

**立法會 CB(2)1069/17-18(13)號文件**  
**LC Paper No. CB(2)1069/17-18(13)**

My script for 27 Feb 2018 Public hearing

Good Afternoon ....., My name is Saseendran Anjaly and I am now a second-year undergrad student studying at the Hong Kong University of Science and Technology. I come from an Indian ethnicity and have been living in Hong Kong since the age of one, and have completed kindergarten, primary, secondary, as well as post-secondary education here. Therefore, I should be considered as a local Hong Kong Student, shouldn't I? I wish I could say the same for my Cantonese proficiency.

Being able to speak fluent Cantonese really helps me break the language barrier when it comes to communicating with Hong Kong-ers in a daily basis, even listening to the Cantonese news report is not a major issue. What I would like to point out is my literacy level. Having completed the GSCE Chinese in 2014 when I was in F.5 and GCE AS level in F.6, attaining the highest grades possible A\* and A. But it is said that these alternative examinations are equivalent to the level of Cantonese that primary school children are learning. Hence, my academic level is stuck a primary level. And there are many students like me. In the long run, reading and writing skills important for us ethnic minorities if we are to stay and work in Hong Kong because we are judged by our academic abilities when we look for jobs.

So, I would like to suggest some ideas that could help local EM students in Hong Kong to boost their Chinese proficiency which is comparable to that of a Chinese student, even after secondary education.

First, starting from a primary level, every student regardless of ethnicity should share the same Chinese lesson to alleviate segregation and promote interaction between the Ems and Chinese students, without the need for low-level Chinese class and high-level Chinese class. Though it may be difficult as for most EMs, as Chinese is not their 1<sup>st</sup> language or even have little exposure to the language and the Chinese culture. Instead of having separate class for these students, suitable bridging programs can be provided by schools so that these students won't fall behind during Chinese class.

Second, for EM students who have completed primary education in Hong Kong should be entitled to study HKDSE Chinese curriculum because in the end, every secondary student will sit for HKDSE so why separate them for Chinese language? Back in secondary, because I was put in GCSE Chinese class since form 1 and I stayed in that syllabus until form 6. So basically, it was like repeating primary Chinese all over again for another six years. I believe only under conditions like when local EM students fail meet the DSE Chinese standards or newly-arrived EM students should be allowed to opt for alternative Chinese. Not grouping every EM students into the alternative Chinese syllabus. Therefore, I'd like re-state my point that GSCE, GCE AS Level and GCE AL level Chinese should not be an option for Local-EM students with primary education background in Hong Kong.

Finally, I would like to ask the government whether you have considered revising the DSE Chinese syllabus. With reference with the HKCEE English Language which was comprised of syllabus A and B, HKDSE Chinese could be separated into an easier and a difficult syllabus so students can have a more options within a single syllabus without being forced to choose an easier alternative Chinese. This also meets the academic standards of a wide range of EMS students and enable secondary schools to follow a single curriculum which caters both EM and Chinese students with no segregation.