



香港考試及評核局
Hong Kong
Examinations and
Assessment Authority

Assessment for Learning – Territory-wide System Assessment 2025 and the Latest Development of Student Assessment Repository (STAR)

(Overall Performance of General Students,
NCS students and Students with SEN)

SECONDARY 3 ENGLISH

Ms. Crystal Kwok

Education Assessment Services Division 19th December, 2025

In support of eco-friendly initiatives, the HKEAA will not provide print copies of presentation handouts for this seminar. Please access the BCA website

(<https://www.bca.hkeaa.edu.hk/web/AL/TSA2025/TSA2025seminar.html>)

OR scan the QR code provided to view and download the handouts. These handouts will also be uploaded to the HKEAA website for reference by the end of January 2026. Further details will be announced later.

Thank you for your support.



Time	Rundown	Speaker(s)
1:45 pm to 2:00 pm	Registration	
2:00pm to 3:15 pm	Overview of TSA 2025	Ms KWOK Lee Lan, Crystal Manager Education Assessment Services Division Hong Kong Examinations and Assessment Authority
	Overall Performance of General Students, SEN and NCS Students in TSA 2025 Secondary 3 English Language	
3:15 pm to 3:30 pm	Break	
3:30 pm to 4:45 pm	Overall Performance of General Students, SEN and NCS Students in TSA 2025 Secondary 3 English Language	Ms KWOK Lee Lan, Crystal Manager Education Assessment Services Division Hong Kong Examinations and Assessment Authority
	The Latest Development of the Student Assessment Repository (STAR) Platform	Ms CHEUNG Ka Man, Adele Project Officer 1 Assessment & Support/English EDB
4:45 pm to 5:00 pm	Question and Answer Session	

Overview

➤ Assessment Design

➤ School Reports

➤ Interactive Reporting Platforms

➤ TSA Results 2023, 2024 & 2025

➤ S3 Student Performances in 2025

➤ Listening

- Strengths
- Weaknesses
- Examples from the papers
- Conclusions

➤ Reading

- Strengths
- Weaknesses
- Examples from the papers
- Conclusions

➤ Writing

- Strengths
- Weaknesses
- Exemplars
- Conclusions

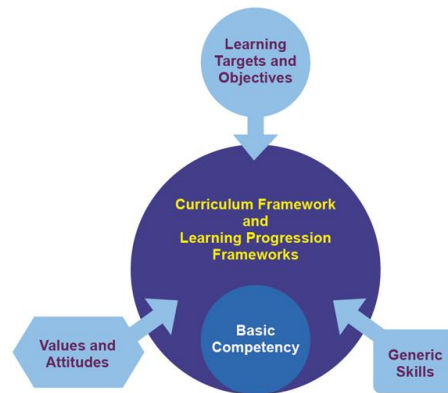
➤ Speaking

- Strengths
- Weaknesses
- Conclusions



Purposes of TSA 2025

- To understand the performance of Primary 3, Primary 6 and Secondary 3 students in Chinese Language, English Language and Mathematics on a regular basis
- To make use of TSA data to adjust teaching plans and teaching strategies



<https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/curriculum-documents.html>



TSA 2025 – Assessment Design

- Specific testing points – Basic Competency (BC) with descriptors provided by the Education Bureau (EDB)
- Items cover a wide range of BC descriptors, but each student only does one sub-paper for each component (speaking, listening, reading and writing)
- Common items are distributed across sub-papers for equating purposes to compare students' abilities



TSA 2025 – Assessment Design

Dimension/ Skill	S3 English Language		
	<i>Sub-paper</i>	<i>No. of Items</i>	<i>Assessment Time</i>
<i>Listening</i>	9EL1 9EL2 9EL3	31	about 35 minutes
<i>Reading</i>	9ER1 9ER2 9ER3	36	35 minutes
<i>Writing</i>	9EW1 9EW2 9EW3	3	40 minutes
<i>Speaking</i>	Individual Presentation	8	3 minutes for preparation 2 minutes for assessment
	Group Interaction	8	3 minutes for preparation 4 minutes for assessment



Non-Chinese speaking Students (NCS) & Students with Special Educational Needs (SEN)

- HKEAA does not have the actual number of NCS and students with SEN in the territory.
- Schools with 5 or more NCS students/students with SEN participating in each skill/dimension in the subject are provided with related assessment data

