

Results of Secondary 3 English Language in Territory-wide System Assessment 2025

The percentage of S.3 students achieving English Language Basic Competency in 2025 is 68.8%.

Secondary 3 Assessment Design

Assessment tasks for 2025 S.3 English Language were based on the *Basic Competency (BC) Descriptors (Tryout Version) for English Language at the end of Key Stage 3 (Secondary 3)*, the *Supplement to the English Language Education Key Learning Area Curriculum Guide (Secondary 1 - 3)* (CDC, 2018) and the *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)* (CDC, 2017). The tasks covered the four language skills: listening, reading, writing and speaking, and were designed in accordance with the learning objectives in three interrelated strands: Interpersonal, Knowledge and Experience.

The S.3 written assessments comprised a total of 129 items and 138 score points in three sub-papers for Listening, Reading and Writing. Common items appeared in different Listening and Reading sub-papers, acting as inter-paper links. Each Listening sub-paper lasted approximately 35 minutes, each Reading sub-paper 35 minutes, and each Writing sub-paper 40 minutes. The speaking assessment comprised two components, Individual Presentation and Group Interaction, with eight sub-papers in each component. The number of items on the various sub-papers is summarised in Table 7.21a. These numbers include common items that appear in more than one sub-paper to enable the equating of test scores. The composition of the S.3 sub-papers is provided in Table 7.21b.

Table 7.21a Number of Items and Score Points for S.3

Subject	No. of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total*
English Language					
Written Assessment					
Listening	31(31)	31(31)	31(31)	--	54(54)
Reading	36(36)	36(36)	36(36)	--	72(72)
Writing	1(12)	1(12)	1(12)	--	3(12)
Total	68(79)	68(79)	68(79)	--	129(138)
Speaking Assessment					
Individual Presentation	2(14)	2(14)	2(14)	2(14)	8(14)
Group Interaction	2(6)	2(6)	2(6)	2(6)	8(6)

* Items that appear in different sub-papers are counted once only.

Table 7.21b Composition of S.3 Sub-papers

Written Assessment				Speaking Assessment		
Basic Competency	No. of Items (Score Points)			Basic Competency	No. of Items (Score Points)	
Listening	9EL1	9EL2	9EL3		9ESP1 – 9ESP8 Individual Presentation	9ESG1 – 9ESG8 Group Interaction
L5-L-2-S3BC (listening strategies)	31(31)	29(29)	29(29)	L5-S-3-S3BC (ideas)	8(4)	8(4)
L5-L-1-S3BC (language features)	0(0)	2(2)	2(2)			
Reading	9ER1	9ER2	9ER3	L6-S-6-S3BC (organisation)	8(4)	0
L6-R-1-S3BC (reading strategies)	30(30)	25(25)	30(30)			
L6-R-2-S3BC (extracting and organising information)	1(1)	4(4)	0	L5-S-4-S3BC (vocabulary & language patterns)	8(4)	0
L5-R-3-S3BC (language features)	4(4)	0	5(5)			
L5-R-4-S3BC (reference skills)	1(1)	7(7)	1(1)	L5-S-2-S3BC (pronunciation & delivery)	8(4)	0
Writing	9EW1	9EW2	9EW3			
L6-W-1-S3BC (content)	1(4)	1(4)	1(4)			
L6-W-2-S3BC (language)	1(4)	1(4)	1(4)			
L6-W-3-S3BC (organisation)	1(2)	1(2)	1(2)	L6-S-5-S3BC (strategies for oral communication)	8(2)	8(2)
L5-W-5-S3BC (features)	1(2)	1(2)	1(2)			

Secondary 3 Listening Items

Each student attempted three listening tasks in one of the three Listening sub-papers (about 35 minutes each). All parts or sections were played twice. Descriptions of the listening tasks are provided in Tables 7.22 and 7.23.

Table 7.22 S.3 Listening: Distribution of Items

Basic Competency	Descriptor	No. of Items
L5-L-1-S3BC	Understanding the use of a range of language features in simple literary / imaginative spoken texts	2
L5-L-2-S3BC	Using an increasing range of strategies to understand the meaning of simple texts on familiar and less familiar topics which are delivered clearly and in generally familiar accents	52
TOTAL		54

Table 7.23 S.3 Listening: Item Description and Question Types

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L5-L-2-S3BC	Interview – <i>Scuba Diving</i> <i>9EL1 – Part 1</i> <i>9EL3 – Part 1</i>	Multiple choice Short Answer	8(8) 7(7)
L5-L-2-S3BC	Discussion – <i>Special Dress Day</i> <i>9EL1 – Part 2</i> <i>9EL3 – Part 2</i>	Multiple choice	8(8)
L5-L-2-S3BC	Discussion – <i>STEAM Competition</i> <i>9EL1 – Part 3</i> <i>9EL2 – Part 2</i>	Multiple choice	8(8)
L5-L-2-S3BC	Radio Broadcast with Information Sheet – <i>Hong Kong Heritage</i> <i>9EL2 – Part 1</i>	Multiple choice	15(15)
L5-L-1-S3BC L5-L-2-S3BC	Poem – <i>I Went on a Vacation</i> <i>9EL2 – Part 3</i> <i>9EL3 – Part 3</i>	Multiple choice	8(8)

Secondary 3 Reading Items

Each student attempted three reading tasks in one of the three Reading sub-papers. 35 minutes were allotted for the reading tasks in each of the sub-papers. Descriptions of the reading tasks are provided in Tables 7.24 and 7.25.

Table 7.24 S.3 Reading: Distribution of Items

Basic Competency	Descriptor	No. of Items
L6-R-1-S3BC	Using an increasing range of reading strategies to understand the meaning of texts with some degree of complexity	55
L6-R-2-S3BC	Extracting and organising information and ideas from texts with some degree of complexity	4
L5-R-3-S3BC	Understanding the use of a range of language features and other techniques to present themes, characters, experiences and feelings in simple literary / imaginative texts	5
L5-R-4-S3BC	Applying a range of reference skills for various purposes with the help of cues	8
TOTAL		72

Table 7.25 S.3 Reading: Item Description and Question Types

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L6-R-1-S3BC L6-R-2-S3BC	Article – <i>World Festivals</i> <i>9ER1 – Part 1</i> <i>9ER2 – Part 1</i>	Multiple choice	12(12)
L6-R-1-S3BC L5-R-3-S3BC	Poem – <i>We Went to the Park</i> <i>9ER1 – Part 2</i> <i>9ER3 – Part 2</i>	Multiple choice	8(8)
L6-R-1-S3BC L5-R-3-S3BC L5-R-4-S3BC	Magazine Article – <i>The Fashion Industry</i> <i>9ER1 – Part 3</i> <i>9ER3 – Part 3</i>	Multiple choice	16(16)
L6-R-1-S3BC L5-R-4-S3BC	Online Article – <i>Popular Sports in the Olympic Games</i> <i>9ER2 – Part 2</i>	Multiple choice	8(8)
L6-R-1-S3BC L6-R-2-S3BC L5-R-4-S3BC	Promotional Poster and Fact Sheet – <i>Book Fairs</i> <i>9ER2 – Part 3</i>	Multiple choice	16(16)
L6-R-1-S3BC L5-R-3-S3BC	Newsletter Extract – <i>The Story of Toilets and World Toilet Day</i> <i>9ER3 – Part 1</i>	Multiple choice	12(12)

Secondary 3 Writing Tasks

Each student attempted a writing task of about 150 words from one of the three Writing sub-papers. 40 minutes were allotted for the writing task in each of the sub-papers. Descriptions and topics of the writing tasks are provided in Tables 7.26 and 7.27.

Table 7.26 S.3 Writing: Distribution of Items

Basic Competency	Descriptor	No. of Items
L6-W-1-S3BC	Writing a variety of texts for different purposes with relevant and generally adequate content	3
L6-W-2-S3BC	Writing a variety of texts using punctuation marks and a range of vocabulary and language patterns with some degree of appropriacy and accuracy to convey meaning	
L6-W-3-S3BC	Writing a variety of texts with adequate overall planning and organisation (including the use of cohesive devices and paragraphs, and sequencing of ideas)	
L5-W-5-S3BC	Writing a variety of texts using the salient features of a range of genres generally appropriately with the help of cues	
TOTAL		3

Table 7.27 S.3 Writing: Item Description and Question Types

Basic Competency	Item Description	No. of Items (Score Points)
L6-W-1-S3BC L6-W-2-S3BC	Story – <i>Joining a Competition</i> <i>9EW1</i>	1(12)
L6-W-3-S3BC L5-W-5-S3BC	Article – <i>How Technology Affects Teenagers' Lives</i> <i>9EW2</i>	1(12)
	Blog Entry – <i>An Active and Healthy Lifestyle</i> <i>9EW3</i>	1(12)

Secondary 3 Speaking Tasks

Each student attempted either an 'Individual Presentation' (3 minutes for preparation and 2 minutes for assessment) or a 'Group Interaction' (3 minutes for preparation and 4 minutes for assessment). There were altogether 16 sub-papers: two sub-papers each for the Individual Presentation and Group Interaction, used in morning and afternoon sessions that spanned two assessment days. Descriptions of the speaking tasks are provided in Table 7.28.

