Results of Secondary 3 English Language in Territory-wide System Assessment 2026

The percentage of S.3 students achieving English Language Basic Competency in 2026 is 69.2%.

Secondary 3 Assessment Design

Assessment tasks for 2026 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 7.11a. 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 7.11b.

Table 7.11a 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 7.11b 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)	28(28)	31(31)	28(28)			
L6-R-2-S3BC (extracting and organising information)	1(1)	1(1)	1(1)	L5-S-4-S3BC (vocabulary & language patterns)	8(4)	0
L5-R-3-S3BC (language features)	4(4)	0	4(4)			
L5-R-4-S3BC (reference skills)	3(3)	4(4)	3(3)	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 was requested to attempt 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 7.12 and 7.13.

Table 7.12 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 7.13 S.3 Listening: Item Description and Question Types

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L5-L-2-S3BC	Interview – *Sun Protection* *9EL1 – Part 1* *9EL3 – Part 1*	Multiple choice Short Answer	8(8) 7(7)
L5-L-2-S3BC	Podcast – *MTR* *9EL1 – Part 2* *9EL3 – Part 2*	Multiple choice	8(8)
L5-L-2-S3BC	Discussion – *World Book Day* *9EL1 – Part 3* *9EL2 – Part 2*	Multiple choice	8(8)
L5-L-2-S3BC	Radio Broadcast with Pamphlet – *Hiking Safety* *9EL2 – Part 1*	Multiple choice	15(15)
L5-L-1-S3BC L5-L-2-S3BC	Poem – *My Parents' New Diet* *9EL2 – Part 3* *9EL3 – Part 3*	Multiple choice	8(8)

Secondary 3 Reading Items

Each student was requested to attempt 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 7.14 and 7.15.

Table 7.14 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	59
L6-R-2-S3BC	Extracting and organising information and ideas from texts with some degree of complexity	2
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	4
L5-R-4-S3BC	Applying a range of reference skills for various purposes with the help of cues	7
	TOTAL	72

Table 7.15 S.3 Reading: Item Description and Question Types

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L6-R-1-S3BC L5-R-4-S3BC	Leaflet – *Forest Bathing* *9ER1 – Part 1*	Multiple choice	12(12)
L6-R-1-S3BC L5-R-3-S3BC	Poem – *While Walking Down the Street Today* *9ER1 – Part 2* *9ER3 – Part 2*	Multiple choice	8(8)
L6-R-1-S3BC L6-R-2-S3BC L5-R-4-S3BC	Information Sheet and Sample Experiment Report – *The Hong Kong Youth Science Competition* *9ER1 – Part 3* *9ER2 – Part 3*	Multiple choice	16(16)
L6-R-1-S3BC L5-R-4-S3BC	Online Article – *Procrastination: 'I'll do it later.'* *9ER2 – Part 2*	Multiple choice	8(8)
L6-R-1-S3BC L6-R-2-S3BC L5-R-4-S3BC	Blog Entry – *Taste of Tomorrow* *9ER3 – Part 3*	Multiple choice	16(16)
L6-R-1-S3BC L5-R-4-S3BC	Magazine Article – *How Wolves Became 'Humans' Best Friend'* *9ER2 – Part 1* *9ER3 – Part 1*	Multiple choice	12(12)

Secondary 3 Writing Tasks

Each student was requested to attempt 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 7.16 and 7.17.

Table 7.16 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 7.17 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 L6-W-3-S3BC L5-W-5-S3BC	Blog Entry – *An Unforgettable Day at a Theme Park* *9EW1*	1(12)
	Email – *Improving the School Canteen* *9EW2*	1(12)
	Article – *Having a Robot Housekeeper* *9EW3*	1(12)

Secondary 3 Speaking Tasks

Each student was requested to attempt 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 7.18.

Table 7.18 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 *9ESP1 – 9ESP8*	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 2026

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
Sun Protection	Interview
MTR	Podcast
World Book Day	Discussion
Hiking Safety	Radio Broadcast with Pamphlet
My Parents' New Diet	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;
- identify the sequence of events;
- discriminate between intonation for a range of purposes;
- make connections between ideas with the help of discourse markers;
- extract specific information; and
- identify rhymes.

Task Name: Sun Protection (Interview)

Task Content: The students are listening to a recording of an interview about sun protection.

Identifying the sequence of events

- The majority of students identified the correct procedure for treating sunburn symptoms upon hearing Dr Leung say, '*First, get out of the sun as soon as possible. Then, cool your skin with a cold shower, bath or damp towel. Keep in mind that you shouldn't put ice directly onto sunburnt skin as it may worsen the damaged area and cause further irritation. Once you've cooled the skin, apply aftersun cream or spray, and remember to drink plenty of water to prevent dehydration and heatstroke.*'

4. To ease sunburn symptoms, we should _____.

   1. apply aftersun cream
   2. drink plenty of water
   3. get out of the sun
   4. take a cold shower

   A. 1→2→3→4
   B. 2→1→4→3
   C. 3→4→1→2
   D. 4→3→2→1

9EL1/3 Part 1 Q.4

Task Name: MTR (Podcast)

Task Content: The students are listening to a podcast about MTR.

Discriminating between intonation for a range of purposes

- Many students understood that Michael felt amazed when he said, '*That's fascinating! Commuting feels like travelling through an art gallery.*'

7. After learning about the design of Admiralty Station, Michael sounds _____.

   A. amazed
   B. disappointed
   C. satisfied
   D. uncertain

9EL1/3 Part 2 Q.7

Task Name: World Book Day (Discussion)

Task Content: The students are discussing activities to organise for World Book Day.

Making connections between ideas with the help of discourse markers

- Many students understood that the winning teams of the competition would receive book coupons after listening to Amy ask, '*What about the prizes for the winning teams? A trophy or a cash reward?*' and Ms Chan reply, '*I think we should give coupons from local bookstores instead.*'

8. The winning teams will get _____.

A. a trophy
B. book coupons
C. cash
D. snacks

9EL1 Part 3 Q.8/9EL2 Part 2 Q.8

Task Name: Hiking Safety (Radio Broadcast with Pamphlet)

Task Content: The students are listening to a recording about hiking safety.

Extracting specific information

- Many students were able to extract the specific information that the number of hiking accidents in 2022 was 1,014 upon hearing Mike say, '*You might be surprised to learn that there were 215 recorded accidents in 2019, but in 2022, that number jumped to 1,014!*'

7. The number of hiking accidents recorded in 2022 was _____.

A. 215
B. 1,014
C. 2,019
D. 4,100

9EL2 Part 1 Q.7

Task Name: My Parents' New Diet (Poem)

Task Content: The poem is about the poet's parents adopting a new diet.

Identifying rhymes

- Many students were able to identify the rhyming pair in the fourth stanza of the poem.

Stanza 4

Today I came home from school early.
My parents were feasting on cake.
My mom had a bottle of soda.
My dad had a strawberry shake.

Now, listen to Question 8.

Question 8. You will hear four pairs of words from Stanza Four. Listen carefully and identify the rhyming pair.

A. *early and shake* B. *cake and soda* C. *strawberry and soda* D. *cake and shake*]

8. You will hear four pairs of words from Stanza Four. Listen carefully and identify the rhyming pair.

A.
B.
C.
D.

9EL2/3 Part 3 Q.8

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 six reading tasks:

Tasks	Text Types
Forest Bathing	Leaflet
While Walking Down the Street Today	Poem
The Hong Kong Youth Science Competition	Information Sheet and Sample Experiment Report
How Wolves Became 'Humans' Best Friend'	Magazine Article
Procrastination: 'I'll do it later.'	Online Article
Taste of Tomorrow	Blog Entry

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 leaflets, poems, information sheets, sample experiment reports, magazine articles, online articles and blog entries;
- identify main ideas;
- identify rhymes;
- identify general and specific information;
- make inferences;
- locate information in simple charts; and
- work out the sequence of events.

Task Name: Forest Bathing (Leaflet)

Task Content: The leaflet is about discovering the power of nature through forest bathing.

Identifying main ideas

- A considerable number of students were able to identify that forest bathing refers to a relaxing experience of spending quiet time in nature.



What is forest bathing?

❶Forest bathing comes from a Japanese tradition of spending quiet time in nature. A trained guide leads you through gentle activities designed to encourage sensory exploration in a forest. Unlike hiking, which is about reaching a destination, forest bathing focuses on noticing the sights, sounds, smells, tastes and textures around you. It is not a form of physical exercise but a calming experience that helps reduce stress and promote relaxation.

1. Forest bathing refers to _____.

A. a form of physical exercise
B. having a bath in a forest
C. relaxing among trees
D. travelling to Japan

9ER1 Part 1 Q.1

Task Name: While Walking Down the Street Today (Poem)

Task Content: The poem describes what happened while the poet was walking down the street.

Identifying rhymes

- Many students were able to identify the word that rhymes with 'school' in the second stanza of the poem.



I chased that hat across a bridge,
then up along a rocky ridge,
then through a park and past a school,
and all around a swimming pool,
beside a creek and up a hill,
and on and on and on until…
it suddenly came to a stop!

5. The word that rhymes with 'school' is _____.

A. bridge
B. park
C. pool
D. stop

9ER1/3 Part 2 Q.5

Task Name: The Hong Kong Youth Science Competition (Information Sheet and Sample Experiment Report)

Task Content: The information sheet and sample experiment report provide useful details about the Hong Kong Youth Science Competition.

Identifying general and specific information

- A considerable number of students were able to identify the submission deadline of the application form.

Application Forms

- Application forms can be:
  i. obtained from the Hong Kong Science Museum in Tsim Sha Tsui or the Hong Kong Science Council in Wan Chai; or
  ii. downloaded from the Hong Kong Youth Science Competition website: www.hkysc2026.com.hk
- Submit your application form through our website by 30th May 2026.

