

**立法會**  
**Legislative Council**

LC Paper No. CB(3) 646/13-14

Ref : CB(3)/M/MM

Tel : 3919 3300

Date : 16 May 2014

From : Clerk to the Legislative Council

To : All Members of the Legislative Council

---

**Council meeting of 21 May 2014**

**Amendments to motion on  
“Returning a happy childhood to students”**

Further to LC Paper No. CB(3) 622/13-14 issued on 8 May 2014, five Members (Dr Hon Helena WONG, Hon Alice MAK, Hon IP Kin-yuen, Dr Hon Priscilla LEUNG and Hon Charles Peter MOK) have respectively given notices of their intention to move separate amendments to Hon Michael TIEN’s motion on “Returning a happy childhood to students” scheduled for the Council meeting of 21 May 2014. As directed by the President, the respective amendments will be printed in the terms in which they were handed in on the Agenda of the Council.

2. The President will order a joint debate on the above motion and the five amendments. To assist Members in debating the motion and the amendments, I set out below the procedure to be followed during the debate:

- (a) the President calls upon Hon Michael TIEN to speak and move his motion;
- (b) the President proposes the question on Hon Michael TIEN’s motion;
- (c) the President calls upon the five Members who wish to move amendments to speak in the following order, but no amendment is to be moved at this stage:
  - (i) Dr Hon Helena WONG;
  - (ii) Hon Alice MAK;

- (iii) Hon IP Kin-yuen;
  - (iv) Dr Hon Priscilla LEUNG; and
  - (v) Hon Charles Peter MOK;
- (d) the President calls upon the public officer(s) to speak;
  - (e) the President invites other Members to speak;
  - (f) the President gives leave to Hon Michael TIEN to speak for the second time on the amendments;
  - (g) the President calls upon the public officer(s) to speak again;
  - (h) in accordance with Rule 34(5) of the Rules of Procedure, the President has decided that he will call upon the five Members to move their respective amendments in the order set out in paragraph (c) above. The President invites Dr Hon Helena WONG to move her amendment to the motion, and forthwith proposes and puts to vote the question on Dr Hon Helena WONG's amendment;
  - (i) after Dr Hon Helena WONG's amendment has been voted upon, the President deals with the other four amendments; and
  - (j) after all amendments have been dealt with, the President calls upon Hon Michael TIEN to reply. Thereafter, the President puts to vote the question on Hon Michael TIEN's motion, or his motion as amended, as the case may be.

3. For Members' reference, the terms of the original motion and of the motion, if amended, are set out in the **Appendix**.

(Odelia LEUNG)  
for Clerk to the Legislative Council

Encl.

(Translation)

**Motion debate on  
“Returning a happy childhood to students”  
to be held at the Council meeting of 21 May 2014**

**1. Hon Michael TIEN’s original motion**

That the majority view of society has all along held that ‘pressure leads to progress’; nowadays, there are many books and discussions available at the market about ‘tiger moms and dads’, ‘helicopter parents’ and ‘monster parents’, etc. for boosting children’s learning, but excessive boosting may likely increase pressure on children and dampen their learning interests; the results of a survey conducted by the Programme for International Student Assessment show that some Hong Kong parents excessively intervene in children’s learning and drill them by being over-anxious for results, rendering a decline of children’s motivation to learn and a negative impact on their academic results; quite a number of media reports have also pointed out that some Hong Kong students have emotional problems because of heavy study pressure, and they become easily anxious and have symptoms such as insomnia, loss of appetite and irritability, etc.; all these problems are attributable to the education system which emphasizes solely on examination results; at the stage of kindergarten education, parents have already enrolled their children in many types of interest classes and request them to do dictation and spelling exercises, etc.; at the stage of primary education, students need to participate in the Territory-wide System Assessment, the Internal Assessments for Secondary School Places Allocation purpose that take place at the end of Primary Five and both in mid-year and at the end of Primary Six, and the Pre-Secondary One Hong Kong Attainment Test; at the stage of secondary education, students are faced with a shortage of university places and the ‘die or live’ pressure from the Hong Kong Diploma of Secondary Education Examination; in contrast, the education systems and teaching modes in many advanced places are better able to provide students with room for exploring their interests to enhance their creativity development; in this connection, this Council urges the Administration to:

- (1) assess afresh the pressure and psychological impact of the existing education system on students, and comprehensively review the examination system, the curriculum contents and the mechanism for progression in education;
- (2) enhance parental education to avoid parents from excessively boosting children’s learning; and

- (3) enhance the support for school social workers and teachers to facilitate them to early identify whether or not students are under excessive pressure.