Table 7.28 S.3 Speaking: Distribution of Tasks

Basic Competency	Descriptor	Task Description	No. of Items
L5-S-2-S3BC	Using a range of delivery techniques (including stress, rhythm and intonation) to convey meaning generally appropriately with the help of cues	Individual Presentation <i>9ESP1 – 9ESP8</i>	8
L5-S-3-S3BC	Expressing information and ideas (including personal experiences, feelings, opinions, imaginative ideas and evaluative remarks) with some elaboration		
L5-S-4-S3BC	Using a range of vocabulary and language patterns with some degree of appropriacy and accuracy to convey meaning		
L6-S-5-S3BC	Using formulaic expressions and a range of strategies for oral communication to establish and maintain relationships/ interaction in familiar situations		
L6-S-6-S3BC	Using organising techniques generally appropriately to convey meaning		

L5-S-3-S3BC	Expressing information and ideas (including personal experiences, feelings, opinions, imaginative ideas and evaluative remarks) with some elaboration	Group Interaction 9ESG1 – 9ESG8	8
L6-S-5-S3BC	Using formulaic expressions and a range of strategies for oral communication to establish and maintain relationships /interaction in familiar situations		

Performance of Secondary 3 Students Achieving Basic Competency in 2025

Secondary 3 Listening

Design of the Listening Papers

There are a total of three listening sub-papers, 9EL1, 9EL2 and 9EL3. In the sub-papers there are five listening tasks:

Tasks	Text Types
Scuba Diving	Interview
Special Dress Day	Discussion
STEAM Competition	Discussion
Hong Kong Heritage	Radio Broadcast with Information Sheet
I Went on a Vacation	Poem

Performance of Secondary 3 Students Achieving Basic Competency in Listening Tasks

Students achieving basic competency were able to:

- understand the meaning of simple dialogues on both familiar and unfamiliar topics;
- understand the connections between ideas by identifying the use of cohesive devices and discourse markers;
- extract specific information;
- identify rhymes; and
- work out the meaning of unfamiliar words/expressions with the help of contextual clues.

Task Name: Scuba Diving (Interview)

Task Content: The students are listening to a recording of an interview about scuba diving.

Understanding the connection between ideas by identifying the use of cohesive devices

- Many students understood that Shirley's favourite sea creatures are dolphins and octopuses when they heard her say, *'There are two sea creatures I really like – octopuses and dolphins.'*

5. Shirley's favourite sea creatures are _____.

- A. clownfish and angelfish
- B. coral and reef fish
- C. crabs and sea turtles
- ☒ D. dolphins and octopuses

9EL1/3 Part 1 Q.5

Task Name: Special Dress Day (Discussion)

Task Content: The students are having a meeting to plan for the special dress day.

Extracting specific information

- Many students understood that the HK Association's 24-hour support hotline service is for newly-arrived students when Peter said, *'I know that the HK Association is very active in the local community. It has a 24-hour support hotline for newly-arrived students.'*

7. The HK Association has a 24-hour support hotline for _____.

- A. children
- ☒ B. newly-arrived students
- C. disabled students
- D. everyone

9EL1/3 Part 2 Q.7

Task Name: STEAM Competition (Discussion)

Task Content: The students are discussing what to create for the STEAM competition.

Making connections between ideas with the help of discourse markers

- Many students understood that the students agreed to design a robot to deliver lunchboxes when they heard Peter say, *'Great idea! Let's build one for distributing lunchboxes.'*

3. The students plan to design a robot that can _____.
- A. clean the whiteboards
 - B. sweep the floor
 - ☐ C. deliver lunchboxes
 - D. order lunch

9EL1 Part 3 Q.3/9EL2 Part 2 Q.3

Task Name: Hong Kong Heritage (Radio Broadcast with Information Sheet)

Task Content: The students are listening to a recording of an interview about Hong Kong heritage.

Deducing the meaning of unfamiliar words and expressions

- Quite a number of students were able to infer that heritage means old historic buildings when they heard Sandy say, *'As an advisor on Hong Kong heritage, could you introduce to us some old buildings which have been preserved?'*

8. Dr Chan is a local heritage advisor. 'Heritage' here means _____.
- ☐ A. historic buildings
 - B. time management
 - C. retirement
 - D. housing estates

9EL2 Part 1 Q.8

Task Name: I Went on a Vacation (Poem)

Task Content: The poem is about an unusual vacation.

Identifying rhymes

- Quite a number of students were able to identify the rhyming pair in the third stanza of the poem.

Stanza 3

I wandered through Paris,
and Rio, and Rome,
Dubai, and Mumbai
before heading back home.

Narrator: Now, listen to Question 7.

Question 7. You will hear four pairs of words in Stanza Three. Listen to them carefully and identify the rhyming pair.

- A. Paris and Rome B. Rome and Mumbai C. Mumbai and home
D. Rome and home

7. You will hear four pairs of words in Stanza Three. Listen carefully and identify the rhyming pair.

A.

B.

C.

D.

9EL2/3 Part 3 Q.7

Secondary 3 Reading

Design of the Reading Papers

There are a total of three reading sub-papers, 9ER1, 9ER2 and 9ER3. In the sub-papers, there are 6 reading tasks:

Tasks	Text Types
World Festivals	Article
We Went to the Park	Poem
The Fashion Industry	Magazine Article
Popular Sports in the Olympic Games	Online Article
Book Fairs	Promotional Poster and Fact Sheet
The Story of Toilets and World Toilet Day	Newsletter Extract

Performance of Secondary 3 Students Achieving Basic Competency in Reading Tasks

Students achieving basic competency were able to:

- understand the meaning of simple texts written for various purposes, contexts and audiences;
- extract or locate specific information from different text-types such as an article, a poem, a magazine article, an online article, a promotional poster, a fact sheet and a newsletter;
- analyse and integrate relevant points from one or more than one text;
- understand and identify connections between supporting ideas and main ideas;
- work out the sequences of events;
- apply knowledge of the world; and
- use contextual clues.

Task Name: World Festivals (Article)

Task Content: The task is about festivals in different places.

Analysing and integrating relevant points from one or more than one text

- A considerable number of students were able to work out that the Lotus Lantern Festival, which can be traced back 1,200 years, has the oldest history among the festivals mentioned in the article.

THE LOTUS LANTERN FESTIVAL

② The origins of the Lotus Lantern Festival can be traced back 1,200 years. This festival has been celebrated throughout China and other parts of Asia, including Korea.

12. According to the article, _____ has the oldest history.

- ☒ A. the Lotus Lantern Festival
- B. the summertime festival
- C. April Fools' Day
- D. the Bull Run

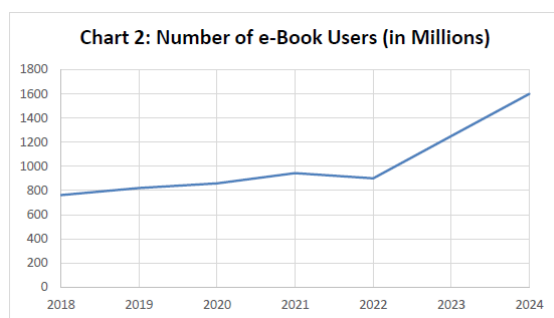
9ER1/2 Part 1 Q.12

Task Name: Book Fairs (Promotional Poster and Fact Sheet)

Task Content: The promotional poster and fact sheet are about book fairs and reading habits.

Locating information in simple price lists, charts and directories

- A considerable number of students were able to identify a drop in the number of e-book users between 2021 and 2022.



13. In Chart 2, there is a drop in the number of users between _____.
- A. 2020 and 2021
- ☒ B. 2021 and 2022
- C. 2022 and 2023
- D. 2023 and 2024

9ER2 Part 3 Q.13

Task Name: The Fashion Industry (Magazine Article)

Task Content: The magazine article is about the fashion industry and its impact.

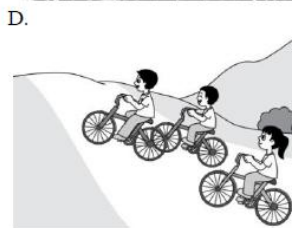
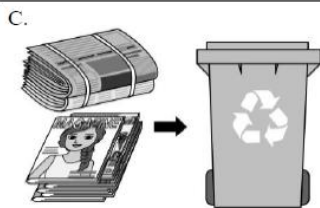
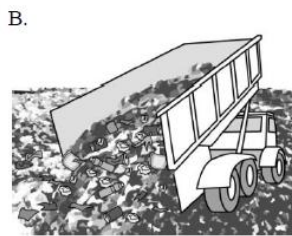
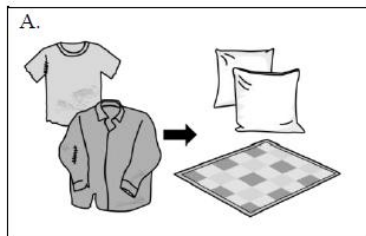
Identifying details that support a main idea

- A considerable number of students were able to identify upcycling as the process of transforming old materials into something new and better.

How does upcycling help protect the environment?

⑥ Fashion designers and consumers can mend and upcycle secondhand clothes into something new and unique, like turning a pair of torn jeans into a tote bag. Redesigning secondhand clothes not only prolongs their lifetime but also offers a fun way to express one's creative mind.

6. Which of the following is an example of upcycling?



9ER1/3 Part 3 Q.6

Task Name: We Went to the Park (Poem)

Task Content: The poem is about the events that happened after the poet went to the park.

Working out the sequence of events

- Many students were able to work out the sequence of events that happened during the picnic.



An army of ants came and started to munch on all of the foods we had brought for our lunch.



Some bees started buzzing around our dessert. Mosquitoes attacked us. Their stings really hurt.



A dog began barking. He chased us around as squirrels and birds dumped our drinks on the ground.



A skunk wandered over. It started to rain. We ran away screaming. This day was insane!

5. A lot had happened to the poet and his friends during the picnic before it started to rain. Put the events in correct order.

1. A dog barked and chased them.
2. A skunk moved around.
3. Some bees buzzed around them.
4. Some squirrels and birds spilt their drinks.