4. The deadline for submitting the application form is _____.

A. 12th May 2026
B. 30th May 2026
C. 15th August 2026
D. 29th August 2026

9ER1/2 Part 3 Q.4

Task Name: How Wolves Became 'Humans' Best Friends' (Magazine Article)

Task Content: The magazine article explains how wolves gradually evolved into dogs and highlights the key roles dogs play in helping humans today.

Making inferences

- A considerable number of students were able to work out that police dogs are trained to use their sense of smell to find drugs.

Police dogs

❽Police dogs have a powerful sense of smell. They are trained to help officers find illegal substances or explosives. They are also used to track suspects by following their scent.



8. According to paragraph 8, police dogs are trained to use their sense of smell to find _____.

A. their owners
B. people with disabilities
C. drugs
D. police officers

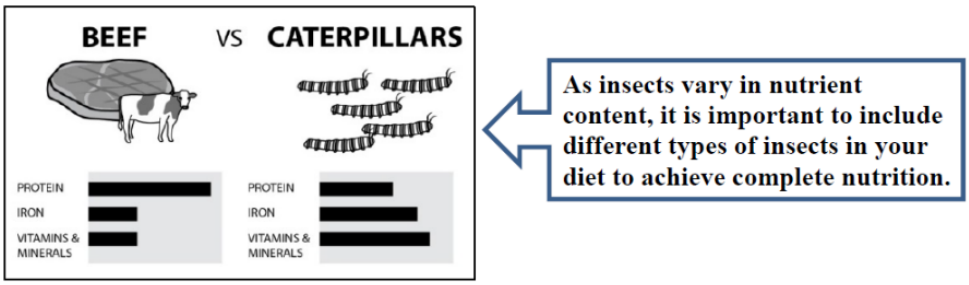
9ER2/3 Part 1 Q.8

Task Name: Taste of Tomorrow (Blog Entry)

Task Content: The blog entry is about future food.

Locating information in simple charts

- A considerable number of students were able to work out that caterpillars have less protein but more vitamins and minerals than beef.



4. Caterpillars have _____ protein and/but _____ vitamins and minerals than beef.

A. less / fewer
B. less / more
C. more / more
D. more / fewer

9ER3 Part 3 Q.4

Task Name: Procrastination: 'I'll do it later.' (Online Article)

Task Content: The online article outlines the causes of procrastination and proposes strategies for overcoming it.

Working out the sequence of events

- A considerable number of students were able to work out the sequence of steps in the Pomodoro Technique.

❹So, how can we stop procrastinating?

- **Break big tasks into small steps.** If you need to write a 200-word essay, just start with the introduction. Once you begin, it is easier to keep going.
- **Take regular breaks.** Try working for 25 minutes, then take a five-minute break. This is called the Pomodoro Technique. After four rounds of Pomodoro, take a longer break of 15 to 30 minutes. It helps you stay focused without getting burnt out.

6. Put the following steps of the Pomodoro Technique in the correct order.

1. take a break for 5 minutes
2. take a break for 15 to 30 minutes
3. repeat four rounds of Pomodoro
4. work on a task for 25 minutes

A. 1→3→4→2
B. 1→4→2→3
C. 4→1→3→2
D. 4→2→3→1

9ER2 Part 2 Q.6

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
An Unforgettable Day at a Theme Park	Blog Entry
Improving the School Canteen	Email
Having a Robot Housekeeper	Article

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.

Blog Entry – An Unforgettable Day at a Theme Park *(9EW1)*

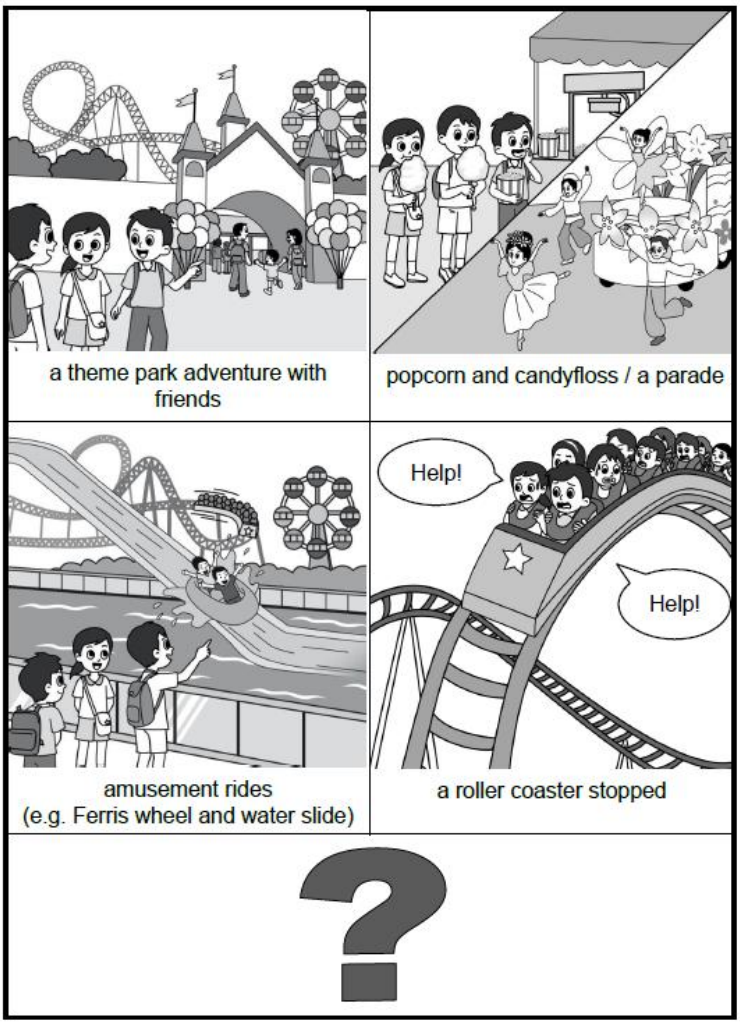
In this task, students were asked to write a blog entry about an unforgettable day at a theme park. Picture prompts were provided.

You spent a day at a theme park with your friends. Something unexpected happened and made the day unforgettable. Write a blog entry about the day.

In the blog entry, you should describe:

- **what the theme park was like**
- **what happened and how you felt**
- **what you did**

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.



END OF PAPER

Email – Improving the School Canteen *(9EW2)*

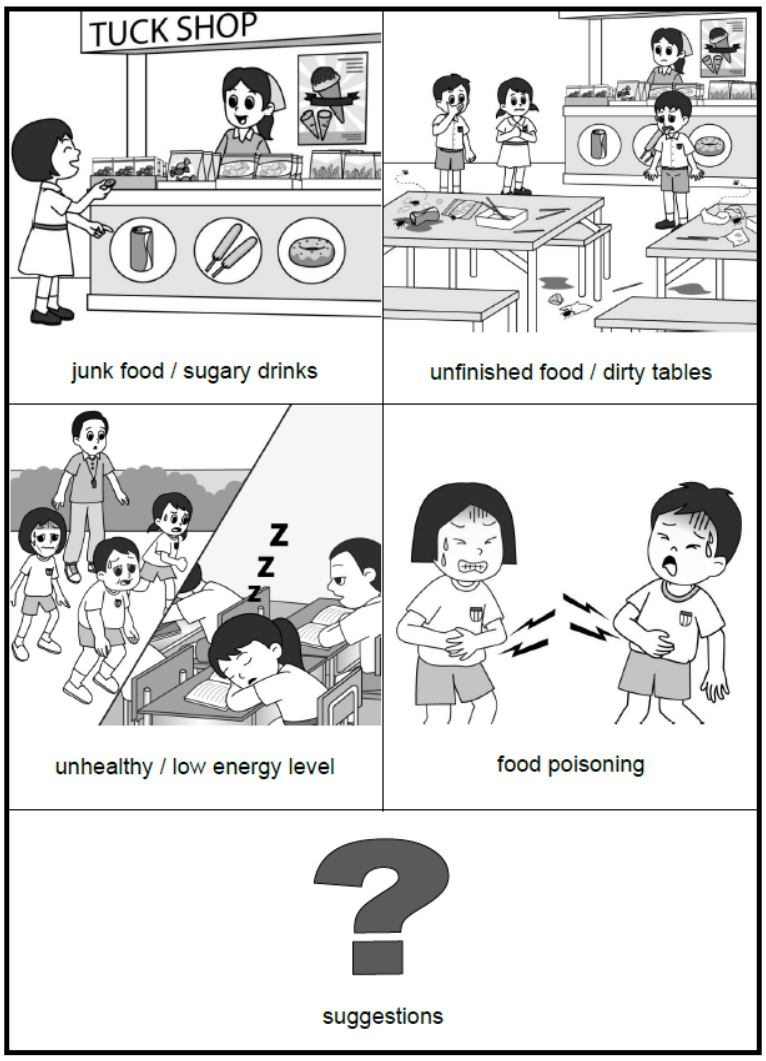
In this task, students were asked to write an email to the school principal expressing their concerns about the poor quality of the school canteen. Picture prompts were provided.

You are Jackie Ho, the chairperson of the SKFGLR Secondary School Student Association. You are worried about the poor quality of the school canteen. Write an email to Mr Chan, the school principal, to express your concerns.

In your email, you should include:

- **your experience with the poor food quality and dirty environment**
- **how the problems affect students**
- **suggestions on improving the canteen**

You may use some of the ideas from the pictures and/or your own ideas in your writing. Write the email in about 150 words.



END OF PAPER

Article – Having a Robot Housekeeper *(9EW3)*

In this task, students were asked to write an article about having a robot housekeeper. Picture prompts were provided.

