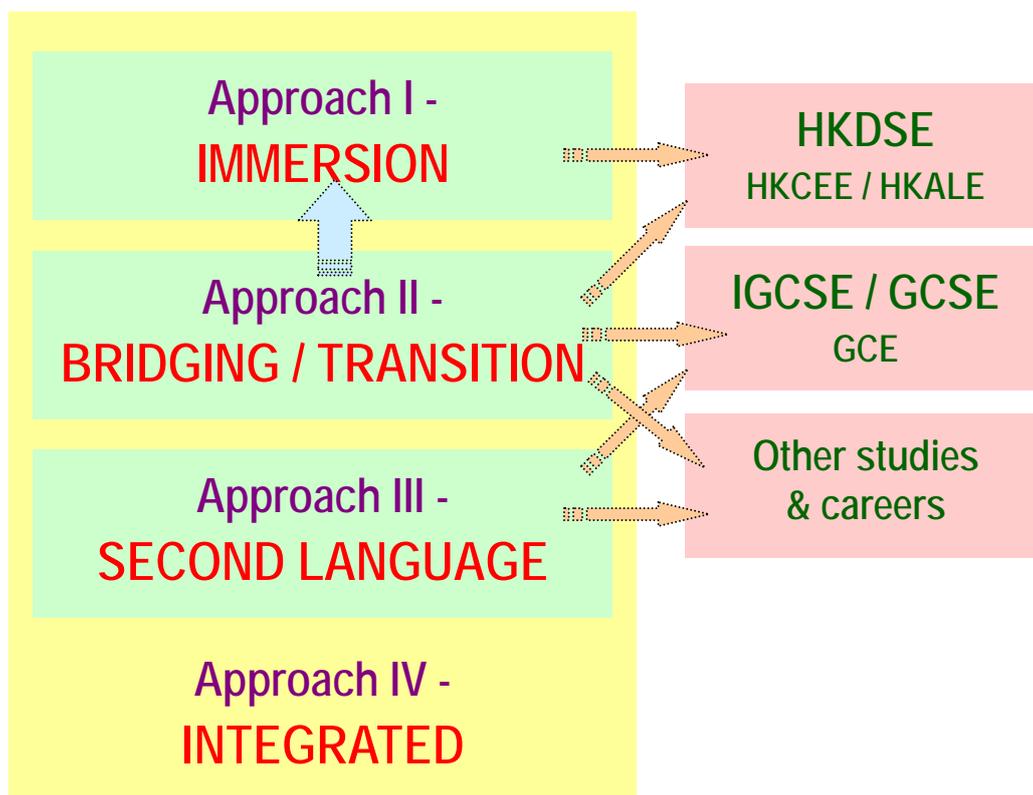
- Development of curriculum resources for NCS students: basic vocabularies, learning software, examples of adapted school-based curriculum plan, learning and teaching exemplars, learning materials, assessment tools for learning, etc.
- Continued on-site school-based support.
- Enhanced partnership schemes with tertiary institutes and Non-Government Organisations.
- Continued organisation of teacher professional development programmes.

Chapter V – Evaluation and Review

15. The Education Bureau, in collaboration with stake-holders of various sectors, will continue to review the situation of implementing these recommendations, launch

various research and development projects such as to develop bridging/ transition programmes, review learning materials, study NCS students' Chinese language standards, develop assessment tools and package materials. Taking into view the implementation effects, we will make appropriate adjustments on the development strategies.

APPROACH, ASSESSMENT & EXITS



Education Bureau

The Government of the Hong Kong Special Administrative Region

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