Categories for Selection	
WS0	Exemption from the Oral Assessments
WS3	Exemption from the Whole Assessment
WS4	Exemption from the Listening and CAV Assessments
WS6	Using A3 QA Booklets
WS7	Taking Assessments Separately, Time Extension, Supervised Break and/or Using Auxiliary Equipment

“Special Arrangements for Internal Examinations for Students with Special Educational Needs” website:

https://www.bca.hkeaa.edu.hk/web/TSA/en/2025QuickGuideSec/QG_S_Part5b.pdf



TSA Reports



Report	Content
I. Existing Version II. Simplified Version <ul style="list-style-type: none"> • School Report • Item Analysis Report (sorted by Sub-Papers) • Item Analysis Report (sorted by BC) 	<ul style="list-style-type: none"> ➤ Performances of students in Chinese Language, English Language and Mathematics ➤ Performances of students in each sub-paper (PDF and Excel files available) ➤ Performances of students in each Basic Competency (PDF and Excel files available)
III. Basic Competency Report by Item Groups	<ul style="list-style-type: none"> ➤ Performances of students in different skills (with student exemplars)
IV. Information Analysis Report	<ul style="list-style-type: none"> ➤ Information analysis of items (with question intents, information analysis for each option and school percentages)
School Report for Non-Chinese Speaking Students VI. School Report for Students with Special Education Needs	<ul style="list-style-type: none"> ➤ Schools with five or more than five non-Chinese speaking (NCS) students / students with special education needs (SEN) taking part in the TSA can download the report from the BCA website
TSA 2025 Report	<ul style="list-style-type: none"> ➤ Report on the Basic Competencies of Students in Chinese Language, English Language and Mathematics https://www.bca.hkeaa.edu.hk



<http://www.bca.hkeaa.edu.hk>



Basic Competency Assessment

In its report entitled *Learning for Life, Learning through Life*, the Education Commission (EC) set out detailed proposals for Basic Competency Assessments in Chinese Language, English Language and Mathematics.

The EC recommended that there be two components: Student Assessment and Territory-wide System Assessment.

[Learn More](#)

SA



Student
Assessment

[Learn more](#)

TSA



Territory-Wide
System Assessment

[Learn more](#)

Training and
Seminars



[Learn more](#)

ID:

Login

Password:

What 's New

05-Nov

Report of 20XX Territory-wide System Assessment is available. Please [click here](#) for details.



User: XXXXXXXX
Time: 20XX-10-09 14:29

TSA Reports and Checklists Download Centre > Download Assessment Reports

Logout

TSA Centre

Personal Profile

Download Assessment Reports

School Code : S999

School Type : Secondary, WD

School Name : SEC. SCHOOL

Reports

Reports (NCS/SEN)

Please click the following buttons to download the assessment reports (20XX)

Secondary 3

School's choice of reports are listed below:

Report	Version	Chinese Language	English Language	Mathematics
I	Existing Version	✓	✓	✓
II	Simplified Version - Only school data is provided; no data of all participating schools	✓	✓	✓
III	Basic Competency Report by Item Groups	✓	✓	✓
IV	Information Analysis Report	✓	✓	✓

	Download PDF version	Download EXCEL version
School Report	ZIP	N.A.
School Report (Supplementary 1) Excluding WS1 Students	ZIP	N.A.
School Report (Supplementary 2) Excluding WS1-WS2 & WS4-WS7 Students	ZIP	N.A.
Item Analysis Report (sorted by Basic Competencies)	ZIP	ZIP
Item Analysis Report (sorted by Sub-papers)	ZIP	ZIP
Basic Competency Report by Item Groups	ZIP	N.A.
Information Analysis Report	ZIP	N.A.

