# Article information:

When will Hong Kong realise that its exam-focused culture is failing our children? | Well-being in Hong Kong --- 香港何時才能意識到以考試為中心的文化辜負了我們的孩子？ |香港的福祉  
<https://wellbeing.hku.hk/when-will-hong-kong-realise-that-its-exam-focused-culture-is-failing-our-children/>

# Article summary:

1. The exam-focused culture in Hong Kong's education system is failing children, as it distorts the learning process and restricts their potential.

2. The Territory-wide System Assessment (TSA) is just one symptom of the larger issue, and efforts to scrap it are not addressing the core problem.

3. The demanding curriculum and emphasis on exams lead to a lack of focus on problem-solving skills and self-esteem, contributing to low well-being among students.

# Article rating:

Appears strongly imbalanced: The article is written in a biased or one-sided way, and the information it provides is not trustworthy enough to be considered a reliable source. You should consult other sources to find reliable information on the presented issues.

# Article analysis:

The article titled "When will Hong Kong realise that its exam-focused culture is failing our children?" discusses the issues with Hong Kong's exam-oriented education system and argues that it is detrimental to the well-being and development of students. While the article raises some valid points, there are several biases and unsupported claims that need to be addressed.

One potential bias in the article is the author's personal experience with sending his son to Australia for education. The author highlights how his son thrived in a less demanding curriculum and suggests that this is evidence of the flaws in Hong Kong's education system. However, this anecdotal evidence does not provide a comprehensive understanding of the entire education system in Hong Kong or its effectiveness.

The article also makes unsupported claims about the negative impact of an exam-oriented culture on students' well-being. While it is true that excessive focus on exams can lead to stress and anxiety, there is no concrete evidence provided to support the claim that this culture is failing children. The article would benefit from including research studies or statistics to back up these assertions.

Additionally, the article presents a one-sided view by solely focusing on the drawbacks of an exam-oriented culture without acknowledging any potential benefits. Exams can serve as a measure of academic achievement and provide motivation for students to study and excel. By only highlighting the negative aspects, the article fails to present a balanced perspective on the issue.

Furthermore, there are missing points of consideration in the article. It does not address how an exam-oriented culture may be influenced by societal expectations or economic factors such as competition for limited job opportunities. These factors play a significant role in shaping educational priorities and cannot be ignored when discussing educational reforms.

The article also lacks evidence for its claims about alternative educational paths in Hong Kong. It mentions vocational training courses but dismisses them as unappealing without providing any supporting data or examples. Including more information about these alternatives would strengthen the argument against an exam-focused culture.

Moreover, the article does not explore counterarguments or address potential risks associated with moving away from an exam-oriented culture. While there are valid concerns about the stress and pressure placed on students, exams also serve as a standardized measure of academic performance. Without exams, it may be challenging to evaluate students' knowledge and skills objectively.

In terms of promotional content, the article mentions the Quality Education Fund's support for promoting well-being but does not provide any specific details or evidence of its effectiveness. This could be seen as a way to promote the fund without critically evaluating its impact.

Overall, while the article raises important issues about Hong Kong's exam-focused culture, it is biased and lacks sufficient evidence to support its claims. A more balanced approach that considers both the benefits and drawbacks of an exam-oriented education system would provide a more comprehensive analysis of the topic.

# Topics for further research:

* Research studies on the impact of an exam-oriented culture on students' well-being in Hong Kong
* Economic factors influencing Hong Kong's exam-focused education system
* Alternative educational paths in Hong Kong beyond exams
* Counterarguments against moving away from an exam-oriented culture in education
* Standardized measures of academic performance other than exams
* Effectiveness of the Quality Education Fund in promoting well-being in Hong Kong's education system

# Report location:

<https://www.fullpicture.app/item/bbc2a1281463ce061087ed9ed02073c3>