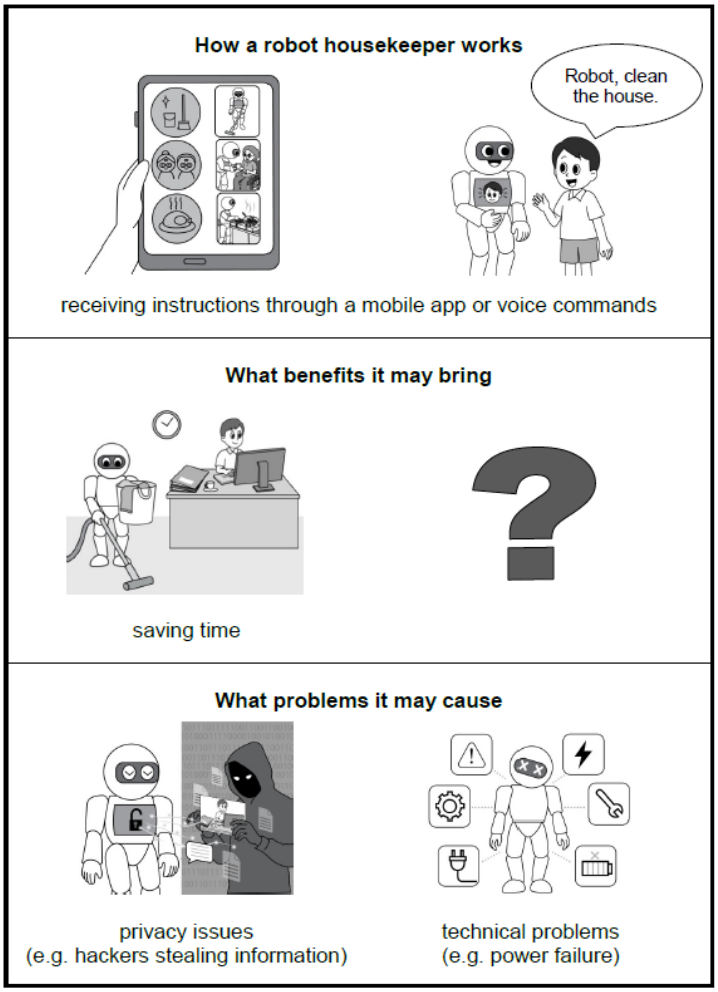
You are a member of the school magazine editorial team. Mr Wong, the teacher advisor, has asked you to write an article about having a robot housekeeper.

In your article, you should include:

- **how a robot works at home**
- **what benefits it may bring**
- **what problems it may cause**

Mr Wong has given you some pictures to help you write the article.

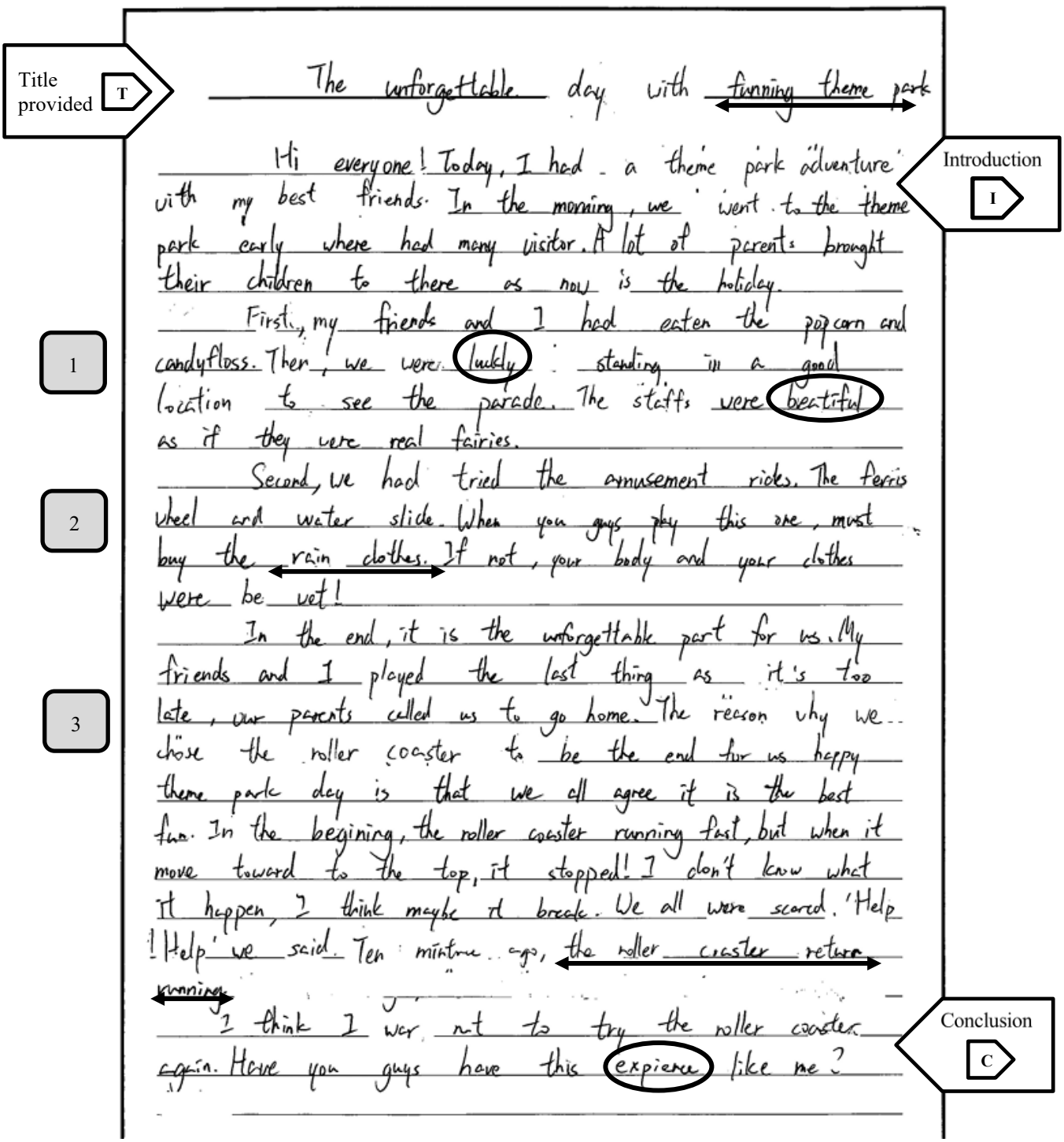
You may use some of the ideas from the pictures and/or your own ideas in your writing. Write the article in about 150 words. You should also give it a suitable title.



END OF PAPER

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

Blog Entry – An Unforgettable Day at a Theme Park (*9EW1*) – **Student Exemplar 1**



The unforgettable day with funning theme park

Hi everyone! Today, I had a theme park "dventure" with my best friends. In the morning, we went to the theme park early where had many visitor. A lot of parents brought their children to there as now is the holiday.

First, my friends and I had eaten the popcorn and candyfloss. Then, we were luckly standing in a good location to see the parade. The staffs were beatiful as if they were real fairies.

Second, we had tried the amusement rides. The ferris wheel and water slide. When you guys play this one, must buy the rain clothes. If not, your body and your clothes were be wet!

In the end, it is the unforgettable part for us. My friends and I played the last thing as it's too late, our parents called us to go home. The reason why we chose the roller coaster to be the end for us happy theme park day is that we all agree it is the best fun. In the begining, the roller coaster running fast, but when it move toward to the top, it stopped! I don't know what it happen, I think maybe it break. We all were scared. 'Help! Help' we said. Ten mintue ago, the roller coaster return running.

I think I wer nt to try the roller coaster again. Have you guys have this expierce like me?

Annotation - Student Exemplar 1



A title is provided.



The introduction briefly sets the scene by describing when the visit took place, whom the writer visited the theme park with and the atmosphere of the park.



The conclusion is appropriate for a blog entry, as it expresses the writer's feelings and ends with a question that engages readers and encourages interaction.