Back

Reports school has chosen for each subject

Reports and formats available to download

I. Reports – Existing Versions

學校：
School:

機 密
CONFIDENTIAL

School Report

英國語文 English Language					
範疇 Dimension	學生人數 Number of students	分卷最大値 Maximum (A)	學校平均 School average ² (B)	學校百分率 School percentage (%) (B/A × 100%)	全港百分率 Territory-wide percentage (%)
9EL1: 聆聽 Listening	30	31	21.0	68	60
9EL2: 聆聽 Listening	29	31	24.5	79	58
9EL3: 聆聽 Listening	44	31	23.5	76	58
9ER1: 閱讀 Reading	36	36	29.0	81	63
9ER2: 閱讀 Reading	34	36	28.4	79	62
9ER3: 閱讀 Reading	33	36	28.6	80	65
9EW1: 寫作 Writing	36	12	7.8	65	51
9EW2: 寫作 Writing	33	12	7.1	59	41
9EW3: 寫作 Writing	33	12	7.8	65	49
說話(個人) Speaking (Individual)	12	14	9.6	69	58
說話(小組) Speaking (Group)	12	6	4.8	79	60

備註：² 學校有5個或以上學生參與該科各能力/範疇的評估，方可獲相關數據。
Remark: ² Schools with 5 or more students participating in each skill/dimension in the subject are provided with related assessment data.

20XX年全港性系統評估 Territory-wide System Assessment 20XX 題目分析報告 (以卷別為序) Item Analysis Report (sorted by Sub-papers)

機 密
CONFIDENTIAL

學校：
School:

級別 Level: 中三 Secondary 3

英國語文 English Language (Sub-paper: 9EL1 Listening)

題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage ¹	全港百分率 Territory-wide percentage ²
P1 Q1	A*		23.8%	25.8%
	B		47.6%	54.8%
	C		23.8%	10.1%
	D		2.4%	5.1%
	U#		2.4%	4.2%
P1 Q2	A		9.5%	10.6%
	B*		31.0%	61.7%
	C		50.0%	18.1%
	D		7.1%	4.7%
	U#		2.4%	4.9%
P1 Q3	A		23.8%	12.3%
	B		21.4%	6.2%
	C		14.3%	7.8%
	D*		38.1%	69.2%
	U#		2.4%	4.5%
P1 Q4	A		26.2%	5.4%
	B		16.7%	8.6%
	C*		28.6%	73.8%
	D		26.2%	7.9%
	U#		2.4%	4.4%

備註：¹ 「學校百分率」是指學校學生作答該題各選項/得分/等級的百分率。
² 「全港百分率」是指全港學生作答該題各選項/得分/等級的百分率。
Remark: ¹ "School percentage" refers to the percentage of each option/score/grade in an item attempted by students in the school.
² "Territory-wide percentage" refers to the percentage of each option/score/grade in an item attempted by students in the territory.

IA Report (sorted by Basic Competencies)

20XX年全港性系統評估 Territory-wide System Assessment 20XX 題目分析報告 (以基本能力為序) Item Analysis Report (sorted by Basic Competencies)

機 密
CONFIDENTIAL

學校：
School:

級別 Level: 中三 Secondary 3

英國語文 English Language

範疇 Skill	基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage ¹	全港百分率 Territory-wide percentage ²
Listening	L5-L-1-S3BC Understanding the use of a range of language features in simple literary / imaginative spoken texts (ES) Question Intent - tone	9EL1	P1 Q3	A		26.6%	12.1%
				B		17.2%	6.2%
				C		14.1%	7.8%
				D*		40.6%	69.5%
				U#		1.6%	4.5%
	L5-L-1-S3BC Understanding the use of a range of language features in simple literary / imaginative spoken texts (ES) Question Intent - rhyme	9EL2	P3 Q1	A*		32.1%	70.8%
				B		13.6%	7.0%
				C		16.0%	7.2%
				D		21.0%	9.0%
				U#		17.3%	6.0%

備註：¹ 「學校百分率」是指學校學生作答該題各選項/得分/等級的百分率。
² 「全港百分率」是指全港學生作答該題各選項/得分/等級的百分率。
Remark: ¹ "School percentage" refers to the percentage of each option/score/grade in an item attempted by students in the school.
² "Territory-wide percentage" refers to the percentage of each option/score/grade in an item attempted by students in the territory.

IA Report (sorted by sub-papers)



SAMPLES

II. Reports – Simplified Versions

學校：
School:

機 密
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英國語文 English Language

卷別: 能力或範疇 Paper: Skill or Dimension	學生人數 Number of students	分卷最大值 Maximum (A)	學校平均 average ² (B)	學校百分率 School percentage (%) (B/A x 100%)	全港百分率 Territory-wide percentage (%)
9EL1: 聆聽 Listening	30	31	21.0	68	N.A.
9EL2: 聆聽 Listening	29	31	24.5	79	N.A.
9EL3: 聆聽 Listening	44	31	23.5	76	N.A.
9ER1: 閱讀 Reading	36	36	29.0	81	N.A.
9ER2: 閱讀 Reading	34	36	28.4	79	N.A.
9ER3: 閱讀 Reading	33	36	28.6	80	N.A.
9EW1: 寫作 Writing	36	12	7.8	65	N.A.
9EW2: 寫作 Writing	33	12	7.1	59	N.A.
9EW3: 寫作 Writing	33	12	7.8	65	N.A.
	14	9.6	69	N.A.	
	6	4.8	79	N.A.	

