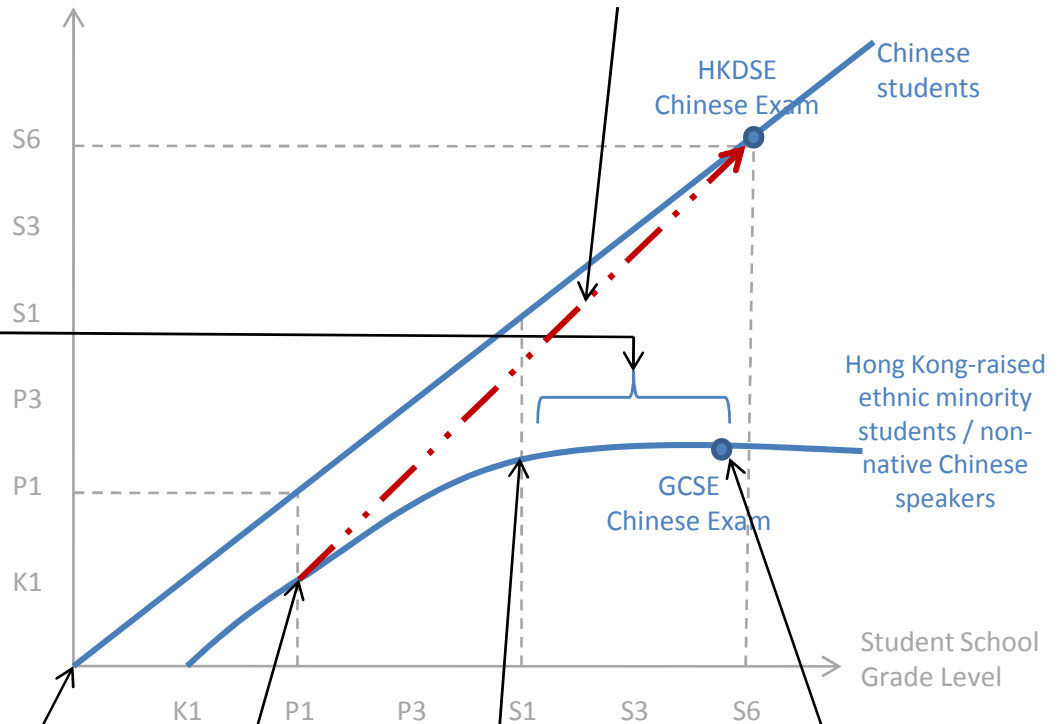


# Why do we need a “Chinese as a Second Language” curriculum for ethnic minority students? – Hong Kong Unison, 2013

6

[Red dotted line] If ethnic minority students were to catch up with Chinese students and take the HKDSE, their learning curve would have to be much steeper. As second-language-learners of Chinese, they would need more additional support than Chinese students. A Chinese-as-a-Second-Language policy may provide such support.

Chinese Proficiency Level



4

Most designated secondary schools prepare their students to sit for the GCSE Chinese exam in F.5. Ethnic minority students who have learned Chinese for many years don't progress in their Chinese from F.1 to F.5.

1

Chinese children start learning Chinese at a very young age through home and their community, while ethnic minority children often only start learning Chinese in kindergarten.

3

Designated schools use school-based Chinese curriculum, which are usually much simpler than the mainstream Chinese curriculum. Students' Chinese proficiencies vary greatly among designated schools, but on average students usually graduate primary school with about Primary 3-4 level of Chinese proficiency.

2

Ethnic minority children need to catch up in Chinese language abilities during kindergarten. They usually use these three years to acquire Cantonese speaking skills, and end up seriously lagging behind their peers in reading and writing abilities by the time they enter primary school.

5

The GCSE Chinese examination is equivalent to local Primary 2-3 level. Currently almost all ethnic minority students took the GCSE Chinese exam because the more advanced GCE Chinese exams were not subsidized by the government until Nov 2012.