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

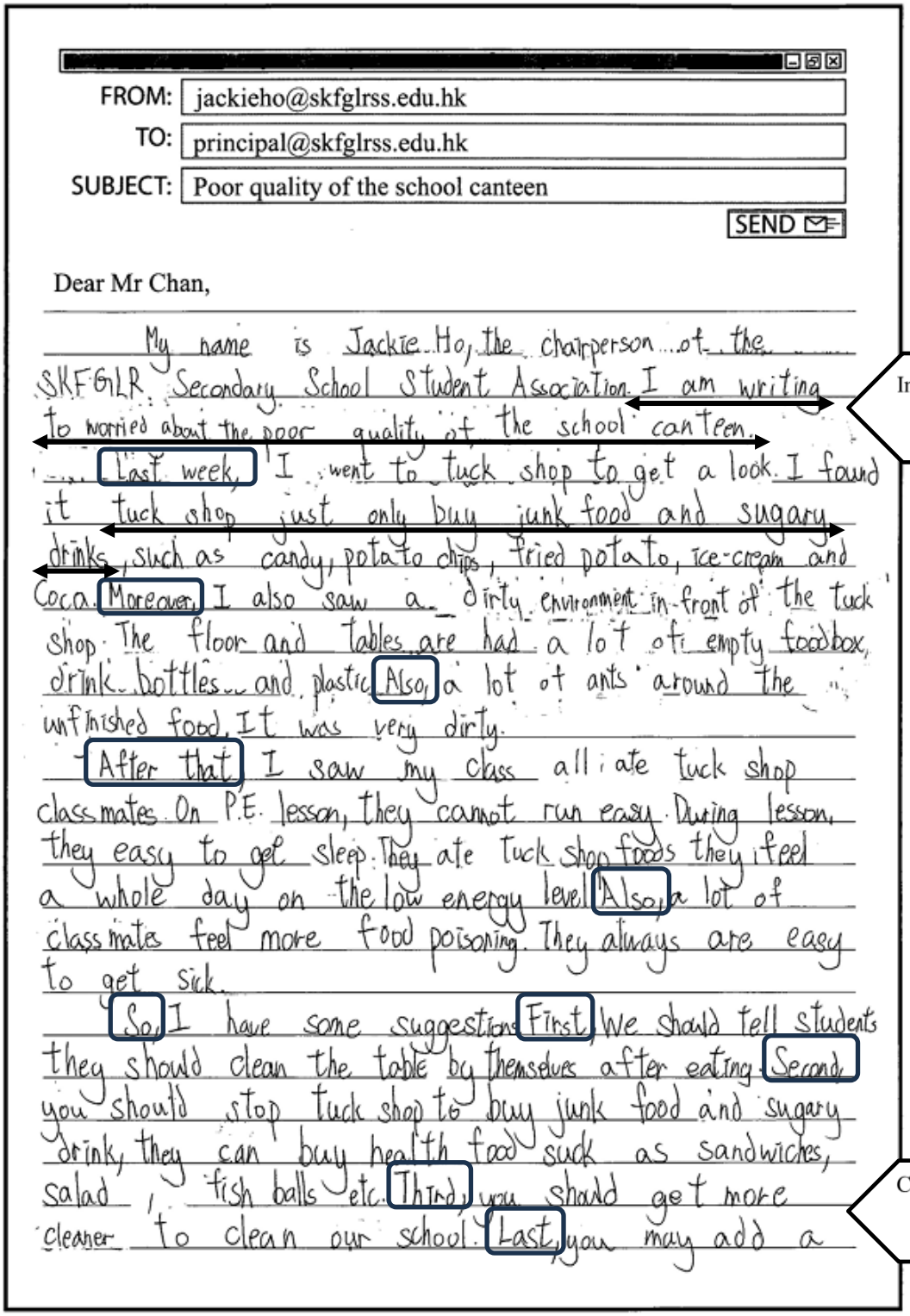


Spelling mistakes – *luckly* instead of *lucky*, *beatiful* instead of *beautiful*, *expience* instead of *experience*



Errors in vocabulary and expressions – *funning theme park* instead of *fun theme park*, *rain clothes* instead of *raincoats*, *the roller coaster return running* instead of *the roller coaster started running again*

Email – Improving the School Canteen (*9EW2*) – **Student Exemplar 2**



FROM: jackieho@skfglrss.edu.hk

TO: principal@skfglrss.edu.hk

SUBJECT: Poor quality of the school canteen

SEND

Dear Mr Chan,

My name is Jackie Ho, the chairperson of the SKFGLR Secondary School Student Association. I am writing to worried about the poor quality of the school canteen. Last week, I went to tuck shop to get a look. I found it tuck shop just only buy junk food and sugary drinks, such as candy, potato chips, fried potato, ice-cream and Coca. Moreover, I also saw a dirty environment in front of the tuck shop. The floor and tables are had a lot of empty foodbox, drink bottles and plastic. Also, a lot of ants around the unfinished food. It was very dirty.

After that, I saw my class all ate tuck shop classmates. On P.E. lesson, they cannot run easy. During lesson, they easy to get sleep. They ate tuck shop foods they feel a whole day on the low energy level. Also, a lot of classmates feel more food poisoning. They always are easy to get sick.

So, I have some suggestions. First, we should tell students they should clean the table by themselves after eating. Second, you should stop tuck shop to buy junk food and sugary drink, they can buy health food such as sandwiches, salad, fish balls etc. Third, you should get more cleaner to clean our school. Last, you may add a

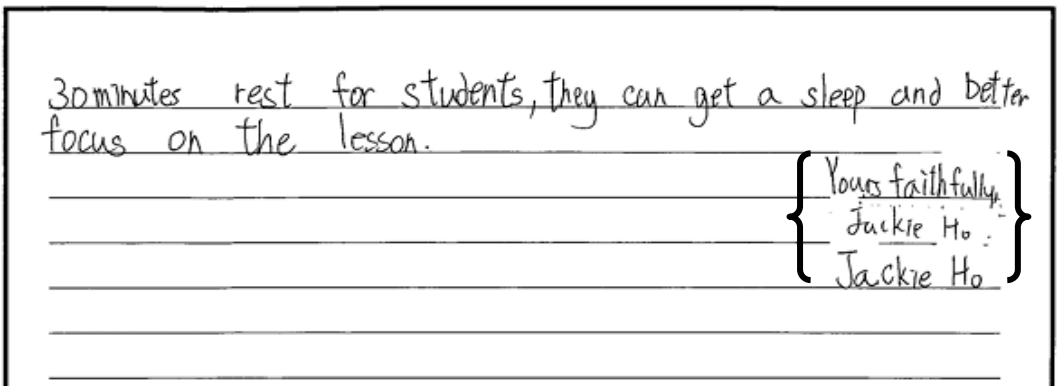
Introduction I

1

2

3

Conclusion C



Annotation - Student Exemplar 2

I — This email has a suitable introduction.

C — Suggestions for improvement are provided in the conclusion.

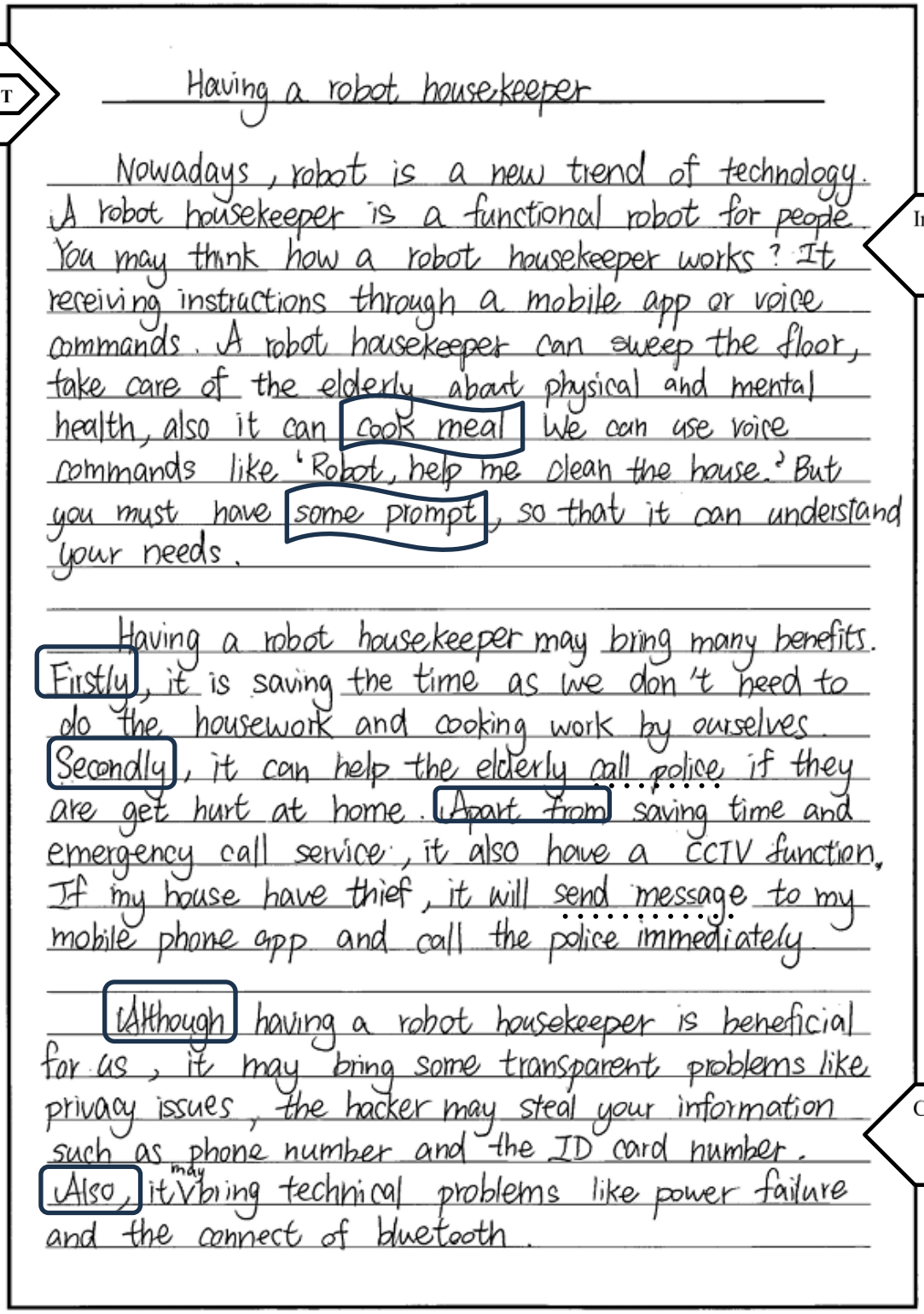
1-3 — While all content points are addressed, some are not fully developed. For example, the impact of the problems on students is not clearly explained.

There are coherent links between and within paragraphs with the use of a range of cohesive devices – *last week*, *moreover*, *also*, *after that*, *so*, *first*, *second*, *third* and *last*.

There are some errors in vocabulary and expressions which sometimes affect meaning – *I am writing to worried about the poor quality of the school canteen* instead of *I am writing to express my concerns about the poor quality of the school canteen* and *tuck shop just only buy junk food and sugary drinks* instead of *the tuck shop only sells junk food and sugary drinks*.

{ } — The complimentary close is inappropriate.

Article – Having a Robot Housekeeper *(9EW3)* – **Student Exemplar 3**



Title provided T

Having a robot housekeeper

Nowadays, robot is a new trend of technology. A robot housekeeper is a functional robot for people. You may think how a robot housekeeper works? It receiving instructions through a mobile app or voice commands. A robot housekeeper can sweep the floor, take care of the elderly about physical and mental health, also it can cook meal. We can use voice commands like 'Robot, help me clean the house.' But you must have some prompt, so that it can understand your needs.