的評估，方可獲相關數據。
each skill/dimension in the subject are provided with related assessment data.

20XX 年全港性系統評估 Territory-wide System Assessment 20XX 題目分析報告 (以基本能力為序) Item Analysis Report (sorted by Basic Competencies)

機 密
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學校：
School:

級別 Level: 中三 Secondary 3

英國語文 English Language

範疇 Skill	基本能力 Basic Competency	卷別 Sub- paper	題號 Item no.	選項 Option	得分/等級 Score/ Grade	學校百分率 School percentage ¹	全港百分率 Territory-wide percentage ²
Listening	L5-L1-S3BC Understanding the use of a range of language features in simple literary / imaginative spoken texts (ES) Question: Intense - tone	9EL1 9EL3	P1 Q3 P1 Q3	A		26.6%	N.A.
				B		17.2%	N.A.
				C		14.1%	N.A.
				D*		40.6%	N.A.
				U#		1.6%	N.A.
	L5-L1-S3BC Understanding the use of a range of language features in simple literary / imaginative spoken texts (ES) Question: Intense - rhyme	9EL2 9EL3	P3 Q1 P3 Q1	A*		32.1%	N.A.
				B		13.6%	N.A.
				C		16.0%	N.A.
				D		21.0%	N.A.
				U#		17.3%	N.A.

備註：¹「學校百分率」是指學校學生作答該題各選項/得分/等級的百分率。
²「全港百分率」是指全港學生作答該題各選項/得分/等級的百分率。
Remark: ¹“School percentage” refers to the percentage of each option/score/grade in an item attempted by students in the school.
²“Territory-wide percentage” refers to the percentage of each option/score/grade in an item attempted by students in the territory.

20XX 年全港性系統評估 Territory-wide System Assessment 20XX 題目分析報告 (以卷別為序) Item Analysis Report (sorted by Sub-papers)

機 密
CONFIDENTIAL

學校：
School:

級別 Level: 中三 Secondary 3

英國語文 English Language (Sub-paper: 9EL1 Listening)

題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage ¹	全港百分率 Territory-wide percentage ²
P1 Q1	A*		23.8%	N.A.
	B		47.6%	N.A.
	C		23.8%	N.A.
	D		2.4%	N.A.
	U#		2.4%	N.A.
P1 Q2	A		9.5%	N.A.
	B*		31.0%	N.A.
			50.0%	N.A.
			7.1%	N.A.
			2.4%	N.A.
			23.8%	N.A.
			21.4%	N.A.
			14.3%	N.A.
			38.1%	N.A.
			2.4%	N.A.
P1 Q4	A		26.2%	N.A.
	B		16.7%	N.A.
	C*		28.6%	N.A.
	D		26.2%	N.A.
	U#		2.4%	N.A.

IA Report – (sorted by
sub-papers)

IA Report (sorted by
Basic Competencies)



III. Basic Competency Report by Item Groups

SAMPLE

20XX年全港性系統評估
Territory-wide System Assessment 20XX
基本能力題組綜合報告
Basic Competency Report by Item Groups

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學校：
School:

Skills: Listening, Reading, Writing, Speaking

級別 Level: 中三 Secondary 3

英國語文 English Language

範疇 Skill	基本能力 / 評估重點 Basic Competency / Question Intent	學生答對的平均百分率 Average of percentage of students answering items correctly
Listening	L5-L-1-S3BC Understanding the use of a range of language features in simple literary / imaginative spoken texts (ES) Question Intent - tone	<p>0% 50% 100%</p>
	L5-L-1-S3BC Understanding the use of a range of language features in simple literary / imaginative spoken texts (ES) Question Intent - rhyme	<p>0% 50% 100%</p>

▼ 學校 School^{1,2}

▲ 全港 Territory-wide³

備註： ¹ 學校數據是指該校學生答對相關題目的平均百分率。

² 學校有5個或以上學生參與該科各能力/範疇的評估，方可獲相關數據。

³ 全港數據是指所有參與學生答對相關題目的平均百分率。

Remark: ¹ School data refers to the average of percentage of students answering related item(s) correctly in that school.