## **2. Motion as amended by Dr Hon Helena WONG**

That *'joyful learning'* is a learning guideline issued to schools by the *Education Bureau*, but the majority view of society has all along held that 'pressure leads to progress'; nowadays, there are many books and discussions available at the market about 'tiger moms and dads', 'helicopter parents' and 'monster parents', etc. for boosting children's learning, but excessive boosting may likely increase pressure on children and dampen their learning interests; the results of a survey conducted by the Programme for International Student Assessment show that some Hong Kong parents excessively intervene in children's learning and drill them by being over-anxious for results, rendering a decline of children's motivation to learn and a negative impact on their academic results; quite a number of media reports have also pointed out that some Hong Kong students have emotional problems because of heavy study pressure, and they become easily anxious and have symptoms such as insomnia, loss of appetite and irritability, etc.; all these problems are attributable to the education system which emphasizes solely on examination results; at the stage of kindergarten education, parents have already enrolled their children in many types of interest classes and request them to do dictation and spelling exercises, etc.; at the stage of primary education, students need to participate in the Territory-wide System Assessment, the Internal Assessments for Secondary School Places Allocation purpose that take place at the end of Primary Five and both in mid-year and at the end of Primary Six, and the Pre-Secondary One Hong Kong Attainment Test; at the stage of secondary education, students are faced with a shortage of university places and the 'die or live' pressure from the Hong Kong Diploma of Secondary Education Examination; in contrast, the education systems and teaching modes in many advanced places are better able to provide students with room for exploring their interests to enhance their creativity development; in this connection, this Council urges the Administration to:

- (1) assess afresh the pressure and psychological impact of the existing education system on students, and comprehensively review the examination system, the curriculum contents and the mechanism for progression in education;
- (2) enhance parental education to avoid parents from excessively boosting children's learning; and

- (3) enhance the support for school social workers and teachers to facilitate them to early identify whether or not students are under excessive pressure; *and*
- (4) *review the assessment contents of the Territory-wide System Assessment to avoid the need for students to undergo mechanical drills on examination questions, and study whether the Territory-wide System Assessment should be abolished, so as to reduce students' study pressure.*

Note: Dr Hon Helena WONG's amendment is marked in *bold and italic type* or with deletion line.

### **3. Motion as amended by Hon Alice MAK**

That, *although* the majority view of society has all along held that 'pressure leads to progress', *and* nowadays, there are many books and discussions available at the market about 'tiger moms and dads', 'helicopter parents' and 'monster parents', etc. for boosting children's learning, ~~but~~ excessive boosting may likely increase pressure on children and dampen their learning interests; the results of a survey conducted by the Programme for International Student Assessment show that some Hong Kong parents excessively intervene in children's learning and drill them by being over-anxious for results, rendering a decline of children's motivation to learn and a negative impact on their academic results; quite a number of media reports have also pointed out that some Hong Kong students have emotional problems because of heavy study pressure, and they become easily anxious and have symptoms such as insomnia, loss of appetite and irritability, etc.; all these problems are attributable to the education system which emphasizes solely on examination results; at the stage of kindergarten education, parents have already enrolled their children in many types of interest classes and request them to do dictation and spelling exercises, etc.; at the stage of primary education, students need to participate in the Territory-wide System Assessment, the Internal Assessments for Secondary School Places Allocation purpose that take place at the end of Primary Five and both in mid-year and at the end of Primary Six, and the Pre-Secondary One Hong Kong Attainment Test; at the stage of secondary education, students are faced with a shortage of university places and the 'die or live' pressure from the Hong Kong Diploma of Secondary Education Examination; in contrast, the education systems and teaching modes in many advanced places are better able to provide students with room for exploring their interests to enhance their creativity development; in this connection, this Council urges the Administration to:

- (1) assess afresh the pressure and psychological impact of the existing education system on students, and comprehensively review the examination system, the curriculum contents and the mechanism for progression in education;
- (2) enhance parental education to avoid parents from excessively boosting children's learning; ~~and~~
- (3) enhance the support for school social workers and teachers to facilitate them to early identify whether or not students are under excessive pressure;
- (4) *allocate additional resources to assist students with learning difficulties and those with special learning needs, including identifying such students as early as possible and providing them with training and support on all fronts, so as to reduce their study pressure;*
- (5) *streamline the existing curriculum contents of primary and secondary education, so that teachers and students will not come under pressure for catching up with the curricula, and students can use the spare lesson time to cultivate their personal learning interests;*
- (6) *encourage schools to invite experts from different industries to hold workshops and experience programmes, so as to broaden students' horizons and enable their understanding of potentials, thereby cultivating the relevant interests and developing their careers in the future; and*
- (7) *sort out the negative impacts of study pressure on students and give comprehensive care to students' physical and mental development, including increasing the support services provided by clinical psychologists and medical social workers in schools to offer emotional and psychological counselling to students, and expanding the school dental care service and the student health service to ensure that they have good physical health for learning.*

Note: Hon Alice MAK's amendment is marked in *bold and italic type* or with deletion line.

#### **4. Motion as amended by Hon IP Kin-yuen**

That, *under Article 31 of the United Nations Convention on the Rights of the Child, it is the right of the child to rest and leisure, and the state parties to the convention should encourage the provision of appropriate and equal*

*opportunities for cultural, artistic, recreational and leisure activity to children; the Hong Kong Committee for UNICEF also calls on parents to provide children with at least one hour of free play a day; yet, the majority view of society has all along held that ‘pressure leads to progress’; nowadays, there are many books and discussions available at the market about ‘tiger moms and dads’, ‘helicopter parents’ and ‘monster parents’, etc. for boosting children’s learning, but excessive boosting may likely increase pressure on children and dampen their learning interests; the results of a survey conducted by the Programme for International Student Assessment show that some Hong Kong parents excessively intervene in children’s learning and drill them by being over-anxious for results, rendering a decline of children’s motivation to learn and a negative impact on their academic results; quite a number of media reports have also pointed out that some Hong Kong students have emotional problems because of heavy study pressure, and they become easily anxious and have symptoms such as insomnia, loss of appetite and irritability, etc., **and even self-destruction behaviour**; all these problems are attributable to the education system which emphasizes solely on examination results; at the stage of kindergarten education, parents have already enrolled their children in many types of interest classes and request them to do dictation and spelling exercises, etc.; at the stage of primary education, students need to participate in the Territory-wide System Assessment, the Internal Assessments for Secondary School Places Allocation purpose that take place at the end of Primary Five and both in mid-year and at the end of Primary Six, and the Pre-Secondary One Hong Kong Attainment Test; at the stage of secondary education, students are faced with a shortage of university places and the ‘die or live’ pressure from the Hong Kong Diploma of Secondary Education Examination; in contrast, the education systems and teaching modes in many advanced places are better able to provide students with room for exploring their interests to enhance their creativity development; in this connection, this Council urges the Administration to:*

- (1) assess afresh the pressure and psychological impact of the existing education system on students, and comprehensively review the examination system, the curriculum contents and the mechanism for progression in education;
- (2) *firmly uphold the policy of small-class education in primary schools, and expeditiously implement small-class teaching in secondary schools, so as to improve students’ learning environment, enhance students’ concentration and increase teacher-student interaction;*
- (3) *examine the impacts of the morbid and substantive change in education brought about by the Territory-wide System Assessment on schools and students, and expeditiously rectify the pitfalls; if rectification is not viable, the Administration should abolish the*

*Territory-wide System Assessment, so as to bring school education back to the normal track and reduce students' study pressure;*

- (4) *provide more support to students with special education needs and non-Chinese speaking students, so as to eliminate the barriers in their learning and social life;*
- (5) *conduct studies on the impacts of the curricula of playgroups and interest classes available at the market on children's intellectual and psychological development, and introduce appropriate regulation, so as to avoid such curricula and activities having negative impacts on children's growth;*
- (2)(6) enhance parental education to avoid parents from excessively boosting children's learning; and
- (3)(7) enhance the support for school social workers and teachers to facilitate them to early identify whether or not students are under excessive pressure.

Note: Hon IP Kin-yuen's amendment is marked in ***bold and italic type*** or with deletion line.