Introduction I

1

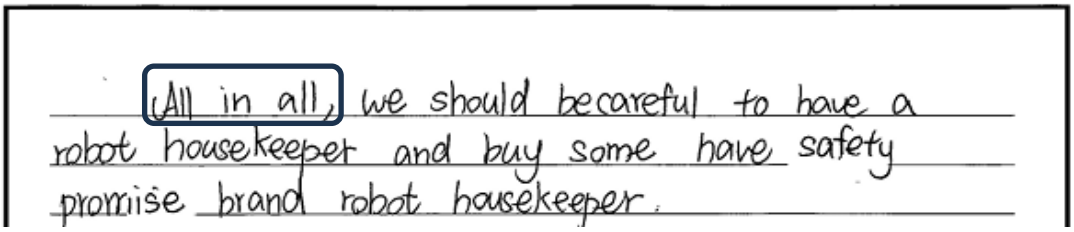
Having a robot housekeeper may bring many benefits. Firstly, it is saving the time as we don't need to do the housework and cooking work by ourselves. Secondly, it can help the elderly call police if they are get hurt at home. Apart from saving time and emergency call service, it also have a CCTV function. If my house have thief, it will send message to my mobile phone app and call the police immediately.

2

Although having a robot housekeeper is beneficial for us, it may bring some transparent problems like privacy issues, the hacker may steal your information such as phone number and the ID card number. Also, it may bring technical problems like power failure and the connect of bluetooth.

3

Conclusion C



Annotation - Student Exemplar 3

T	The article has a suitable title.
I	The introduction effectively explains what a robot housekeeper is and how it works, providing readers with a clear understanding of the topic.
C	The writer attempts to offer advice on choosing safe and reliable robot housekeepers in the conclusion.
1-3	While all content points are addressed, some are not fully developed. For example, the problems associated with a robot housekeeper are not clearly explained.
	There are coherent links between and within paragraphs with the use of a range of cohesive devices – *firstly*, *secondly*, *apart from*, *also*, *although* and *all in all*.
. . .	There are errors in the use of articles – *call police* instead of *call the police* and *send message* instead of *send a message*.
	Errors in the use of singular/plural – *cook meal* instead of *cook meals*, *some prompt* instead of *some prompts*

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 2026

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;
- distinguish main ideas from supporting details;
- predict the likely development of the topic;
- deduce the meanings of unfamiliar words and expressions using contextual clues; and
- understand the connection between ideas by identifying a range of cohesive devices.

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

Task Name: MTR (Podcast)

Distinguishing main ideas from supporting details

- Students with good performance were able to identify the factors influencing the choice of station colours when they heard Emily say, '*There are several ways. Sometimes, the colours are inspired by the station's surroundings. For instance, Ho Man Tin Station is green because it was built into a hillside. Sometimes, the colour is chosen based on the station's name and local history. Choi Hung Station is multi-coloured because ''Choi Hung'' means ''rainbow'' in Cantonese. Sung Wong Toi Station is yellow, a colour often associated with emperors in Chinese culture.*'. There is no mention of commuters' stories as a factor influencing the choice of station colours.

6. Which of the following is NOT mentioned as a factor in choosing station colours?

A. commuters' stories
B. local history
C. the station's surroundings
D. the meaning of the station's name

9EL1/3 Part 2 Q.6

Predicting the likely development of the topic

- Students with good performance understood the development of the podcast and were able to predict what would be discussed next. As the podcast, 'Global Transport Tales', featured an interview explaining why Hong Kong's MTR is one of the world's most famous public transport systems, they were able to infer that the next episode would focus on another type of transport system in the world.

8. The next episode of the podcast is most likely about _____.

A. visual elements in artwork
B. another type of transport system in the world
C. the architecture of art galleries
D. Morse Code and its connection with naval history

9EL1/3 Part 2 Q.8

Task Name: Hiking Safety (Radio Broadcast with Pamphlet)

Deducing the meaning of unfamiliar words and expressions

- Students with good performance were able to deduce that 'getting stranded' means 'being unable to leave a place' upon hearing Mike explain, '*Many hikers take photos in dangerous or steep areas, ignoring warning signs. This has resulted in more people getting stranded and having difficulty making their way back to safety.*'

9. More hikers are getting stranded. 'Getting stranded' here means being _____.

A. able to become popular
B. able to take amazing photos
C. unable to leave a place
D. unable to realise the danger

9EL2 Part 1 Q.9

Understanding the connection between ideas by identifying a range of cohesive devices

- Students with good performance were able to understand the connection between ideas linked by the pronoun 'they' and the conjunction 'and' upon listening to Mike explain, '*We also use drones. They can perform multiple tasks in the air, like taking pictures, videos and even infrared photos.*'

12. Drones can perform multiple tasks in mountain rescues, including _____.

1. detecting body smell	2. taking infrared photos
3. taking videos	4. recording hiking locations

A. 2 and 3
B. 3 and 4
C. 1, 2 and 4
D. All of the above

9EL2 Part 1 Q.12

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 leaflets, poems, information sheets, sample experiment reports, magazine articles, online articles and blog entries;
- predict the likely development of the text;
- analyse and integrate relevant points from one or more than one text;
- identify alliteration;
- work out the meaning of unknown words and expressions; and
- understand the connection between ideas by identifying the use of cohesive devices.

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

Task Name: Forest Bathing (Leaflet)

Predicting the likely development of the text

- Students with good performance understood the development of the leaflet and were able to predict what would be featured next. As the leaflet explains the power of nature by outlining the benefits of forest bathing, it is highly likely that the next section will feature experiences of relaxation in nature.

12. The next section of the leaflet will most likely consist of _____.

A. experience sharing on relaxation in nature
B. ways to cope with high stress levels at school
C. information on special compounds released from trees
D. tree planting methods and techniques

9ER1 Part 1 Q.12

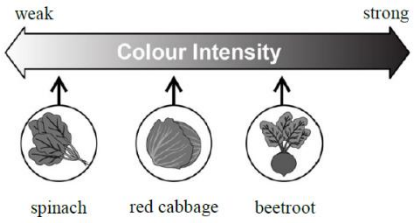
Task Name: The Hong Kong Youth Science Competition (Information Sheet and Sample Experiment Report)

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

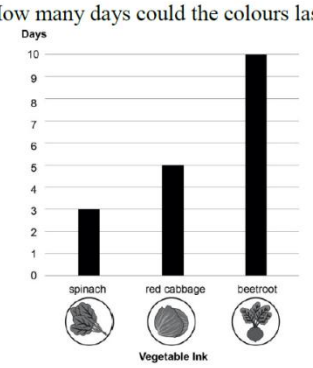
- Students with good performance were able to determine that spinach is the least suitable to be used as ink because its juice gives a weak colour and the colour fades quickly when they compared the information given in the continuum diagram and the bar chart.

Results:

1. Which vegetable ink gave the strongest colour on Day 1?



2. How many days could the colours last?



13. Spinach is the least suitable for use as ink because its juice gives a _____ colour and/but the colour fades _____.

A. strong / slowly
B. strong / quickly
C. weak / slowly
D. weak / quickly

9ER1/2 Part 3 Q.13

Task Name: While Walking Down the Street Today (Poem)

Identifying alliteration

- Students with good performance were capable of identifying 'a rocky ridge' as an example of alliteration.



I chased that hat across a bridge,
then up along a rocky ridge,
then through a park and past a school,
and all around a swimming pool,
beside a creek and up a hill,
and on and on and on until…
it suddenly came to a stop!

Stanza Two

3. Alliteration occurs when two or more words in a phrase or sentence begin with the same sound. It is used in '_____'.

A. a rocky ridge
B. beside a creek
C. chased that hat
D. up a hill

9ER1/3 Part 2 Q.3

Task Name: How Wolves Became 'Humans' Best Friend' (Magazine Article)

Working out the meaning of unknown words and expressions

- Students with good performance were able to work out that 'evolve' refers to a gradual change or development over a long period of time.

❷Over a long period of time, wolves that were less fearful-looking, friendlier and more obedient began to evolve and became different from wild wolves. These changes in appearance, behaviour and lifestyle helped them live better with people, and they eventually turned into the dogs we have today.

3. According to some scientists, some wolves began to evolve. 'Evolve' in paragraph 2 means to _____.

A. become trained and tamed
B. change over a long period of time
C. hunt or guard hunters' camps
D. get used to living with wild animals

9ER2/3 Part 1 Q.3

Task Name: Procrastination: 'I'll do it later.' (Online Article)

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

- Students with good performance were able to infer the meaning of 'procrastination' with contextual clues, i.e. 'delaying things', as well as understand the conjunction 'and' in the article. They were able to identify that approximately 20 per cent of Americans find that procrastination affects their careers, relationships and schoolwork.

❶Almost everyone has experienced procrastination at some point. Whether it's leaving the homework until the last minute, delaying chores or avoiding unread email messages, we've all been there. You tell yourself, 'I'll do it later', and suddenly it's midnight and the task needs to be completed in eight hours. According to recent research, around 20 per cent of Americans make procrastination their way of life. They delay things at home, at school, at work and even in relationships.