² Schools with 5 or more students participating in each skill/dimension in the subject are provided with related assessment data.

³ Territory-wide data refers to the average of percentage of all participating students answering related item(s) correctly.



III. Basic Competency Report by Item Groups

Annex

附件 Annex — 學生示例 Student Exemplars


英國語文 English Language (Listening)

範疇 Skill	基本能力/評估重點 Basic Competency/ Question Intent	題目 Item	所有參與學校的學生表現 Student Performances of All Participating Schools
Listening	L5-L2-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 (IS, KS, ES) Question Intent: extracting specific information	9EL1/3-P1 Q8 8. The person who got sick after eating the food from Mountain High was _____ A. Mr. Class B. Paul C. Cindy D. Michael	<ul style="list-style-type: none"> Many students were able to identify who got sick after eating the Mountain High food, when they heard Michael say "...The first time I ate Mountain High food here at school, I was sick. I had food poisoning..."

Listening

SAMPLE

英國語文 English Language (Reading)

範疇 Skill	基本能力/評估重點 Basic Competency/ Question Intent	題目 Item	所有參與學校的學生表現 Student Performances of All Participating Schools
Reading	L6-R-1-S3BC Using an increasing range of reading strategies to understand the meaning of texts with some degree of complexity (IS, KS, ES) Question Intent: sequencing events	9ER1/2-P1 Q7 Chocolate Problems 7. How do the beans become chocolate? Put the process into the correct order. 1. beans are fermented 2. pods grown on trees 3. pods ripen 4. beans removed from pods A. 1, 2, 3 and 4 B. 2, 3, 4 and 1 C. 3, 4, 1 and 2 D. 4, 3, 2 and 1 	<ul style="list-style-type: none"> Many students were able to work out the steps required to process cocoa beans into chocolate.

Reading

III. Basic Competency Report by Item Groups – Student Exemplars

英國語文 English Language (Writing)

[illegible]

Writing

英國語文 English Language (Speaking)

範疇 Skill	卷別 Sub-paper	題目 Item	所有參與學校的學生表現 Student Performances of All Participating Schools
Speaking	--	<p>9ESP1</p> <p>You may use the following paper your own words to begin and end your presentation.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Good morning/afternoon, everybody. I'm going to talk about making money for the English Club and what we should do with the money raised.</p> <p>Thank you. That's all I have to say.</p> </div> <p>END OF PAPER</p> <p>9ESG1</p> <p>You may begin by saying:</p> <div style="border: 1px solid black; padding: 5px;"> <p>We're going to raise about Hong Kong, let's talk about famous places in Hong Kong.</p> </div>	<ul style="list-style-type: none"> Students were able to express relevant ideas using simple language patterns and vocabulary. Students used limited formulaic expressions to facilitate their conversation. Students used the prompts provided to express themselves. Most students were able to show appropriate awareness of audience and use appropriate and varied formulaic expressions or turn-taking strategies to maintain interaction. Students are familiar with a range of formulaic expressions but should be careful not to overuse/rely solely on them.

Speaking

SAMPLE

Speaking

SAMPLE

IV. Information Analysis Report *

SAMPLE

20XX 年全港性系統評估

Territory-wide System Assessment 20XX

資料分析報告

Information Analysis Report

學校：

School:

級別 Level: 中三 Secondary 3

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英國語文 English Language (Sub-paper: 9EL1 Listening)

學習重點 Learning Objective	基本能力 Basic Competency	題目 Item	選項 (資料分析) Option (Information Analysis)	學校百分率 School percentage	全港百分率 Territory-wide percentage ²
Language forms and communicative functions, Language skills and language development strategies, Attitudes	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 (IS, KS, ES)	P1 Q1 1. Mr. Chau is talking to the students to find out _____ A. their opinions on the lunch boxes available at school B. what they think about ordering lunch boxes C. what the problems are with the school canteen D. how students can fix the school facilities Question Intent: listening for gist/main ideas	A* understood Mr. Chau when he said '...we've asked you here today to find out what you think about the lunch boxes you can order.'	23.8%	25.8%
			B didn't listen carefully/confused '...what you think about the lunch boxes you can order.' with the ordering process	47.6%	54.8%
			C didn't listen carefully/confused Mr. Chau's duties - 'Teacher in charge of school facilities, including the school canteen...' with the problems	23.8%	10.1%