A. 1→2→3→4

B. 1→3→2→4

☒ C. 3→1→4→2

D. 3→2→4→1

9ER1/3 Part 2 Q.5

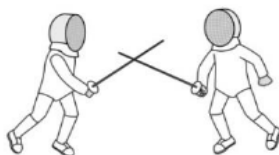
Task Name: Popular Sports in the Olympic Games (Online Article)

Task Content: The online article is about some popular sports in the Olympic Games.

Using knowledge of the world

- Many students were able to work out that fencing became a kind of sports in two European countries, Italy and France, about 600 years ago.

FENCING



❶ Fencing can be traced back more than 3,000 years. Thanks to the promotion by Italian and French fencing masters, it evolved from a form of military training into a sport around 600 years ago. Today, it has become popular worldwide, with numerous keen contests held not only in Europe but also in Asia, Africa, Oceania and other continents.

1. Fencing became a kind of sports in _____ about 600 years ago.

A. Asia

B. Africa

☒ C. Europe

D. Oceania

9ER2 Part 2 Q.1

Task Name: The Story of Toilets and World Toilet Day (Newsletter Extract)

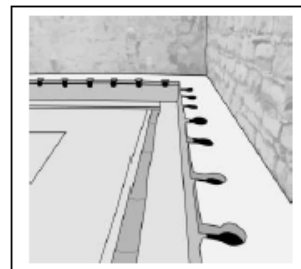
Task Content: The newsletter extract covers the origins and facts about toilets.

Using contextual clues

- The majority of students were able to work out that the Roman public toilet blocks had channels underneath and water flowed through these channels to wash all the waste away.

Ancient Flushing Toilets

② According to some historians, ancient toilets were invented in north-western India about 4,000 years ago. The waste was flushed into underground drains using a jug of water. Nearly 2,000 years later, the Romans built public toilet blocks with rows of holes to sit over. There were channels underneath, and water flowed through these channels to wash the waste away.



2. The Roman public toilet blocks _____.

- ☐ A. had channels underneath to wash the waste away
- B. had soap and clean water for handwashing
- C. were the first toilet ever invented
- D. were used only by one person at a time

9ER3 Part 1 Q.2

Secondary 3 Writing

Design of the Writing Papers

There are a total of three writing sub-papers, 9EW1, 9EW2, and 9EW3. Students are required to complete one writing task of about 150 words in 40 minutes.

Tasks	Text Types
Joining a Competition	Story
How Technology Affects Teenagers' Lives	Article
An Active and Healthy Lifestyle	Blog Entry

Performance of Secondary 3 Students Achieving Basic Competency in Writing Tasks

Students achieving basic competency were able to:

- write generally relevant and adequate content but with limited ideas and little or no elaboration;
- develop paragraphs based on prompts with an attempt to use cohesive devices and sequence ideas appropriately;
- use familiar vocabulary and simple language patterns with some degree of appropriacy and accuracy to convey meaning; and
- write reasonably comprehensible pieces of writing despite a fair number of language and/or stylistic errors.

Story – Joining a Competition (9EW1)

In this task, students were asked to write a story about joining a competition. Picture prompts were provided.

Your English teacher has asked you to write a short story about Jackie, a F.3 student who joined a competition.

In your story, you should describe:

- how he/she prepared for the competition
- what happened and how he/she felt
- what he/she learnt

Your teacher has given you some pictures to help you write the story.

You may use some of the ideas from the pictures and/or your own ideas in your writing. Write your story in about 150 words. You should also give it a suitable title.



END OF PAPER

Article – How Technology Affects Teenagers' Lives (9EW2)

In this task, students were asked to write an article about how technology affects their lives. Picture prompts were provided.

You are a member of the editorial team of the school magazine. Mr Wong, the teacher advisor, has asked you to write an article about how technology affects teenagers' lives. Read his email and write the article.

You may use some of the ideas from the pictures and/or your own ideas in your writing. Write the article in about 150 words. You should give it a suitable title.

TO: jackie@skfgrsecondaryschool.hk

SUBJECT: Article for the school magazine

SEND

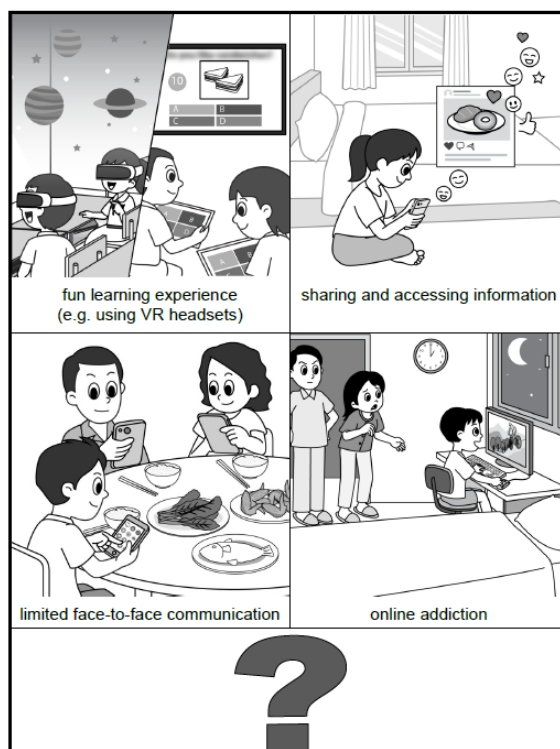
Dear Jackie,

Please write an article for the school magazine on how technology affects teenagers' lives. You should include the following:

- the advantages
- the disadvantages
- advice on the proper use of technology

Here are some photos to help you write the article.

Best wishes,
Mr Wong



END OF PAPER

Blog Entry – An Active and Healthy Lifestyle (9EW3)

In this task, students were asked to write a blog entry about leading an active and healthy lifestyle. Picture prompts were provided.

You are the Chairperson of your school's Fitness Club. Your teacher advisor has asked you to write a blog entry to help your schoolmates lead an active and healthy lifestyle.

In your blog entry, you should include:

- **why it is important to have an active and healthy lifestyle**
- **how to develop a habit of regular exercise**
- **how to avoid injuries**

The teacher advisor has given you some pictures to help you write the blog entry.

You may use some of the ideas from the pictures and/or your own ideas in your writing. Write the blog entry in about 150 words. You should also give it a suitable title.

Why should you have an active and healthy lifestyle?



be fit and happy

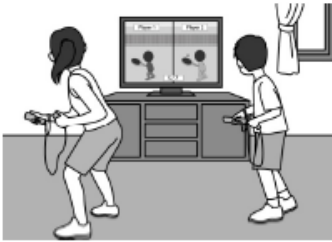


make friends

How do you develop a habit of regular exercise?

Sun	Mon	Tue	Wed	Thur	Fri	Sat
✓	✓	✓	✓	✓	✓	✓

have an exercise routine



make exercise fun

How can you avoid injuries?



wear proper clothing and gear (e.g. a helmet)



learn from a qualified coach

END OF PAPER

The following Student Exemplars are written compositions of students achieving basic competency in writing and the characteristics mentioned previously.

Story – Joining a Competition (9EW1) – Student Exemplar 1

Title provided T	Jackie's story	Introduction I
1	Last week, Jackie joined the football competition, so before the competition, ^{had} began, he trained football for 2-3 hours every day to (improve his football skills) and techniques. Also, he listened to (coach) about the competition details and how to did well in the competition. Although the competition he ^{had} slept well and keep fit, he still felt nervous and worried, so he didn't performed well in the competition.	
2	Before two hours began the competition, he didn't do enough warm up and exercise, so on the competition some bad things happened to him. When he was controlling the ball, his leg hit to his another leg and fell down, his leg and ankle was bleeding. Then the teammates and coach brought him to the medical room and ^{cover the injured} he felt sad and upset because he ^{didn't do enough warm up and exercise before the competition} didn't do well in the competition so his leg injured.	
3	In this competition, he have learnt before the competition he need to do enough (warm up, exercise) and listen to coach's suggest. Secondly, he also learnt he have to enjoy the competition ^{to} avoid nervous and worried.	Conclusion C

Annotation - Student Exemplar 1

A title is provided.



The introductory paragraph goes straight into describing how Jackie prepared for the competition.



The conclusion is short and simple.



Basic story elements, such as theme and plot development, are present, with some attempts to describe the events.

The overall sequence of events is clear – it begins with Jackie’s preparation for the football competition, followed by a description of a setback, the intervention of his teammates, and the resolution where he learnt an important lesson.



Use of familiar vocabulary – *improve his football skills, coach, warm up exercise (warm-up exercises)*



There are some grammatical errors but they do not affect communication – *how to did well* instead of *how to do well*, *cover the injured* instead of *cover the wound* as well as *avoid nervous and worried* instead of *avoid feeling nervous and worried*

Article – How Technology Affects Teenagers' Lives (9EW2) – Student Exemplar 2Title
provided

T

Technology affects teenagers' live

Introduction

I

1

Have you used technology to convenience your live? I had. Technology is a two-side knife which can help or damage you. It developed quickly and affected teenager such as smart board, smart phone and VR headsets.

In my stand point, technology benefit our life. It made teenager have more fun learning experience. As I know, our school also benefited by technology. Our school uses Ipad to have competition during lesson. Moreover, we can use VR headsets to have amazing experience. Technology made lesson less boring.

2

Also, technology make social media for getting attention in the Internet. Now, we share and access information more easily. According to the "How many social media you have" school test, 90% of people had over nine social media such as Facebook, Threads and discord. Many teenagers post their selfie on social media.

3

You are brilliant? I think no. Liars can get your information on social media so that they can grab the money from your parents. Furthermore, relying on technology may make online addiction. Teenagers would addict on video games and social media. They would play computer during all night, so they get sleepy at school.

4

Technology make limited face-to-face communication. People play phone during eating lunch, dinner and sleeping. Inspite of no communication, people addict in Internet. People become alone and isolated by technology.