2. Around 20 per cent of Americans engage in procrastination that affects their _____.

1. career
2. research
3. relationships
4. schoolwork

A. 2 and 4
B. 1, 2 and 3
C. 1, 3 and 4
D. All of the above

9ER2 Part 2 Q.2

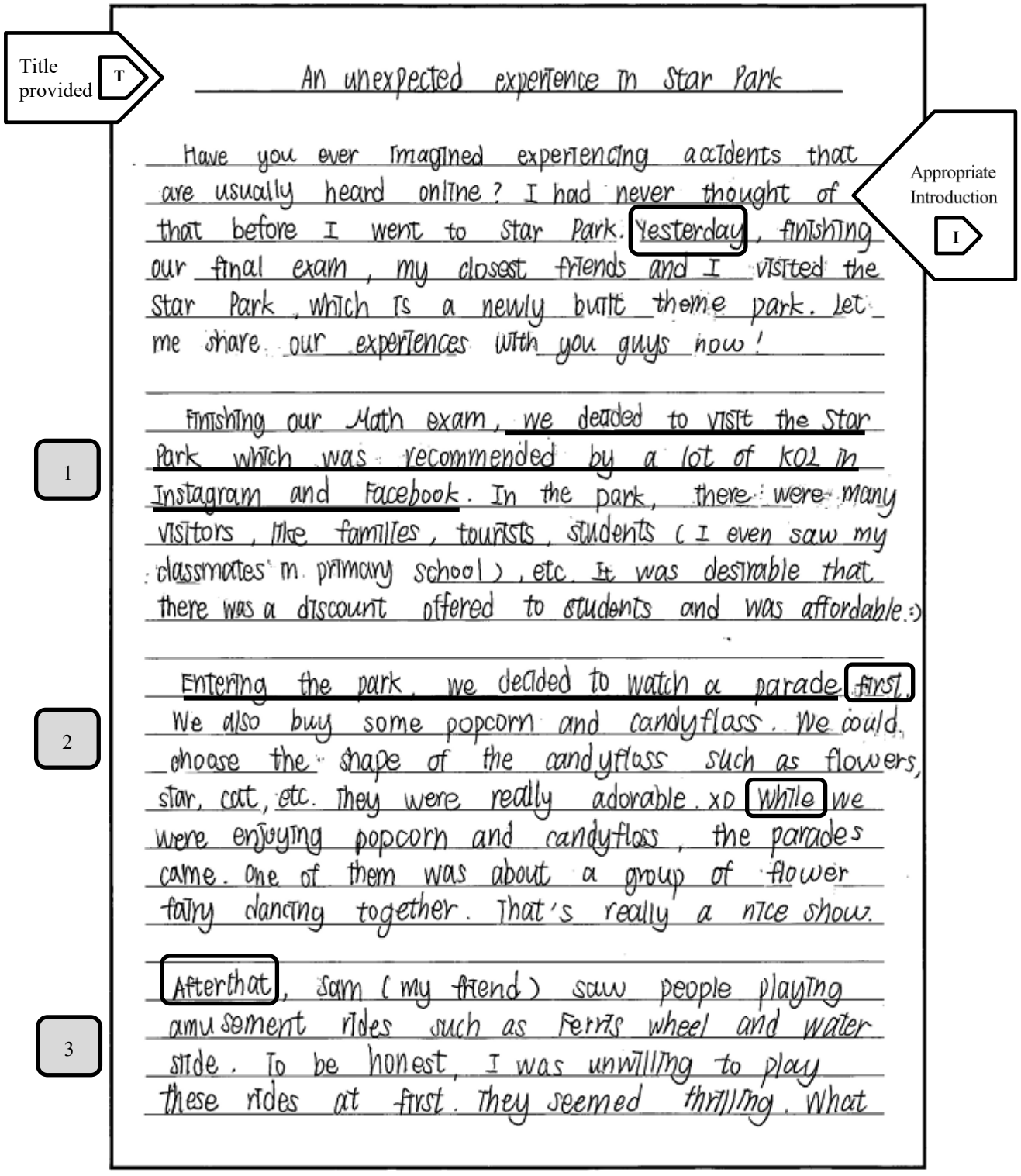
Secondary 3 Writing

Most students with good performance in writing demonstrated competence and effectively communicated 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

Blog Entry – An Unforgettable Day at a Theme Park (*9EW1*) – **Student Exemplar** 4



Title provided **T**

An unexpected experience in Star Park

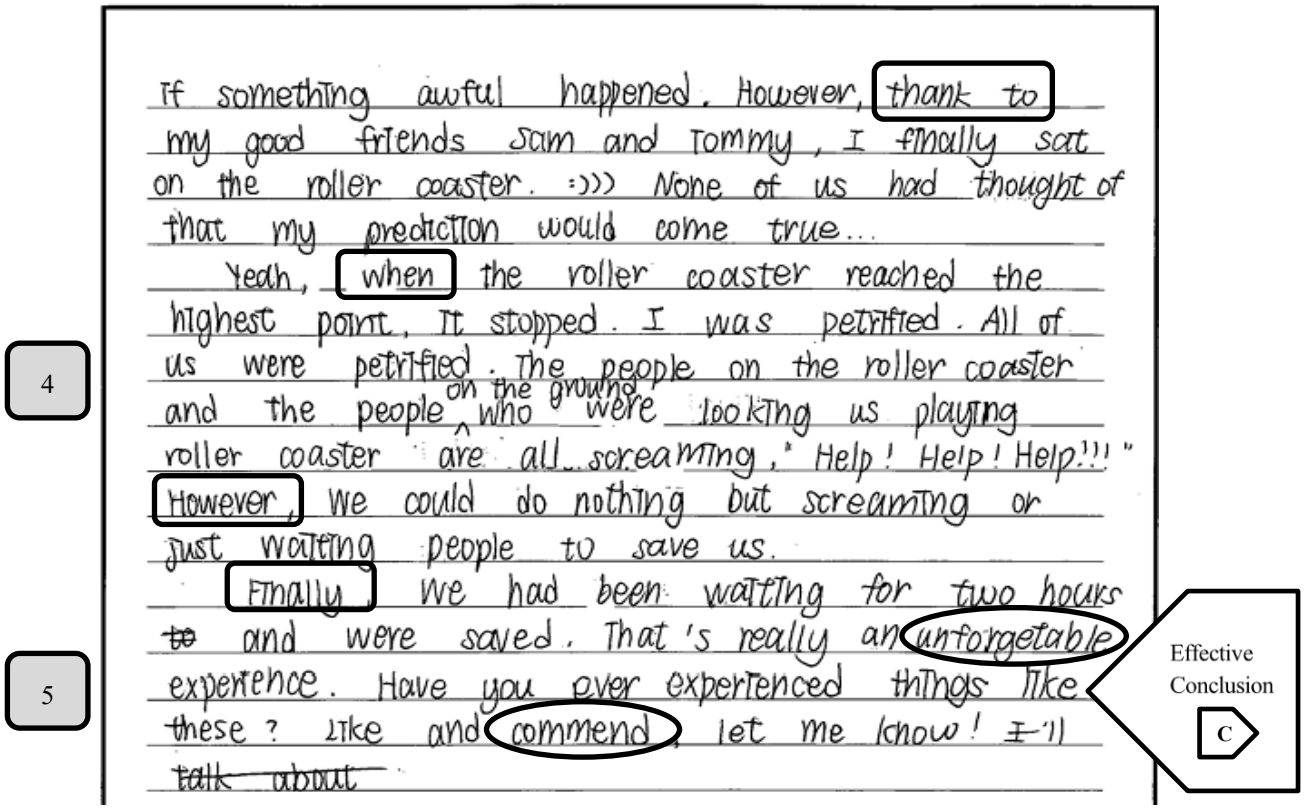
Have you ever imagined experiencing accidents that are usually heard online? I had never thought of that before I went to Star Park. Yesterday, finishing our final exam, my closest friends and I visited the Star Park, which is a newly built theme park. Let me share our experiences with you guys now!

Appropriate Introduction **I**

1 Finishing our Math exam, we decided to visit the Star Park which was recommended by a lot of KOL in Instagram and Facebook. In the park, there were many visitors, like families, tourists, students (I even saw my classmates in primary school), etc. It was desirable that there was a discount offered to students and was affordable :)

2 Entering the park, we decided to watch a parade first. We also buy some popcorn and candyflass. We could choose the shape of the candyflass such as flowers, star, cat, etc. They were really adorable. xD While we were enjoying popcorn and candyflass, the parades came. One of them was about a group of flower fairy dancing together. That's really a nice show.

3 Afterthat, Sam (my friend) saw people playing amusement rides such as Ferris wheel and water slide. To be honest, I was unwilling to play these rides at first. They seemed thrilling. What


If something awful happened. However, thank to my good friends Sam and Tommy, I finally sat on the roller coaster. :))) None of us had thought of that my prediction would come true...
Yeah, when the roller coaster reached the highest point, It stopped. I was petrified. All of us were petrified. The people on the roller coaster and the people on the ground who were looking us playing roller coaster are all screaming, " Help! Help! Help!!! "
However, we could do nothing but screaming or just waiting people to save us.
Finally, we had been watting for two hours ~~to~~ and were saved. That's really an unforgetable experience. Have you ever experienced things like these? Like and commend, let me know! I'll ~~talk about~~
4
5
Effective Conclusion
C

Annotation – Student Exemplar 4

T — The blog entry has a suitable title.

I — The introductory paragraph is appropriate for a blog entry and effectively engages readers. It also briefly sets the scene by describing when the visit took place and with whom the writer visited the theme park.

C — The conclusion is appropriate for a blog entry, as it includes the writer's personal reflection and encourages reader interaction.