## **5. Motion as amended by Dr Hon Priscilla LEUNG**

That, *as competition is keen in society*, the majority view of ~~society~~ **Hong Kong** has all along held that 'pressure leads to progress'; nowadays, ~~there are many books and discussions available at the market about 'tiger moms and dads', 'helicopter parents' and 'monster parents', etc.~~ **many books are available at the market** for boosting children's learning, but excessive boosting may likely increase pressure on children and dampen their learning interests; the results of a survey conducted by the Programme for International Student Assessment show that some Hong Kong parents excessively intervene in children's learning and drill them by being over-anxious for results, rendering a decline of children's motivation to learn and a negative impact on their academic results; quite a number of media reports have also pointed out that some Hong Kong students have emotional problems because of heavy study pressure, and they become easily anxious and have symptoms such as insomnia, loss of appetite and irritability, etc.; all these problems are attributable to the education system which emphasizes solely on examination results; at the stage of kindergarten education, parents have already enrolled their children in many types of interest classes and request them to ~~do dictation and spelling exercises, etc.~~ **learn 'by rote', thus greatly stifling their creativity**; at the stage of primary education, students need to participate in the Territory-wide System



Assessment, the Internal Assessments for Secondary School Places Allocation purpose that take place at the end of Primary Five and both in mid-year and at the end of Primary Six, and the Pre-Secondary One Hong Kong Attainment Test; at the stage of secondary education, students are faced with a shortage of university places and the ‘die or live’ pressure from the Hong Kong Diploma of Secondary Education Examination; in contrast, the education systems and teaching modes in many advanced places are better able to provide students with room for exploring their interests to enhance their creativity development; in this connection, this Council urges the Administration to:

- (1) *set true ideals for education*, assess afresh the pressure and psychological impact of the existing education system on students, and comprehensively review *whether* the examination system, the curriculum contents and the mechanism for progression in education *can truly achieve the objectives of education*;
- (2) enhance parental education *and encourage parents to attach more importance to children’s learning process, growth and interests, so as to avoid parents from excessively boosting children’s learning, thus enabling children to grow up more happily*;
- (3) *enhance the education on building students’ self-confidence and the promotion of diversified career pathways, so as to avoid taking examination results as the sole objective of learning by students*; and
- ~~(3)~~(4) enhance the support for school social workers and teachers to facilitate them to early identify whether or not students are under excessive pressure.

Note: Dr Hon Priscilla LEUNG’s amendment is marked in *bold and italic type* or with deletion line.

## **6. Motion as amended by Hon Charles Peter MOK**

That ~~the majority view of society has all along held~~ *some parents in Hong Kong hold* that ‘pressure leads to progress’; nowadays, there are many books and discussions available at the market about ‘tiger moms and dads’, ‘helicopter parents’ and ‘monster parents’, etc. for boosting children’s learning, but excessive boosting may likely increase pressure on children and dampen their learning interests; the results of a survey conducted by the Programme for International Student Assessment show that some Hong Kong parents excessively intervene in children’s learning and drill them by being over-anxious for results, rendering a decline of children’s motivation to learn and a negative impact on their academic results; quite a number of media

reports have also pointed out that some Hong Kong students have emotional problems because of heavy study pressure, and they become easily anxious and have symptoms such as insomnia, loss of appetite and irritability, etc.; all these problems are attributable to the education system which emphasizes solely on examination results; at the stage of kindergarten education, parents have already enrolled their children in many types of interest classes and request them to do dictation and spelling exercises, etc.; at the stage of primary education, students need to participate in the Territory-wide System Assessment, the Internal Assessments for Secondary School Places Allocation purpose that take place at the end of Primary Five and both in mid-year and at the end of Primary Six, and the Pre-Secondary One Hong Kong Attainment Test; at the stage of secondary education, students are faced with a shortage of university places and the 'die or live' pressure from the Hong Kong Diploma of Secondary Education Examination; in contrast, the education systems and teaching modes in many advanced places are better able to provide students with room for exploring their interests to enhance their creativity development; in this connection, this Council urges the Administration to:

- (1) assess afresh the pressure and psychological impact of the existing education system on students, and comprehensively review the examination system, the curriculum contents and the mechanism for progression in education;
- (2) enhance parental education to avoid parents from excessively boosting children's learning; ~~and~~
- (3) enhance the support for school social workers and teachers to facilitate them to early identify whether or not students are under excessive pressure;
- (4) *develop a diversified education system, including strengthening vocational education, arts education and physical education, so as to reduce the pressure of public examinations on students, and assist those students who are unable to adapt to conventional education in choosing study pathways according to their abilities and interests; and*
- (5) *increase the number of tertiary education places, especially the degree programme places offered by institutions funded by the University Grants Committee, so as to alleviate students' pressure arising from the need to compete for such places.*

Note: Hon Charles Peter MOK's amendment is marked in *bold and italic type* or with deletion line.