5

How could we save it? We must put down
 our phone and close the social media. We should
 have outdoor activities other than play video games at home.
 Spacious and comfortable place make us feel great. It is
 a important action which help us less online addiction.
 Let's start by now!

Yours schoolmate,
 Jackie

Conclusion
 C

Annotation - Student Exemplar 2

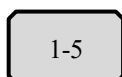
This article has a clear and suitable title.



The introduction presents the writer's viewpoint.



There is a conclusion.



The article follows the picture prompts with the writer providing some elaboration on the advantages and disadvantages of technology and offering advice.



The use of questions is abrupt and makes it difficult for the reader to understand.



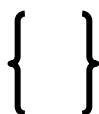
Spelling mistakes can be identified – *convience* instead of *convenience*, *lession* instead of *lesson*, *peple* instead of *people*



Errors in vocabulary and expressions – *two-side knife* instead of *two-edged sword*, *smart board* instead of *tablets*, *addict on/addict in* instead of *get addicted to*



Errors in the use of singular/plural – *teenagers' live* instead of *teenagers' lives*, *teenager* instead of *teenagers*, *our phone* instead of *our phones*



A complimentary close is inappropriate for an article.

Blog Entry – An Active and Healthy Lifestyle (9EW3) – Student Exemplar 3

Title provided T	How to have a healthy lifestyle	Introduction I
1	In this blog, I will going to talk about the important of having an active and healthy lifestyle. First, why having a healthy lifestyle is important? Because it will give you a strong body to defend illness. Why should you have an active? you can make <u>some new friend</u> through the active and when you be fit, you will become confident. If you don't have any active or even a healthy lifestyle, you may become a weak person which always get sick. Therefore, You should have an active and a healthy lifestyle.	
2	Secondly, people may ask "How can I do exercise regular?", so I will talk about how to develop a habit of regular exercise. <u>Example</u>, you may do different exercise everyday, and not only to do one kind of exercise before you found a kind of exercise you like, after you find it you will have a habit. You can also choose to play video games which is motion sense like "Wii Sports", it is a way to develop a habit of regular exercise.	
3	Lastly, doing sports may cause injuries, to avoid it, I have few ways to share. While before you do any kind of exercise, you may <u>stretch</u> your body to avoid injuries. Doing <u>different</u> exercise, remember to wear a proper clothing and gear, some people think if they are good at a sport, they can do it without gear, But, when you have cause <u>an injuries</u>, you may have a big deal to your own body, why you will let the chance of getting in an injuries increase?	
	To have a healthy lifestyle, you can try to follow the ways I have said above, if you want to know more about, you may go to our school's Fitness club to find the chairperson which is me to know more.	Conclusion C
hope you will have a healthy lifestyle after reading this blog!		

Annotation - Student Exemplar 3

The blog entry has a simple but clear title.



There is a one-sentence introduction which has some grammatical errors.



There is a clear conclusion which encourages the audience to try out the ways suggested by the writer. The closing is appropriate for a blog entry.



The blog entry follows the picture prompts with the writer providing some relevant examples.



Spelling mistakes – *strech* instead of *stretch*, *diffrent* instead of *different*



Errors in vocabulary and expressions – *the important of* instead of *the importance of*, *active* instead of *activities*, *example* instead of *for example*



Errors in the use of singular/plural – *some new friend* instead of *some new friends*, *an injuries* instead of *an injury*

Secondary 3 Speaking

12 or 24 students (depending on the school size) were randomly selected from each school to participate in the speaking assessment. No attempt was made to report the results of individual schools in terms of the percentage of students achieving basic competency in speaking because of the small sample size. However, a summary of the overall performance of students is given in the 'General Comments on S.3 Student Performances' Section.

Good Performance of Secondary 3 Students in 2025**Secondary 3 Listening****Good Performance in Listening Tasks**

Students with good performance were able to:

- understand topics, ideas and information, intentions and attitudes in simple spoken texts on familiar and unfamiliar topics;
- extract specific information and work out meanings of words using contextual clues;

- discriminate between intonation for a range of purposes when dialogues were delivered clearly and in generally familiar accents; and
- identify main ideas from supporting details, identify sequences as well as predict the development of the topic.

For task contents, please refer to the “*Performance of Secondary 3 Students Achieving Basic Competence in Listening Tasks*” Section.

Task Name: Special Dress Day (Discussion)

Discriminating between intonation for a range of purposes

- The more able students were capable of determining that Mary was doubtful about Peter’s suggestion when she said, ‘*In a single colour, Peter? Would it be boring?*’

4. Peter’s suggestion makes Mary feel _____.

- A. annoyed
- B. wonderful
- ☒ C. doubtful
- D. pleased

9EL1/3 Part 2 Q.4

Task Name: Hong Kong Heritage (Radio Broadcast with Information Sheet)

Extracting specific information

- Students with the best performance were able to work out that Grade 1 historic buildings should be preserved when they heard Dr Chan say, ‘*A Grade 1 historic building means the building has outstanding merit, and people should make every effort to preserve it.*’

12. Grade 1 historic buildings should be _____.

- A. pulled down as soon as possible
- ☒ B. preserved as much as possible
- C. opened to the public
- D. redeveloped into art centres

9EL2 Part 1 Q.12

Task Name: STEAM Competition (Discussion)**Identifying the sequence of events**

- The more able students were capable of working out the sequence of building a robot when they listened to Mr Wong's discussion with the students.

Tina – Student (*excited*) That's great! What should we do first?

Mr Wong – Teacher-in-charge Let's design the appearance of the robot first. Then, we can buy the materials and software.

Christy – Student How much time do we need to build it?

Mr Wong – Teacher-in-charge About a month, I think – two weeks to order things online and a week for putting the robot together. The final stage is to perform testing and check whether the robot works. This takes another week.

7. To enter the competition, the students will _____.

1. perform testing on the robot
2. put the robot together
3. buy materials and software for the robot
4. design the robot's appearance

A. 3→4→2→1

B. 2→4→3→1

C. 3→2→1→4

☐ D. 4→3→2→1

9EL1 Part 3 Q.7/9EL2 Part 2 Q.7

Task Name: I Went on a Vacation (Poem)**Distinguishing main ideas from supporting details**

- Students with the best performance were able to understand that the writer's trip was unusual because he explored different places by using his computer when they heard '*It just took a laptop to see every nation in one afternoon on my cyber-vacation.*'

Stanzas Five and Six

5. The writer's trip was unusual because he _____.

A. brought along his chair

☐ B. explored the places by using his computer

C. injured his leg

D. visited many places in a morning

9EL2/3 Part 3 Q.5

Task Name: Hong Kong Heritage (Radio Broadcast with Information Sheet)**Predicting the likely development of the topic**

- The more able students were capable of predicting that Dr Chan would likely continue to talk about other historic buildings as the interview had been focusing on some historic buildings, such as Tai Kwun and the Blue House, and Dr Chan had been sharing on this topic as an expert in this area.

15. Dr Chan will most likely continue to talk about _____.

- A. the Blue House
- ☒ B. other old buildings
- C. international awards
- D. Tai Kwun

9EL2 Part 1 Q.15

Secondary 3 Reading**Good Performance in Reading Tasks**

Students with good performance were able to:

- use a wider range of reading strategies to understand the meaning of texts with some degree of complexity;
- demonstrate ability to use strategies to determine the meaning of texts written on familiar and unfamiliar topics and for various purposes, contexts and audiences;
- extract or locate specific information from different text types such as an article, a poem, a magazine article, an online article, a promotional poster, a fact sheet and a newsletter extract;
- work out the meaning of unknown words and expressions;
- identify main ideas;
- understand connections between ideas by identifying the use of cohesive devices;
- identify onomatopoeia;
- use inference skills in certain passages on familiar topics; and
- predict the likely development of the text.

For task contents, please refer to the “*Performance of Secondary 3 Students Achieving Basic Competence in Reading Tasks*” Section.

Task Name: The Story of Toilets and World Toilet Day (Newsletter Extract)**Understanding the connection between ideas by identifying the use of cohesive devices**

- Students with the best performance could understand the connection of ideas linked by 'also' as well as 'and'. They were able to identify that the achievement of 'safe toilets for all' depends largely on increasing demand for proper toilets, ensuring the availability of materials to build them, and securing enough cleaners to handle the waste.

Safe Toilets for All

② 'Safe toilets for all by 2030' is one of the UN goals. However, achieving the goal by 2030 is not without challenges. The rate of progress depends largely on creating more demand for proper toilets by educating people about their huge health benefits. It also depends on whether the materials to build toilets are available and whether there are enough cleaners to handle human waste.

10. According to Article 2, the challenges to achieve 'safe toilets for all' include the

- | | |
|-----------------------|---|
| 1. demand for toilets | 2. supply of materials to build toilets |
| 3. number of cleaners | 4. size of population |
- A. 1 only
 B. 2 and 3
☒ C. 1, 2 and 3
 D. All of the above

9ER3 Part 1 Q.10

Task Name: Book Fairs (Promotional Poster and Fact Sheet)**Working out the meaning of unknown words and expressions**

- Students with good performance were able to work out the meaning of the word 'dedication' in the context provided.

Book Signing Event

Get your book signed and receive a special dedication, like 'May you find the joy contained within these pages' from your favourite author!



8. A 'dedication' is a _____.
- A. book
☒ B. short message
 C. signature
 D. small gift

9ER2 Part 3 Q.8

Task Name: We Went to the Park (Poem)**Identifying onomatopoeia**

- Students with the best performance were capable of identifying ‘*buzzing*’ as an example of onomatopoeia.

Some bees started buzzing around our dessert.
Mosquitoes attacked us. Their stings really hurt.