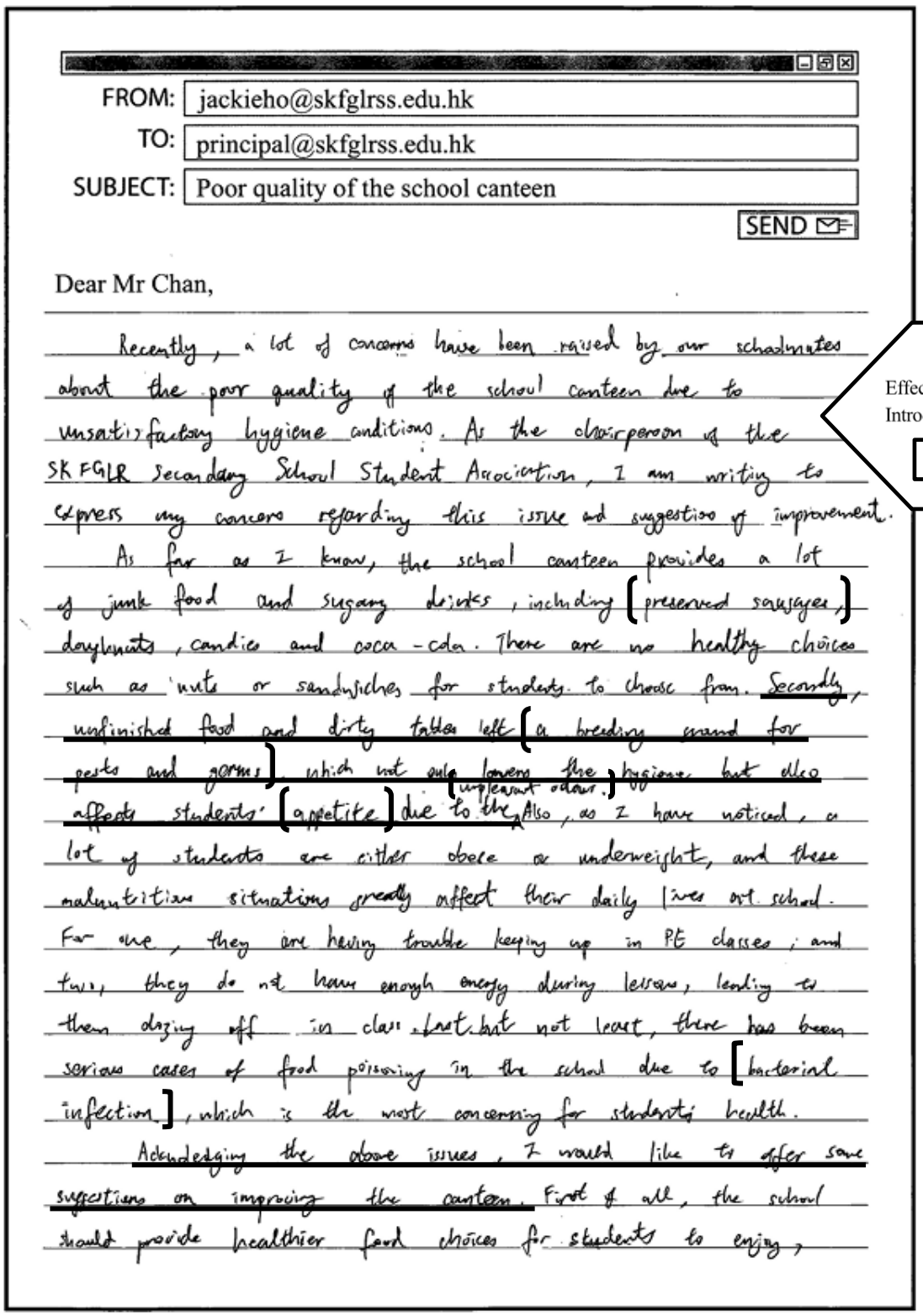
1-5 — The blog entry is clearly divided into a number of paragraphs chronicling the events that happened at the theme park.

The whole piece is effectively linked through a range of cohesive devices – *yesterday*, *first*, *while*, *after that*, *thank (thanks) to*, *when*, *however*, *finally*.

Spelling mistakes can be identified – *unforgetable* instead of *unforgettable*, *commend* instead of *comment*.

The writer uses a range of language patterns –
…we decided to visit the Star Park which was recommended by a lot of KOL in Instagram and Facebook.
Entering the park, we decided to watch a parade.

Email – Improving the School Canteen (*9EW2*) – **Student Exemplar 5**



FROM: jackieho@skfglrss.edu.hk

TO: principal@skfglrss.edu.hk

SUBJECT: Poor quality of the school canteen

SEND

Dear Mr Chan,

Recently, a lot of concerns have been raised by our schoolmates about the poor quality of the school canteen due to unsatisfactory hygiene conditions. As the chairperson of the SKFGLR Secondary School Student Association, I am writing to express my concerns regarding this issue and suggestion of improvement.

As far as I know, the school canteen provides a lot of junk food and sugary drinks, including [preserved sausages,] doughnuts, candies and coca-cola. There are no healthy choices such as nuts or sandwiches for students to choose from. Secondly, unfinished food and dirty tables left [a breeding ground for pests and germs], which not only lowers the hygiene but also [unpleasant odour.] affects students' [appetite] due to the. Also, as I have noticed, a lot of students are either obese or underweight, and these malnutrition situations greatly affect their daily lives at school. For one, they are having trouble keeping up in PE classes; and two, they do not have enough energy during lessons, leading to them dozing off in class. Last but not least, there has been serious cases of food poisoning in the school due to [bacterial infection], which is the most concerning for students' health.

Acknowledging the above issues, I would like to offer some suggestions on improving the canteen. First of all, the school should provide healthier food choices for students to enjoy,

Effective Introduction

1

2

including nuts, sandwiches and salad, as more proteins and dietary fibre [enhances growth and metabolism] of student. Secondly, the school should clean the canteen area regularly, not to mention cleaning up the tables and floor to avoid food stains or rubbish, which are favourable for pests that [transmits diseases] The school could tell students to clean up their area after dining to alleviate the workload of janitors and letting students understand the importance of hygiene and responsibility. Making both food and environment clean and healthy can maximumly help solve the above problems and prevent health risks.

These are the concerns observed and suggestions that follows. I hope that the schol could consider my advice and make appropriate changes. The choices of food and environment adversely affects students' daily life and long-term health and cannot be underestimated.

Yours sincerely,
Jackie Ho
Chairperson of the SKFGLS Secondary School Student Association

Effective Conclusion
C

Annotation – Student Exemplar 5



The introduction effectively highlights the writer's role and the purpose of the email.



The conclusion of the email is appropriate. It demonstrates an awareness of the audience by maintaining a formal and respectful tone.



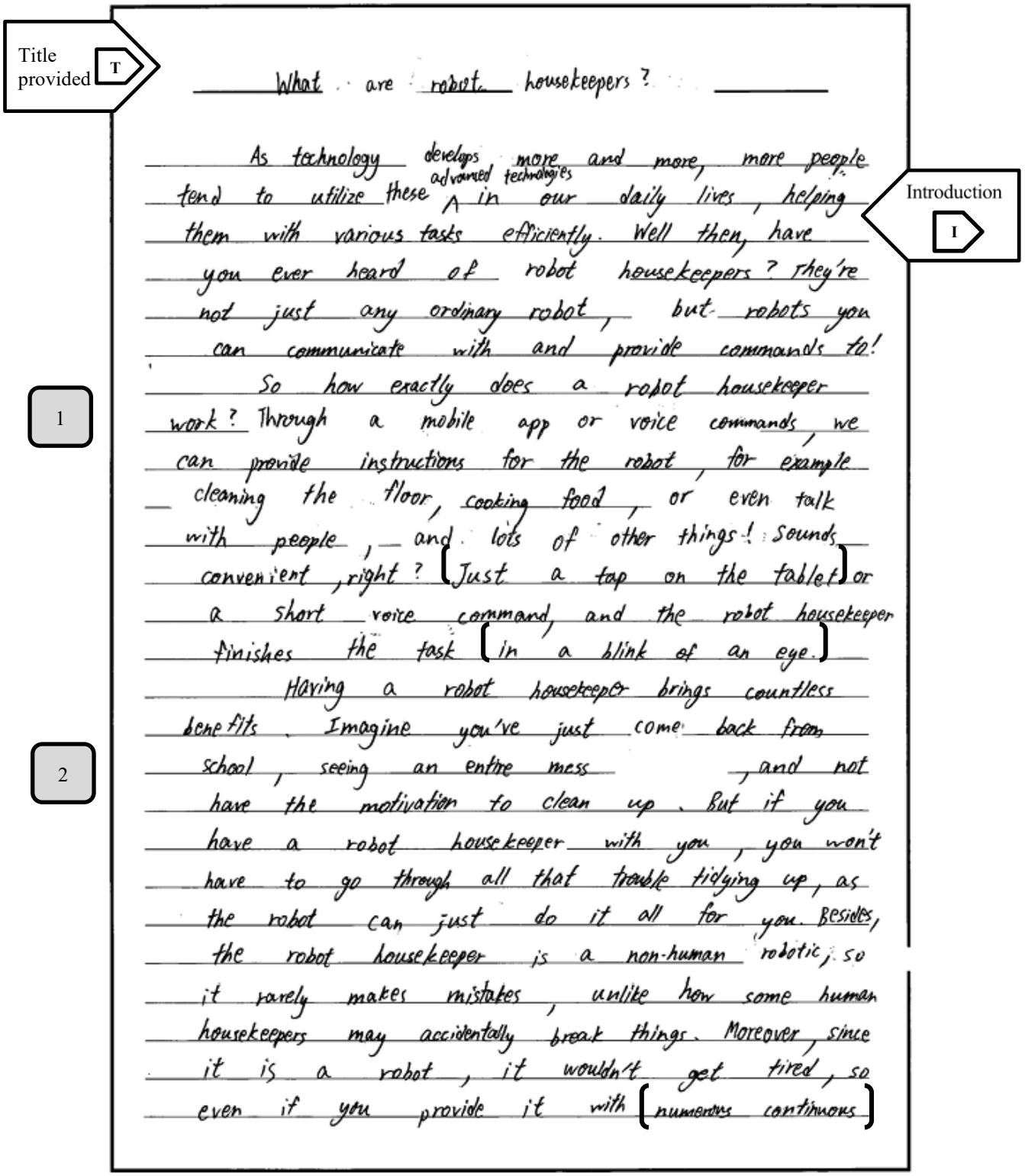
The student has produced an email that is clear in its purpose, effectively describing issues with food quality and hygiene, explaining their impact on students and offering suggestions for improving the canteen.

Relatively wide range and good use of topic-specific vocabulary – *preserved sausages*, *a breeding ground for pests and germs*, *appetite*, *unpleasant odour*, *bacterial infection*, *enhances growth and metabolism*, *transmits diseases*

The writer uses a range of language patterns –
Secondly, unfinished food and dirty tables left a breeding ground for pests and germs, which not only lowers the hygiene but also affects students' appetite due to the unpleasant odour.
Acknowledging the above issues, I would like to offer some suggestions on improving the canteen.

The complimentary close is appropriate.

Article – Having a Robot Housekeeper (*9EW3*) – **Student Exemplar 6**



Title provided **T**

What are robot housekeepers?

As technology develops more and more, more people tend to utilize these advanced technologies in our daily lives, helping them with various tasks efficiently. Well then, have you ever heard of robot housekeepers? They're not just any ordinary robot, but robots you can communicate with and provide commands to!