* for MC questions only

- Basic Competency
- Item
- Question Intent
- Information Analysis for each option
- School Percentage
- Paper: 9EL1-3 9ER1-3

IV. Information Analysis Report

20XX 年全港性系統評估
Territory-wide System Assessment 20XX
資料分析報告

Information Analysis Report

學校：

School:

機 密

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級別 Level: 中三 Secondary 3

英國語文 English Language (Sub-paper: 9ER1 Reading)

學習重點 Learning Objective	基本能力 Basic Competency	題目 Item	選項 (資料分析) Option (Information Analysis)	學校百分率 School percentage ¹	全港百分率 Territory-wide percentage ²
Language forms and communicative functions, Language skills and language development strategies, Attitudes	L6-R-1-S3BC Using an increasing range of reading strategies to understand the meaning of texts with some degree of complexity (IS, KS, ES)	P1 Q1 Chocolate Problems 1. The production of chocolate is being affected by _____ A. the Cocoa Belt B. humid weather C. climate change D. rain forests Question Intent: understanding the connection between ideas by identifying a range of cohesive devices	A didn't understand or misunderstood the information provided didn't read the information carefully this is the location of the chocolate producing trees and the production of chocolate is not affected by the belt itself	46.3%	33.2%
			B didn't understand or misunderstood the information provided didn't read the information carefully humid weather is what is needed in order for the chocolate producing trees to grow	19.5%	10.3%
			C* read the information carefully and correctly identified that climate change is affecting the production of chocolate *Climate change is affecting the weather in the belt., which in turn affects the trees which affects chocolate production	12.2%	48.6%

SAMPLE



Online Item Analysis Report – Teacher User Guide



TSA

- [Primary School](#)
- [Secondary School](#)
- [FAQ](#)

Introduction

The Territory-wide System Assessment (TSA) is an assessment administered at the territory level. It facilitates assessment for learning by providing schools with objective data on students' performances in the three subjects of Chinese Language, English Language and Mathematics at the end of Key Stages 1-3. The Territory-wide System Assessment reports and school reports provide information about students' strengths and weaknesses against specific Basic Competencies. They help schools and teachers to enhance their plans on learning and teaching. The territory-wide data also help the Government to review policies and to provide focused support to schools.

For more information, please click on the following:

Name	Type
Update on TSA (10): How has TSA been enhanced?	Video
Update on TSA (9): Is TSA very difficult for students? Why not listen to them?	Video
Update on TSA (8): More exercises for TSA? No need!	Video
Update on TSA (7): Does TSA affect which secondary school your child is going to? Certainly not!	Video
Update on TSA (6): How does TSA data help teachers?	Video
Update on TSA (5): How does TSA benefit schools?	Video
Update on TSA (4): To drill or not to drill?	Video
Update on TSA (3): How does TSA benefit students?	Video
Update on TSA (2): Buying supplementary exercises on TSA? Don't do that!	Video
Update on TSA (1): What is TSA for?	Video
Assessment for Learning - Territory-wide System Assessment (For Schools)	Leaflet
Introduction to TSA - for parents (Cantonese with English subtitles)	Video
Introduction to TSA - for schools (Cantonese with English subtitles)	Video



TSA > Secondary > TSA News

Introduction

TSA News

- [Question Papers and Marking Schemes](#)
- [TSA Report](#)
- [Quick Guide](#)
- [Forms](#)
- [FAQ](#)
- [User Guide](#)
- [Other Information](#)
- [Switch to Primary School](#)