A dog began barking. He chased us around
as squirrels and birds dumped our drinks on the ground.

A skunk wandered over. It started to rain.
We ran away screaming. This day was insane!

Stanzas Four to Six

4. Onomatopoeia is a word that sounds like the thing it describes. ‘_____’ is an example of onomatopoeia.
- A. Attacked
 - ☒ B. Buzzing
 - C. Chased
 - D. Screaming

9ER1/3 Part 2 Q.4

Task Name: The Fashion Industry (Magazine Article)**Making inferences**

- Students with good performance were able to infer that rising sea levels will lead to flooding in coastal regions.

②The environmental impact of the fashion industry includes carbon production, leading to global warming and climate change. Global warming refers to an increase in Earth’s average temperature. It has resulted in an increase in the melting of icebergs and rising sea levels, which could have a destructive effect on coastal regions. The potential future effects of global climate change include more frequent wildfires, droughts in some areas and an increase in the wind power from tropical storms.

10. With rising sea levels, there will be more _____.

- ☒ A. coastal flooding
- B. frequent wildfires
- C. jobs for workers
- D. melting icebergs

9ER1/3 Part 3 Q.10

Task Name: Popular Sports in the Olympic Games (Online Article)**Predicting the likely development of the text**

- Students with good performance were able to predict that the online article would likely continue to feature some popular sports in the Olympic Games like skateboarding.
8. The next section of the online article will most likely consist of _____.
- suggestions on buying fencing and climbing equipment
 - tips and tricks to eliminate the others in a match
 - instructions on how to become an athlete
 - ☒ contents of other sports like skateboarding

9ER2 Part 2 Q.8

Task Name: The Fashion Industry (Magazine Article)**Identifying main ideas**

- Students with good performance were able to work out that the rights of workers and animals should be protected.

**How do we protect workers and animals?**

⑨ With a responsible fashion industry, workers are paid a living wage that covers expenses for necessities, such as food, shelter and healthcare. They are provided with safe, healthy working conditions. In addition, animals, like foxes and rabbits, need not die for fur coat production. Similarly, the skins of snakes and crocodiles are not made into shoes and handbags.

15. The main idea in paragraph 3 is that _____.
- it is important for the fashion industry to be more eco-friendly
 - coats and bags should not be made from animals
 - workers should work in healthy conditions with a good wage
 - ☒ the rights of workers and animals should be protected

9ER1/3 Part 3 Q.15

Secondary 3 Writing

Most students with good performance in writing demonstrated competence and an attempt to communicate relevant ideas, information, opinions and feelings appropriate to the context and purpose.

The following Student Exemplars illustrate students' work with the following characteristics:

- relevant content and ideas expressed effectively
- adequate overall planning and organisation
- paragraphs developed with supporting details
- coherent links within and between paragraphs
- a wider range of vocabulary and language patterns used appropriately
- few grammatical, spelling, capitalisation and punctuation mistakes
- features used correctly with few tense shifts and a better focus on the subject and event
- clear understanding of the audience and format as well as the context and purpose

Story – Joining a Competition (9EW1) – Student Exemplar 4Title
provided

T

(Failure) is a necessity to (succeed)

1

When it comes to public speaking, almost everyone was nervous and frightened. Stared by hundred pairs of eyes, every word is seriously listened. The silence often gives competitors a great pressure, causing them be afraid of public speaking.

2

However, Jackie is an exception. He doesn't afraid of public speaking. In contrast, he quite enjoys it. With a pair of big eyes and perfect gestures, he can always show his best side to people. He feels satisfied during the public speaking, and events that can perform To let his talents be shown comprehensively, he was advised to join a public speaking competition.

3

Public speaking isn't an easy work. Training and practice is hard starting from the draft. There are lots of factors that need to be considered. For example, competitors need to investigate how to attract audiences' attention and (intrigue) their interest. To perform well, Jackie strove his best to find information. He had watched different videos of public speaking (learning their techniques) and (analysing their styles). By learning from other professors in this aspect, Jackie became better and better. His ability is like a rocket, which increased fast in a short time.

4

Jackie kept (perfecting his draft) and practising. He found his teachers for suggestions and he improved his gestures and tones once by once through recording videos and checking them. He tried his hardest to prepare, and he was full of confidence.

Relevant
Introduction

I

5

Finally, the day of competition came. He stepped into the centre, waiting to start his great performance. Getting ready, Jackie took a deep breath. Though he was nervous, he kept telling himself, "You can do it! You have nothing to lose! Just perform the best side!" Then he bowed to judges and started his speaking with the bell rung.

6

The opening was perfect, every (tone) (gestures) and even (emotions) were shown perfectly. In the middle, it was great too. Then were no mistakes in the whole process. With the passage of time, when it comes to the ending, disaster happened. He forgot the ending that call for action! What a disaster! He hadn't met this situation before. Watching the sign of "15 seconds left" and the next competitor coming, his confidence was totally broke. The pressure and nerves kept surrounding around him. He couldn't show his real level because of the lack of mental strength. Then his voice became smaller, and ended with a few sentences that lack of logic.

7

Without a doubt, he was disappointed. He hadn't thought he would perform so bad in the end with a brilliant opening. In spite of his disappointment, he clearly knew that complaining isn't a good solution. Instead, he should find the mistakes and seek for improvements. In this competition, he realized that his mental strength is too weak that he can be easily disrupted by everything when he was focusing on a event. He needed to improve his ability to concentrate. Also, he needed to strengthen his ability of solving sudden problems. Last but not least, he should remain his courage to try again and fight again.

Effective Conclusion

C

Annotation - Student Exemplar 4

The story has a clear title that conveys the moral of the story.



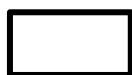
The introductory paragraphs explain why Jackie joined the competition in detail, showcasing his best side and talents to others.



The conclusion is effective in describing what Jackie had learnt and it echoes the title, reinforcing the main message of the story.



The story is clearly divided into a number of paragraphs, chronicling the development of the story. A twist is included.



The whole piece is effectively linked with the use of temporal markers like *when, then* and *finally*.



Good use of topic-specific vocabulary and expressions – *failure, succeed, intrigue, learning their techniques, analysing their styles, perfecting his draft, tone, gestures* and *emotions*



Good use of sensory or descriptive language – *stared by hundred pairs of eyes, the silence often gives competitors a great pressure, Jackie took a deep breath, he bowed, his voice became smaller*

Article – How Technology Affects Teenagers' Lives (9EW2) – Student Exemplar 5Title
provided

T

The effect of technology on teenager's lives

As technology continues to advance, we often use it in our daily life. We use [artificial intelligence] apps and [electronic products] to help us complete tasks. However, although technology brings convenience to us, it can also harm our health and social well-being. What effects do technology give teenagers? How can we use it properly?

Relevant
Introduction

I

1

Technology benefits our daily life. It provides students fun learning experiences. For example, students can use VR headsets to understand concepts through [hands-on and interactive learning] in lessons. This makes students be interested and attentive in classes, [raising learning effectiveness]. Through social media like Instagram and Facebook, we can share and access information conveniently. This [strengthens the bonding] between peers and improves their relationship.

2

However, technology also brings disadvantages. As people in the society are mostly addicted to mobile phones, they seldom have face-to-face communication with one another, even during eating or meeting. Students may cannot control themselves and always stick to electronic devices too. Some teenagers play online games for a long period of time every day until midnight, causing online addiction. This leads parents to be worried about their children.

3

I believe that parents can cooperate with teachers to promote the proper use of technology. Schools can organise talks during school assembly to raise the awareness of not abusing

technology among teenagers. Parental control can also be increased, such as setting time limits and time tables for students to obey them. Parents can communicate with teenagers to strive a balance between gaming and studying. I truly believe that the methods above can (alleviate the problem) of online addiction among teenagers.

Overall, technology can benefits us by providing fun learning experiences and the mean of sharing and accessing information. It can also harms us by leading to limited face-to-face communication and online addiction. By the cooperation between parents, teachers and students, I am sure that this complicated problem can be completely resolved.

Effective Conclusion

C

Annotation - Student Exemplar 5

T

The title is relevant.

I

The article has a clear introduction.

C

The conclusion conveys the message that parents, teachers, and students should address the problems posed by technology collaboratively.

1-3

The article is clearly divided into paragraphs with coherent links within and between paragraphs.

The body paragraphs provide detailed elaboration, including relevant examples of the benefits and drawbacks of technology, as well as suggestions for addressing the problems.

() Relatively wide range and good use of topic-specific vocabulary – *artificial intelligence, electronic products, hands-on and interactive learning, raising learning effectiveness, strengthens the bonding, alleviate the problem*

Blog Entry – An Active and Healthy Lifestyle (9EW3) – Student Exemplar 6Title
provided

T

How can we have an active and healthy lifestyle?

Hi guys! Welcome to my blog. Recently, I've heard about the increasing rate of unhealthiness among students. I am worried with this situation so I want to share severe things with you.

Introduction

I

1

Some may think that an active and healthy lifestyle is not important. However, not only will being unhealthy bring physical issues, but it will also bring negative impacts on your mental health. Being active can help you keep fit and make friends while not being active may bring a totally opposite result. People that are not active usually find it difficult to make friends, which may eventually lead to the (sense of loneliness). Also, people that are not fit or even fat usually have (low self-esteem) which may also hurt their (mental health). This is why it is important to have an active and healthy lifestyle.

2

To develop such a lifestyle, we should put an eye on developing a habit of regular exercises. For instance, we may adapt an exercise routine to guide ourselves to exercise. Also, we can make exercising fun by playing exercising games. With the help of these advice and your (determination to maintain health), I believe developing a habit of regular exercise will not be difficult for you.