Introduction **I**

1

So how exactly does a robot housekeeper work? Through a mobile app or voice commands, we can provide instructions for the robot, for example cleaning the floor, cooking food, or even talk with people, and lots of other things! Sounds convenient, right? [Just a tap on the tablet] or a short voice command, and the robot housekeeper finishes the task [in a blink of an eye.]

2

Having a robot housekeeper brings countless benefits. Imagine you've just come back from school, seeing an entire mess, and not have the motivation to clean up. But if you have a robot housekeeper with you, you won't have to go through all that trouble tidying up, as the robot can just do it all for you. Besides, the robot housekeeper is a non-human robotic; so it rarely makes mistakes, unlike how some human housekeepers may accidentally break things. Moreover, since it is a robot, it wouldn't get tired, so even if you provide it with [numerous continuous]

3

(tasks,) it would still run normally without needing a break.

Now all those benefits may sound appealing, but what if I told you, that having a robot housekeeper might cause some serious problems? Some robot housekeepers may have (built-in cameras) that can be used to monitor us users and locate where we are. Not only that, our private information might even be leaked to hackers as well. So, if you want to buy a robot housekeeper which is safe from privacy issues, make sure to check whether the product is (verified) and purchase from a reliable store. Alongside this issue, the robot houseworkers may have (malfunctions) due to reasons like power failure, which could lead to terrible outcomes. For example, if the robot experiences power failure in the middle of a cooking process, it stops functioning and if no one else is around, the fire is switched on for a long time, and it may lead to fire hazards. That is why users should always ensure that the robot has (sufficient energy) and check if there are any broken parts.

After reviewing what a robot housekeeper does and it's pros and cons, we know that it can make our lives more simpler and easier, but it may come with some potential problems. Would you want a robot housekeeper for yourself?

Effective Conclusion

C

Annotation - Student Exemplar 6

T The article has a clear title.

I The article has a clear introduction that addresses the audience directly.

C The article has an effective conclusion.

1-3 The article is detailed and well-structured. It explains how a robot housekeeper works at home and discusses its benefits, potential problems, and possible solutions, with relevant supporting details.

( ) Relatively wide range and good use of topic-specific vocabulary – *just a tap on the tablet*, *in a blink of an eye*, *numerous continuous tasks*, *built-in cameras*, *verified*, *malfunctions*, *sufficient energy*

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 conveyed ideas intelligibly and used a range of strategies to communicate effectively.

- 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 more complex sentence structures.
- Most students understood simple texts on familiar topics. They could generally identify sequences of events and cause-and-effect relationships in simple, familiar contexts.
- Many students could identify rhyming words in poems.
- Many students could use discourse markers to connect ideas and select answers.
- Many students could distinguish between different intonation patterns and infer a speaker's feelings or reactions.

Secondary 3 Reading

- A considerable number of students were capable of identifying main ideas and specific information in different text types.
- A considerable number of students could locate information in simple charts.
- A considerable number of students were able to work out the sequence of events and make inferences.
- Many students were also able to identify rhyming words in poems.

Secondary 3 Writing

- Students writing well-organised paragraphs and providing additional details for their ideas scored 3 or 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 address all content points and write well-organised paragraphs, some relied on the prompts and pictures provided without fully developing or clearly explaining their ideas. (Student Exemplar 2 – Email – Improving the School Canteen and Student Exemplar 3 – Article – Having a Robot Housekeeper)
- When writing the blog entry, students were able to generate ideas and provide some relevant details based on the picture prompts. Some students also demonstrated audience

awareness by engaging readers through questions. They generally used simple vocabulary and language patterns. However, they also misspelled common words, and it was evident that proofreading was not done properly. (Student Exemplar 1 – Blog Entry – An unforgettable Day at a Theme Park)

- Students, in many instances, misused common words and expressions. Some also had difficulty choosing appropriate complimentary closes for their emails. (Student Exemplar 2 – Email – Improving the School Canteen)
- More capable students used a wider range of topic-specific vocabulary and language patterns, made fewer grammatical errors and provided more supporting details for their main ideas. (Student Exemplar 4 – Blog Entry – An unforgettable Day at a Theme Park, Student Exemplar 5 – Email – Improving the School Canteen and Student Exemplar 6 – Article – Having a Robot Housekeeper)

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 presentations 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, such as ‘technology’, ‘tablets’, ‘plastic pollution’, ‘artificial intelligence’, ‘technical problems’ and ‘power failure’.
- Some weaker students relied heavily on their notes and struggled to project their voices 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 support from more capable students or with the help of 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 could sustain the discussion using simple turn-taking strategies. Although many students responded appropriately to others' ideas before contributing their own, some responded mechanically or unnaturally and made limited eye contact with other group members. These students also struggled to provide supporting details and use communication strategies effectively, resulting in limited interaction. Some overused 'I agree with you' without explaining their reasons for agreeing. This suggested a limited understanding of interaction strategies or difficulty applying them to keep the discussion flowing naturally.

Overview of Secondary 3 Student Performances in English Language in 2024, 2025 and 2026

The percentage of S.3 students achieving Basic Competency in the last three years is provided in Table 7.19. Table 7.20 summarises an overview of Student Performances in 2024, 2025 and 2026.

Table 7.19 Percentages of S.3 Students Achieving English Language Basic Competency in 2024, 2025 and 2026

Year	% of Students Achieving English Language Basic Competency
2024	67.0
2025	68.8
2026	69.2

Table 7.20 Overview of Student Performances in English Language at S.3 Territory-wide System Assessment in 2024, 2025 and 2026

Year / Reading	2024	2025	2026	Remarks
Strengths	• 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 sequence 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.	• A considerable number of students were able to identify main ideas. • Many students were able to identify rhymes. • A considerable number of students were able to identify general and specific information. • A considerable number of students were able to make inferences. • A considerable number of students were able to locate information in simple charts. • A considerable number of students were able to work out the sequence of events.	• Students are able to locate general and specific information in texts of familiar topics; however, exposure to texts on a wider range of topics, including current issues and unfamiliar subjects, may help strengthen their ability to locate information, understand contexts and connect ideas. • Students need exposure to a variety of familiar and unfamiliar topics and vocabulary to develop their ability to understand contexts and infer the meanings of unfamiliar words and expressions. • Students should consider how different pieces of information relate to one another instead of viewing them in isolation. This will help them identify relationships between ideas, compare information across texts and make logical predictions about what might happen next or what the next part of a text might be about.
Weaknesses	• 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 predict the development of the text because they saw the information in isolation and did not go beyond what was provided in the task. • Students found it difficult to analyse and integrate relevant points from one or more than one text. • Students found it difficult to identify alliteration.	

		• Students found it difficult to identify the onomatopoeia in the poem.	• Students found it difficult to understand the meaning of unfamiliar words and expressions.	• Performance in the poem section indicates that students may need additional guidance in identifying and understanding some poetic features.

Year / Writing	2024	2025	2026	Remarks
Strengths	• 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.	• In general, students could communicate ideas, information and opinions appropriate to the context and purpose in writing. They were able to use their personal experience and provide detailed information to enrich the content of their writing. • Many students could write well-organised paragraphs with coherent links. • Some students were able to demonstrate audience awareness in their blog entries by engaging readers and encouraging interaction. • An increasing number of students were able to demonstrate a range of topic-specific vocabulary.	• Inadequate proofreading appears to be a persistent issue. Spelling mistakes that may affect meaning suggest that students need to proofread their work more carefully. • Limited vocabulary makes it difficult for them to expand ideas beyond simple concepts. Expanding their vocabulary including their knowledge of topic-specific words and expressions, could help them develop and express more complex ideas in their writing. • Students should pay greater attention to the conventions of email writing, including the use of complimentary closes. They should also consider the purpose and intended audience of the email and
Weaknesses	• A lack of topic-specific vocabulary hindered some students from expressing their	• A lack of topic-specific vocabulary hindered some students from expressing their	• 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.	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.	ideas logically and/or fluently and they relied predominantly on the picture prompts provided. This was particularly evident in the email to the principal expressing concerns about the poor quality of the school canteen. • Some students had difficulty using appropriate complimentary closes in their emails. • Inadequate proofreading remains an issue, with many simple words being misspelled and/or inaccurately used.	maintain an appropriate level of formality throughout.

Year / Listening	2024	2025	2026	Remarks
Strengths	• 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 meanings of unfamiliar expressions or words.	• 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.	• The majority of students could identify the sequence of events. • Many students were able to discriminate between intonation for a range of purposes. • Many students could make connections between ideas with the help of discourse markers. • Many students could extract specific information from simple, clearly and slowly spoken texts. • Many students were familiar with the genre and able to identify simple rhymes.	• Misspelling of simple words, numbers and topic-specific vocabulary is evident in the notes section on the use of sunscreen. This indicates that students would benefit from targeted revision of basic spelling and topic-specific vocabulary. They would also benefit from exposure to and development of a wider range of topic-based vocabulary. • Students need more exposure to colloquial, everyday spoken English, together with practice in
Weaknesses	• Students found it difficult to predict what might happen given the situation or what would be talked about next in a given	• Students found it difficult to predict what might happen next or what would be discussed in a given situation. For example, some	• Students found it difficult to predict what might happen next or what would be discussed in a given situation. For example,	

	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 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.	some students could not predict the content of the next episode of the podcast. • Some students found it difficult to deduce the meaning of unfamiliar words and expressions. • Spelling simple vocabulary and numbers is an issue. Students were unable to spell simple vocabulary in the notes section related to the use of sunscreen correctly.	using contextual clues to infer the meanings of unfamiliar words and expressions.

Year / Speaking	2024	2025	2026	Remarks
Strengths	• 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 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'.	• 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.	• 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 are expected to express relevant ideas using appropriate language patterns and vocabulary. • 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

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.	• 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.	• 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.	communication so that students could 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 hinders effective discussion.