TSA News

04-07-2023	Education Bureau Circular Memorandum No. 76/2023 Territory-wide System Assessment of Chinese Language, English Language and Mathematics at Primary 3 (P3), Primary 6 (P6) and Secondary 3 (S3) in 2023/24
16-06-2023	Territory-wide System Assessment 2023 (Secondary) Question Papers and Marking Schemes
23-05-2023	Territory-wide System Assessment 2023 (Secondary) Invigilators' Handbook
23-03-2023	Territory-wide System Assessment 2023 (Secondary) Briefing Session for Oral & Written Assessments
21-03-2023	Territory-wide System Assessment 2023 (Secondary) Oral Examiners' Training Webinar
17-02-2023	Territory-wide System Assessment 2023 (Secondary) Information for Oral Examiners
20-01-2023	Territory-wide System Assessment 2023 - Quick Guide (Secondary)
21-10-2022	Territory-wide System Assessment 2023 (Secondary) Briefing on Submission of School Data and Selection of Special Arrangements
01-08-2022	Gainful Use of TSA 2022 Materials (Secondary) and Other Assessment Resources Originally Designed for TSA 2022: Question Papers and Marking Schemes
07-07-2022	Education Bureau Circular Memorandum No. 90/2022 Territory-wide System Assessment of Chinese Language, English Language and Mathematics at Primary 3 (P3), Primary 6 (P6) and Secondary 3 (S3) in 2022/23
29-10-2021	Territory-wide System Assessment 2022 (Secondary) Briefing on Submission of School Data and Selection of Special Arrangements

Online Item Analysis Report – Teacher User Guide

- ➔ Introduction
- ➔ TSA News
- ➔ Question Papers and Marking Schemes
- ➔ TSA Report
- ➔ Quick Guide
- ➔ Forms
- ➔ FAQ
- ➔ **User Guide**
- ➔ Other Information
- ➔ Switch to Primary School

User Guide

The HKEAA provides the following "User Guides" to school users:

1. [User Guide for School Administrator](#)

The "User Guide for School Administrator" provides schools with information on school administration, e.g. uploading student data by batch, nominating Assessment Administration Supervisors, etc.

2. [Online Item Analysis \(OIA\) Report - Management User Guide](#)

The "Online Item Analysis (OIA) Report - Management User Guide" provides information on how to create and manage teacher user accounts.

3. [Online Item Analysis \(OIA\) Report - Teacher User Guide](#)

The "Online Item Analysis (OIA) Report - Teacher User Guide" provides information on viewing the online IA report.

4. [Manual for the 3 Years' Performance in the Online Item Analysis Report](#)

The "Manual for the 3 Years' Performance in the Online Item Analysis Report" provides information on viewing the 3 Years' Performance in the online IA report.

Please make copies of this guide and distribute to teacher users

Territory-wide System Assessment (TSA)

Online Item Analysis (OIA) Report – Teacher User Guide

Introduction

Starting from 2014, upon the release of the TSA results, a letter will be sent to each school with information about 'Management User Account of the Online Item Analysis Report'. The Principal can delegate a staff member as Management User to create and manage accounts for teacher users.

In order to facilitate data analysis by the school and to meet the teaching needs, the principal can assign privileges to relevant teachers / panel chair-persons (teacher users) to view one or more than one subject level. Teacher users can view the Online Item Analysis Report at the BCA website (www.bca.hkeaa.edu.hk) using their teacher user account. Teacher users can view the online IA report from the date of the TSA result release of the current year until 30 June next year.

Teacher users can study the instructions on the operation of the teacher account in this User Guide.

SAMPLE

Interactive Report

Online Item Analysis Report (sorted by Basic Competencies)

The screenshot shows the 'Online Item Analysis Report' page for the 'Territory-wide System Assessment 20XX'. The user is logged in as 'XX-XXXX-XXXXXXX' on '20XX-11-15 14:00'. The report is for 'Secondary 3', 'English Language', and 'Personal Profile'. The report is sorted by 'Basic Competencies'. The table shows the following data:

Basic Competency	Question Paper	Item no.	Option	Score/Grade	School percentage	Territory-wide percentage
L5-L1-S3BC Understanding the use of a range of language features in simple literary / imaginative spoken texts (ES) Question Intent - tone	9EL1 9EL3	P1 Q3 P1 Q3	didn't recognise the tone of Candy's voice	-	0.0%	12.1%
			B didn't recognise the tone of Candy's voice	-		
			C didn't recognise the tone of Candy's voice	-		
			D* understood by the way Candy spoke that she was angry about the problems with the lunch boxes	-	0.0%	69.5%
			recognised the tone of Candy's voice	-		
			U#	-	0.0%	4.5%

Annotations on the screenshot:

- Subject & Level**: Points to the 'English Language' and 'Personal Profile' tabs.
- Skills, Question Papers and Marking Schemes**: Points to the 'Listening', 'Reading', 'Writing', 'Speaking', and 'Remarks' tabs.
- Basic Competency and Question Intent**: Points to the 'Basic Competency' column.
- Paper and Item Numbers**: Points to the 'Question Paper' and 'Item no.' columns.
- Explanation of Options**: Points to the 'Option' column.