Some may be concerning that doing exercise may

3

cause injuries. However, it is not a big deal as long as we take sufficient safety precaution. Wear proper clothing and gear like a helmet is an example. Learning from a qualified coach is also a good idea. Injuries can be avoided easily with simple methods.

There is small wonder that all of us should strive for an active and healthy lifestyle. I believe if you adopt my advice and develop a habit of regular exercise, you can have a better and healthier life. Injuries will not be an obstacle for you. A healthier and better world will be a near future.

What do you think about having a healthier lifestyle? Please share your comments. If you want to know more about it, remember to follow up my next blog!

Effective
Conclusion

C

Annotation - Student Exemplar 6

The blog entry has a suitable title.



The blog entry has a clear introduction that directly addresses the audience.



There is an effective conclusion. The ending is appropriate and matches with the style of blog entries.



The blog entry is detailed and well-structured. It provides information and supporting details on the importance of an active and healthy lifestyle, how to develop a habit of regular exercise, and safety precautions to avoid injuries.



The blog entry is effectively linked with connectives like *so, however, also, this is why, for instance* and *as long as*.



Very good use of topic-specific vocabulary and expressions – *a sense of loneliness, low self-esteem, mental health, determination to maintain health, sufficient safety precaution*



Spelling mistakes – *severe* instead of *several*, *obtacle* instead of *obstacle*

Secondary 3 Speaking

Individual Presentation

Students with good speaking skills were competent in the following four areas: ‘ideas and organisation’, ‘vocabulary and language patterns’, ‘pronunciation and delivery’ and ‘strategies for oral communication’.

- Students expressed ideas, information and opinions that were relevant and reasonably clear with supporting details.
- Students were capable of using varied and appropriate language patterns and vocabulary to enrich their presentation.
- They could also speak fluently with few errors in pronunciation and use intonation to enhance communication.
- They showed an awareness of their audience by using appropriate gestures and maintaining good eye contact with the oral examiners.

Group Interaction

Students with good speaking skills were competent in conveying ideas intelligibly and using simple strategies for effective oral communication.

- Students could respond to relevant ideas with supporting details. They demonstrated a wide range of vocabulary and were reasonably clear in expressing opinions. Pronunciation of familiar and unfamiliar words was generally clear and accurate.
- Effective group facilitators could use various strategies for oral communication. They could maintain interaction through a range of communicative strategies, such as posing questions to elicit opinions from other group members by asking ‘What’s your opinion?’ and ‘What do you think?’ They also encouraged other members to elaborate on their ideas by asking questions like ‘Can you tell us more about...?’

General Comments on Secondary 3 Student Performances

Secondary 3 Listening

- Students at the Basic Competency level performed well in extracting specific information from spoken texts. They could understand conversations supported by context, careful or slow speech, and repetitions or rephrasing. They could distinguish the most common word-order patterns but had difficulty with tense shifts and more complex sentence structures.
- Most students understood simple texts of familiar topics. Generally, students could infer the meaning of unfamiliar words and expressions when a simple and familiar context was given.
- A considerable number of students were also able to select answers and connect ideas using the contextual clues provided.
- Generally, students were able to identify the context provided.
- Students were able to distinguish a speaker's feelings/reactions from the information provided.

Secondary 3 Reading

- Many students were capable of locating specific information in different text types and identifying details that support a main idea.
- Many students were also able to analyse and integrate relevant points from one or more than one text.
- Many students understood simple texts with familiar topics using knowledge of the world.
- A considerable number of students could interpret the meaning of unfamiliar words and expressions using the contextual clues and examples provided.

Secondary 3 Writing

- Students writing well-organised paragraphs and providing additional details for their ideas scored 3 and 4 for Content and Language.
- Students scoring 1 or 2 for Content and Language tended to provide limited ideas and generally based their writing only on the prompts.
- Off-topic passages were awarded 0 for Content and Features and did not score more than 2 for Language and Organisation.
- Although many students could write well-organised paragraphs, few could elaborate in great detail on the topic as they relied on the prompts/pictures provided for their writing.

Some students simply described the information in the prompts/pictures instead of using the information as a starting point to write a story and add their own information. (Student Exemplar 1 – Story – Joining a Competition)

- When writing the story, students generally used simple vocabulary and language patterns. Their ideas generally lacked elaboration or connection to the topic. The focus seemed to be on the picture prompts. Errors in spelling and grammar were evident, but they do not impede communication. (Student Exemplar 1 – Story – Joining a Competition)
- Students, in many instances, misused common words and expressions. They also misspelled common words and it was evident that proofreading was not done properly. It was also evident that some students were hindered by their inability to use simple tenses as well as singular or plural nouns correctly and appropriately. (Student Exemplar 1 – Story – Joining a Competition, Student Exemplar 2 – Article – How Technology Affects Teenagers’ Lives and Student Exemplar 3 – Blog Entry – An Active and Healthy Lifestyle)
- Using a wider range of topic-specific vocabulary and language patterns with fewer grammatical errors, capable students could provide more supporting details to their main ideas in their writing. (Student Exemplar 4 – Story – Joining a Competition, Student Exemplar 5 – Article – How Technology Affects Teenagers’ Lives and Student Exemplar 6 – Blog Entry – An Active and Healthy Lifestyle)

Secondary 3 Speaking

Overall speaking performance

- Students were generally able to present relevant ideas clearly, though some struggled with organising their ideas coherently.
- Although some students used limited vocabulary, basic sentence structures or inaccurate grammatical structures, they understood the tasks and made a good attempt to share their ideas logically.

Individual Presentation

- Most students could support their ideas with adequate examples and deliver their presentation using simple language patterns and familiar vocabulary. Some of them, however, relied heavily on the prompts given and could only briefly elaborate on their ideas. Some students were unfamiliar with some keywords and made errors in their pronunciation, for example, ‘facilities’, ‘unforgettable events’, ‘musical instrument’, ‘visual arts’, ‘fencer’, ‘thousand’ and ‘outlying island’.
- Some weaker students relied heavily on their notes and struggled to project their voice effectively.

Group Interaction

- Although most students could express and respond to ideas that were relevant to the topics, some of them failed to elaborate on their ideas. Some weaker students managed to join the discussion with the help of more capable students or the prompts provided.
- Students could generally use formulaic expressions, such as ‘I agree with you’ and ‘What do you think?’ to maintain interaction.
- Most students were able to sustain the discussion with simple turn-taking strategies. Although many students responded well to others’ ideas before adding their own points, some of them responded mechanically or unnaturally to others with limited eye contact. They were also unable to provide supporting details or use communication strategies, evidencing limited interaction. Students also used ‘I agree/I agree with you’ and overused ‘What do you think?’, but failed to explain why they agreed with what had been said, demonstrating limited understanding of, or ability to use, interaction strategies for keeping the discussion flowing naturally.

Overview of Secondary 3 Student Performances in English Language in 2023, 2024 and 2025

The percentage of S.3 students achieving Basic Competency in the last three years is provided in Table 7.29. Table 7.30 summarises an overview of Student Performances in 2023, 2024 and 2025.

Table 7.29 Percentages of S.3 Students Achieving English Language Basic Competency in 2023, 2024 and 2025

Year	% of Students Achieving English Language Basic Competency
2023	67.8
2024	67.0
2025	68.8

Table 7.30 Overview of Student Performances in English Language at S.3 Territory-wide System Assessment in 2023, 2024 and 2025

Reading	Year	2023	2024	2025	Remarks
Strengths		- Many of the students were able to locate and identify general and specific information. - Many students could understand language features and correctly identify the various rhymes in the poem. - The majority of students were able to work out the sequences of events. - Many students were able to analyse and integrate relevant points from one or more than one text as well as locate information in simple charts. - Many students were able to use the clues provided to work out the context.	- Many students could understand language features and correctly identify the simple rhymes in the poem. - Many of the students were able to locate and identify general and specific information. - Many students were able to analyse and integrate relevant points from one or more than one text as well as locate information in simple charts. - Many students were able to connect ideas and work out inferences. - Many students were able to use the clues provided to work out the context.	- Many students were able to locate and identify general and specific information. - A considerable number of students were able to analyse and integrate relevant points from one or more than one text as well as locate information in simple charts. - A considerable number of students were able to identify details that support a main idea. - Many students could work out the sequences of events. - Many students could apply their knowledge of the world to certain questions. - The majority of students were able to use the clues provided to work out the context.	- Students are able to locate general and specific information in texts of familiar topics; however, exposure to a wider range of current/topical and unfamiliar topics may help to strengthen their skills in locating general and specific information and also working out contexts and connecting ideas. - Students need to be exposed to a variety of familiar and unfamiliar topics and vocabulary so that they can understand the context and work out the meaning of unfamiliar words and expressions.
Weaknesses		- Students found it difficult to apply their knowledge of the world to certain questions. - Students found it difficult to work out rhyming pairs in the poem. - Students found it difficult to infer information based on the clues provided. - Students found it difficult to work out the connections between ideas in various text types. - Students found it difficult to predict content because they saw the information in isolation and did not go beyond what was provided in the task.	- Students found it difficult to apply their knowledge of the world to certain questions. - Even with picture prompts provided, students still found it difficult to understand the meaning of unfamiliar words and expressions. - Students found it difficult to predict content because they saw the information in isolation and did not go beyond what was provided in the task.	- Students found it difficult to work out the connections between ideas in various text types. - Even with the picture prompts provided, students still found it difficult to understand the meaning of unfamiliar words and expressions. - Students found it difficult to make inferences and predict content because they saw the information in isolation and did not go beyond what was provided in the task. - Students found it difficult to identify the onomatopoeia in the poem.	Students should avoid thinking about information in isolation, but rather as a whole made up of different pieces of information that are linked together. Doing so will enable them to identify connections between ideas, work out the main idea of a piece, and make predictions or inferences, i.e. what the next part of the text might be about, what would happen next, or what the actions of a person might

