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I am MARIAM-BIBI, studying year 2 psychology at Lingnan University, born and raised in Hong Kong. Obtained my kindergarten to University education here in Hong Kong. The point I would like to make is University admission requirement in the Chinese language does not favour Ethnic Minorities or those who do not have a high level of Chinese language skills. We all are well aware that even though non-Chinese speaking students are exempted from taking the DSE (Chinese) but are required to take alternative Chinese such as GCE AL, GCE AS, GCSE, IGCSE or HKDSE Applied Learning Chinese in order to replace the DSE Chinese language to meet the minimum entrance requirement for the Chinese language. There are a few issues, I would like to mention. Firstly, no matter one gets grade 'attained' in applied Chinese or grade C in GCSE or even grade A in GCE AL, you will be granted level 3. This helps to fulfil Chinese requirement without giving any recognition to harder Chinese level. Referring to the grading system of Chinese language, it seems like there is no point of choosing a higher level of Chinese alternative when the marks won't make a difference. Secondly, there seems to be no clear way of calculating the Chinese language for ethnic minorities. Even though, said by the universities, the Chinese language for ethnic minorities will be counted as level 3, but no university seem to admit that when asked and we are told that each of the ethnic minorities' Chinese language is calculated case by case. I can recall something similar that happened to me. In 2016, on my DSE result day, I called some of the universities to find out how they calculate the Chinese language on those particular courses which I wanted to take, however, none of the universities were able to give me a clear answer, some said it will be counted as level 2, some said it will be counted as level 3 and others said it will be counted case by case. This disfavours ethnic minorities as they do not have any guidelines on how to calculate their Chinese level and their total DSE score. This gives them fewer chances to choose the right course for themselves. As a result, this does not only add difficulties to us when doing JUPAS marks calculation but also discouraging students from studying a harder Chinese level. As a short-term solution, I would like to request for giving higher recognition to harder Chinese level, recognize our Chinese ability according to levels and a clear calculating method for grading alternative Chinese languages should be provided by all universities and colleges. Moreover, waiving our Chinese requirement is not a 'benefit' to us but a remedial measure for the lack of proper CSL curriculum from the government. We want to learn Chinese as well, but the problem is not whether we work hard or not, but whether teachers and schools are prepared to teach us up to that level. Everyone questions the child's ability to learn Chinese but no one seem to be even clear about the teacher's teaching experiences and training regarding teaching Chinese as a second language. That is why even today, it remains a huge problem. To conclude, instead of just giving us options to choose easier Chinese to study, in long-term, the solutions should be developing a better Chinese curriculum for EM students so that even if our mother tongue is not Chinese, we can still learn Chinese up to a level as a local student, just like how Chinese students learn English.