	Even with prompts such as dictionary definitions and sentences providing different examples of word usage, students still found it difficult to understand the meaning of unfamiliar words and expressions.			be given the situation described, or what the provided information means. Performance in the poem section indicates that students may need additional guidance in identifying and understanding some poetic features.
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Year	2023	2024	2025	Remarks
Writing				
Strengths	- In general, students could communicate ideas, information and opinions appropriate to the context and purpose in writing, in particular when writing about a familiar topic – interschool activities and an event that happened at school. They were able to use their personal experience and provide detailed information about the activities that could be done with students and their advantages and disadvantages, as well as detail the school event and what happened. - Many students could write well-organised paragraphs with coherent links. - In most cases, students were able to provide some details to support main ideas.	- In general, students could communicate ideas, information and opinions appropriate to the context and purpose when writing about a familiar topic – a school day with no Internet and phones. They were able to use their personal experience and provide detailed information about what happened and the reactions of students. - Many students could write well-organised paragraphs with coherent links. - In most cases, students were able to provide some details to support main ideas.	- In general, students could communicate ideas, information and opinions appropriate to the context and purpose in writing, in particular when writing about a familiar topic – how teenagers use technology at school and in their leisure time. They were able to use their personal experience and provide detailed information about the advantages, disadvantages and advice on the proper use of technology. - Many students could write well-organised paragraphs with coherent links. - An increasing number of students were able to demonstrate a range of topic-specific vocabulary. - In most cases, students were able to meet the task-specific feature requirements in their writing tasks.	- Proofreading seems to be a consistent issue. A distinct lack of proofreading is evident, resulting in misspelling of words which can affect meaning. - Students should try to expand on the prompts provided and include their own ideas and opinions. - A lack of a broad range of vocabulary means that some students find it difficult to express themselves in anything other than simple concepts using only simple words. A wider range of vocabulary and knowledge of topic-based vocabulary would lead to an improvement in the

Weaknesses	- Students failed to read the instructions carefully – an email about the inter-school activities, and wrote about events that were yet to happen, rather than about events that had taken place and that they were reporting on. - A lack of topic specific vocabulary hindered some students from expressing their ideas logically and/or fluently and they relied predominantly on the picture prompts provided. This was particularly evident in the story about meeting their favourite actor/singer/star. Adding dialogue would have helped make the story about meeting their favourite actor/singer/star much more interesting. Not many students added dialogue to their stories.	- A lack of topic specific vocabulary hindered some students from expressing their ideas logically and/or fluently and they relied predominantly on the picture prompts provided. This was particularly evident in the article about typhoons in Hong Kong. - Proofreading remains an issue with many simple words being misspelled and/or inaccurately used. - The length of some passages was too short and did not allow for much, if any, elaboration.	- A lack of topic-specific vocabulary hindered some students from expressing their ideas logically and/or fluently and they relied predominantly on the picture prompts provided. This was particularly evident in the blog entry about leading an active and healthy lifestyle. - Proofreading remains an issue, with many simple words being misspelled and/or inaccurately used. - The titles of some passages lacked creativity and precision.	content of students' writing. Connecting ideas is a weakness for some students. Students need to consider ways to link their ideas to one another and to the topic. They should not assume that the reader will understand the connection.
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Year	2023	2024	2025	Remarks
Listening				
Strengths	- Many students could extract specific information from simple, clear and slower spoken texts. - Student performance in the poem section indicates that most students were familiar with the genre and able to adequately identify simple rhymes and rhyming pairs. - Many students were able to work out the meaning of an unfamiliar word from the context provided – a hiking tour and people who assist in a hike.	- Most students were familiar with the genre and able to adequately identify simple rhymes. - Many students could correctly identify the tone of an individual's comment. - Many students could extract specific information from simple, clear and slower spoken texts. - Quite a number of students were able to comprehend and make plausible conclusions about the	- Many students were adept at identifying cohesive devices used to connect ideas. - Many students could interpret and evaluate information in dialogues using discourse markers. - A considerable number of students were able to infer the meaning of an unfamiliar word from the context provided. - Quite a number of students were able to identify simple rhymes and rhyming pairs.	Proofreading is an issue in the notes section about an open water diving course, resulting in the misspelling of simple words, some numbers and topic-specific vocabulary. This indicates that students would benefit from targeted revision of basic spelling and topic-specific vocabulary. They would also benefit from exposure to and

	- Many students were adept at identifying cohesive devices used to connect ideas. A considerable number of students could interpret and evaluate information in dialogues using discourse markers. - Many students were able to distinguish main ideas from supporting details – using the information pamphlet about tours and treks in Kathmandu, Nepal.	meanings of unfamiliar expressions or words.		development of a wider range of topic-based vocabulary. Students need wider exposure to colloquial, everyday spoken English so that they are able to work out the meaning of unfamiliar words or expressions.
Weaknesses	- Many students found it difficult to identify the main idea of the poem and were unable to identify another appropriate title for the poem. - Students found it difficult to spell certain simple vocabulary, in the notes section, about the special end of year concert. - Students at basic competency level found it hard to apply their knowledge of the world in the poem, and didn't know what a bucket is usually filled with when cleaning. - Students found it difficult to identify the tone of an individual's voice and how he was feeling – the Stress Free programme.	- Students found it difficult to predict what might happen given the situation or what would be talked about next in a given situation. For example, some students could not predict what the radio host and her guests would continue to talk about in an interview. - Spelling simple vocabulary and numbers is an issue. Students were not able to spell simple vocabulary in the notes section about healthy snacks.	- Students found it difficult to predict what might happen next or what would be discussed in a given situation. For example, some students could not predict what the radio host and her guests would continue to talk about in an interview. - Students found it difficult to identify the tone of an individual's voice and how she felt about a peer's suggestion. - Spelling simple vocabulary and numbers is an issue. Students were not able to spell simple vocabulary in the notes section about an open water diving course.	

Year	2023	2024	2025	Remarks
Speaking				
Strengths	- Students were generally capable of expressing comprehensible ideas. - In 'Individual Presentation', many students could support their ideas	Generally, students were able to express their ideas in a comprehensible manner.	Generally, students were able to express their ideas in a comprehensible manner.	Students are expected to express relevant ideas using simple language patterns and vocabulary.

	with adequate examples and deliver their presentations using simple language patterns and familiar vocabulary. • In 'Group Interaction', most students generally interacted well and they were able to express themselves and respond to ideas that were relevant to the topics. • Most students were able to sustain the discussion. • Students could generally use a limited range of formulaic expressions to respond to others, for example, 'I agree with you'.	• In 'Individual Presentation', many students could support their ideas with adequate examples and deliver their presentations using simple language patterns and familiar vocabulary. • In 'Group Interaction', most students generally interacted well and they were able to express themselves and respond to ideas that were relevant to the topics. • Most students were able to sustain the discussion. • Students could generally use a limited range of formulaic expressions to respond to others, for example, 'I agree with you'.	• In 'Individual Presentation', many students could support their ideas with adequate examples and deliver their presentations using simple language patterns and familiar vocabulary. • In 'Group Interaction', most students generally interacted well and they were able to express and respond to ideas relevant to the topics. • Most students were able to sustain the discussion. • Students could generally use formulaic expressions, such as 'What do you think?' and 'I agree with you' to interact with others.	• Students are generally able to use formulaic expressions to facilitate their conversation. • Students are recommended to elaborate on their ideas and provide adequate supporting details in the presentation or discussion, enabling them to go beyond the prompts and ideas provided. • Teachers can equip students with the strategies for oral communication so that students would be able to show appropriate awareness of the audience instead of looking at their notes. Students should be able to use appropriate and varied formulaic expressions or turn-taking strategies to maintain interaction. • To maintain a natural flow, students should avoid rigid turn-taking that disrupts the discussion.
Weaknesses	• Students lacked the knowledge to work out the pronunciation of unfamiliar words. • In 'Individual Presentation', some students relied heavily on the given prompts and could not elaborate on their ideas. • In 'Group Interaction', the interaction became stilted and followed a set pattern determined by the students and this did not allow for the conversation to progress naturally. • Many students responded mechanically or unnaturally to others and some also lacked communication strategies. • Some students also failed to elaborate after saying 'I agree' or 'I disagree'.	• Students lacked the knowledge to work out the pronunciation of unfamiliar words. • In 'Individual Presentation', some students relied heavily on the given prompts and could not elaborate on their ideas. • In 'Group Interaction', the interaction became stilted and followed a set pattern determined by the students and this did not allow for the conversation to progress naturally.	• Students lacked the knowledge to work out the pronunciation of unfamiliar words. • In 'Individual Presentation', some students relied heavily on the given prompts and could not elaborate on their ideas. • In 'Group Interaction', the interaction became stilted and followed a set pattern determined by the students, leading to an unnatural flow of the conversation. • Some students responded mechanically or unnaturally to others, and some lacked communication strategies.	

Comparison of Student Performances in English Language in Primary 3, Primary 6 and Secondary 3 in 2025

The percentages of P.3, P.6 and S.3 students achieving Basic Competency from 2006 to 2023 and in 2025 are as follows:

Table 7.31 Percentage of Students Achieving English Language Basic Competency

Year Level	% of Students Achieving English Language Basic Competency																		
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2023	2024	2025
P.3	75.9	78.8	79.4	79.5	79.3	#	79.2	79.8	79.7	80.4	80.3	80.4	81.1 ^Δ	81.1 [∇]	80.8 [□]	79.8 [□]	79.5 [□]	78.7 [□]	83.2 [□]
P.6	--	70.5	71.3	71.3	71.5	#	71.6	71.7	^	72.4	^	72.0	^	72.3	^	72.8	64.3	^	70.2
S.3	--	--	68.6	69.2	68.9	68.8	69.2	69.2	69.1	69.5	69.3	69.4	69.6	69.7	69.8	69.5	67.8	67.0	68.8

Due to Human Swine Influenza causing the suspension of primary schools, the TSA was cancelled and no data was provided.

^ As participation in the P.6 TSA has been on a voluntary basis in even-numbered years since 2012, not all P.6 TSA were involved and hence no territory-wide data is provided in this report.

Δ The 2016 P.3 level assessment was conducted as part of the 2016 Tryout Study. The BC attainment rate was calculated using the data from some 50 participating schools.

∇ The 2017 P.3 level assessment was conducted as part of the 2017 Research Study, which was extended to all primary schools in the territory.

□ Starting from 2018, the P.3 TSA is conducted on a sampling basis. The BC attainment rates are inferred from the sample of all students participating in the assessment.

** Due to the volatility of the COVID-19 epidemic, the TSA 2020, 2021 and 2022 were suspended and no data was provided.

The following table compares Student Performances in English Language in Primary 3, Primary 6 and Secondary 3 in 2025:

Table 7.32 Comparison of Student Performances in English Language in Primary 3, Primary 6 and Secondary 3 in 2025

Level Skill	P.3	P.6	S.3
Reading	- Students were able to recognise key words on familiar topics (e.g. 'age') and those related to daily life experiences (e.g. 'time'). Contextual clues and pictorial cues were useful to students. - Students were generally able to understand the connection between ideas using cohesive devices such as 'and' and 'but'. They could also understand the connection of ideas linked by 'because' in the diary and stories. - Students could understand the connection of ideas by following pronoun references in the diaries and the story (<i>3ERW3 Part 3</i>). - Students could predict the meaning of unfamiliar words with contextual clues and pictorial cues in stories. - Only the more able students could understand the connection between ideas using cohesive devices 'and' in the story (<i>3ERW1/2 Part 3</i>). - Only the more able students could understand the connection of ideas by following pronoun references in the story (<i>3ERW1/2 Part 3</i>).	- The majority of students were able to sequence the events with pictorial cues given as options. - Students were generally able to extract specific information from the texts when the key words were explicitly stated. - Many students were able to understand the use of language features, similes and onomatopoeia. - Students were generally able to interpret the implied meanings of shorter texts that required relatively straightforward inferencing and identify the details supporting a main idea in relatively simple and explicit texts. - Students were able to skim for the gist in different text types. - Some students had difficulty connecting pieces of information from the poem. - Some students had difficulty finding the correct meaning of words from the definitions and examples given in the dictionary entries. - Some students were unable to work out the meaning of unfamiliar words. - Some students had difficulty identifying the main idea of a given paragraph and predicting the likely development of the texts.	- Many students were able to locate and identify general and specific information. - A considerable number of students were able to analyse and integrate relevant points from one or more than one text as well as locate information in simple charts. - A considerable number of students were able to identify details that support a main idea. - Many students could work out the sequences of events. - Many students could apply their knowledge of the world to certain questions. - The majority of students were able to use the clues provided to work out the context. - Students found it difficult to work out the connection between ideas in various text types. - Even with the picture prompts provided, students still found it difficult to understand the meaning of unfamiliar words and expressions. - Students found it difficult to make inferences and predict content because they saw the information in isolation and did not go beyond what was provided in the task. - Students found it difficult to identify the onomatopoeia in the poem.

Skill \ Level	P.3	P.6	S.3
Writing	• In the writing task ‘Things I Do at My Favourite Festival’, students were generally able to provide relevant ideas using the prompts (e.g. what their favourite festival was and what they did at the festival). • In ‘Going to the Zoo’, students were generally able to write a factual account of the story with an ending. The ideas provided were quite clear and relevant. • In ‘My Favourite Time at School’, students were generally able to respond to the questions with brief but relevant ideas. • Students were able to use cohesive devices (e.g. ‘and’, ‘then’, ‘because’) to link ideas. • Only the more able students were able to provide ideas with some supporting details. • Spelling mistakes were common among students. • Students made some grammatical mistakes (e.g. subject-verb disagreement) in their writing.	• Many students were able to write about 80 words based on the prompts provided. • For narrative writing, many students were able to provide a factual account of the event with some details based on the prompts provided. • For article writing, students were able to provide brief ideas based on the prompts provided. • The majority of students were able to use simple cohesive devices to link ideas. • For narrative writing, some students had an inconsistent use of tenses. • For article writing, some students misinterpreted the task requirements, and some had difficulty expressing their ideas due to a lack of vocabulary. • Spelling and grammatical mistakes were common.	• In general, students could communicate ideas, information and opinions appropriate to the context and purpose in writing, in particular when writing about a familiar topic – how teenagers use technology at school and in their leisure time. They were able to use their personal experience and provide detailed information about the advantages, disadvantages and advice on the proper use of technology. • Many students could write well-organised paragraphs with coherent links. • An increasing number of students were able to demonstrate a range of topic-specific vocabulary. • In most cases, students were able to meet the task-specific feature requirements in their writing tasks. • A lack of topic-specific vocabulary hindered some students from expressing their ideas logically and/or fluently and they relied predominantly on the picture prompts provided. This was particularly evident in the blog entry about an active and healthy lifestyle. • Proofreading remains an issue, with many simple words being misspelled and/or inaccurately used. • The titles of some passages lacked creativity and precision.

Level Skill	P.3	P.6	S.3
Listening	- Students could identify key words related to daily life experiences (e.g. 'time') and those on familiar topics (e.g. 'prices') with the help of verbal and pictorial cues. - Students were able to identify the connection of ideas using cohesive devices such as 'and', 'but' and 'also'. They could also understand the causal relationship of ideas linked by 'because'. - Students were able to discriminate words with a small range of consonant sounds (e.g. 'Rimmy' from 'Fimmy', 'Limmy' and 'Timmy'). - Students could understand basic differences in intonation when the speakers were excited and angry. - Students with good performance could distinguish a small range of ending sounds (e.g. 'Bip Bip Supermarket' from 'Bim Bim Supermarket', 'Bit Bit Supermarket' and 'Biz Biz Supermarket').	- The listening performance of students on tasks of familiar topics was generally good. - The majority of students were able to identify the sequence of events in the listening task. - The majority of students were able to discriminate between intonations with the expressions being explicitly presented. - The majority of students were able to understand the connection between ideas by identifying cohesive devices, e.g. 'and', 'but' and 'because'. - Many students performed well in extracting specific, straightforward pieces of information from spoken texts. - Many students were able to interpret similes and identify rhymes. - A considerable number of students were able to grasp the gist of the spoken texts. - Many students were able to discriminate between words with a range of vowel and consonant sounds. - Some students had difficulty identifying main ideas involving multiple pieces of information in the interview. - Some students had difficulty understanding ideas linked by cohesive devices such as referencing and 'for example'. - In the note-taking task, some students had difficulty writing down simple words, e.g. 'salad' and 'vegetable'.	- Many students were adept at identifying cohesive devices used to connect ideas. - Many students could interpret and evaluate information in dialogues using discourse markers. - A considerable number of students were able to infer the meaning of an unfamiliar word from the context provided. - Quite a number of students were able to identify simple rhymes and rhyming pairs. - Students found it difficult to predict what might happen next or what would be discussed in a given situation. For example, some students could not predict what the radio host and her guests would continue to talk about in an interview. - Students found it difficult to identify the tone of an individual's voice and how she felt about a peer's suggestion. - Spelling simple vocabulary and numbers is an issue. Students were not able to spell simple vocabulary in the notes section about an open water diving course.

Skill \ Level	P.3	P.6	S.3
Speaking	- For 'Reading Aloud', many students were able to read the texts aloud fluently and clearly with very few mistakes in pronunciation. - For 'Expression of Personal Experiences', many students were able to provide relevant responses to most of the questions. - In 'Picture Description', students could give appropriate responses to the questions despite a few pronunciation mistakes. - For 'Reading Aloud', students dropped the ending sounds in words in plural form such as 'holidays' and 'classmates'. Some students were relatively weak in pausing and intonation. - For 'Expression of Personal Experiences', some students were hesitant in responding to some questions (e.g. 'What school activities do you have?'). - In 'Picture Description', some students did not have the vocabulary to describe actions (e.g. 'What is this girl doing?')	- A considerable number of students were able to read the texts aloud fluently and clearly with a few mistakes in pronunciation. - Many students were able to provide relevant responses to most of the questions with some elaboration. - Quite a number of students were able to provide relevant information and ideas based on the pictures and written prompts provided when delivering a speech or telling a story. - Some students dropped the ending sounds in the third person singular forms and verbs in past tense. - Some students found the topic Outdoor Learning Day (6ES01) difficult. They lacked vocabulary to describe what they did and learned on that day.	- Generally, students were able to express their ideas in a comprehensible manner. - In 'Individual Presentation', many students could support their ideas with adequate examples and deliver their presentations using simple language patterns and familiar vocabulary. - In 'Group Interaction', most students generally interacted well and they were able to express and respond to ideas relevant to the topics. - Most students were able to sustain the discussion. - Students could generally use formulaic expressions, such as, 'What do you think?' and 'I agree with you' to interact with others. - Students lacked the knowledge to work out the pronunciation of unfamiliar words. - In 'Individual Presentation', some students relied heavily on the given prompts and could not elaborate on their ideas. - In 'Group Interaction', the interaction became stilted and followed a set pattern determined by the students, leading to an unnatural flow of the conversation. - Some students responded mechanically or unnaturally to others, and some lacked communication strategies.