Online Item Analysis Report

Territory-wide System Assessment 20XX

School : S999

S3 English

Listening Reading Writing Speaking Remarks

Question Paper Marking Scheme

基本能力 Basic Competency	試卷 paper	題號 item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
15-1-1-33BC Understanding the use of a range of language features in simple literary / imaginative spoken	9EL1 9EL3	P1 Q1 P1 Q3	A didn't recognise the tone of Candy's voice	-	0.0%	12.1%
			B didn't recognise the tone of Candy's voice	-	0.0%	6.2%
			C didn't recognise the tone of Candy's voice	-	0.0%	7.8%
			D* understood by the way Candy spoke that she was angry about the problems with the lunch boxes	-	0.0%	69.5%
			recognised the tone of Candy's voice	-	0.0%	4.5%
			U#	-	0.0%	4.5%

Education Bureau
Territory-wide System Assessment 20XX
Secondary 3 English Language
Listening
Marking Scheme

9EL1

Part 1

- | | |
|------|-----------------------|
| 1. A | 9. one/1 |
| 2. B | 10. 60%/sixty percent |
| 3. D | 11. parents |
| 4. C | 12. salty |
| 5. B | 13. oily |
| | 14. grey |
| | 15. vegetables |

- Award a score of 1 for each correct answer
- Award a score of 0 for an incorrect answer or unattempted question

Part 2

- | | |
|------|------|
| 1. A | 5. B |
| 2. B | 6. D |

Marking Scheme

SAMPLE

Question Paper

9 E L 1

Education Bureau
Territory-wide System Assessment 20XX
Secondary 3 English Language
Listening
Question Booklet

Instructions:

- There are 8 pages in this Question Booklet.
- Time allowed is approximately 35 minutes.
- Do not write anything in this Question Booklet.
- Answer all questions in the Answer Booklet provided.

Tapescript

9EL1-P1 Q3 / 9EL3-P1 Q3

Learning Objective:

Language forms and communicative functions, Language skills and language development strategies, Attitudes

3. When Candy says 'Deteriorated...problems. Huh!', you can tell that she is _____.

- A. surprised
- B. happy
- C. sad
- ☒ D. angry

Question intent :

tone

Tapescript

9EL1-P1 Q3 / 9EL3-P1 Q3 (Tapescript)

Learning Objective:

Language forms and communicative functions, Language skills and language development strategies, Attitudes

Narrator

Students have been complaining about the school lunch boxes. The Principal has asked the prefects to discuss the issues and suggest some solutions to the problem. The principal has given you a recording of student interviews about the lunch boxes to help you.

Listen to the recording and answer the questions in *Part A* and *Part B*. The recording will be played twice. Do as much as you can the first time and answer all questions the second time. You now have 30 seconds to read the questions in *Part A* and *Part B*. (music 30 secs.)

The listening will begin now.

[Mr. Chau –
Teacher in
charge of school
facilities

Hi there everyone. I'm the Teacher in charge of school facilities, including the school canteen and lunch boxes ordering.

Item with Answer

Question Paper

Marking Scheme

Page 1 of 1

Go to page Go

<< < 1 > >>

基本能力 Basic Competency	卷別 Sub- paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory- wide percentage
L5-L-1-S3BC Understanding the use of a range of language features in simple literary / imaginative spoken texts (ES) Question Intent - tone Suggested Follow-up Activities 3 Years' Performance	9EL1 9EL3	P1 Q3 P1 Q3	A didn't recognise the tone of Candy's voice	-	0.0%	12.1%
			B didn't recognise the tone of Candy's voice	-	0.0%	6.2%
			C didn't recognise the tone of Candy's voice	-	0.0%	7.8%
			D* understood by the way Candy spoke that she was angry about the problems with the lunch boxes	-	0.0%	69.5%
			recognised the tone of Candy's voice	-		

TSA Data

SAMPLE



User: XX-XXXX-XXXXXX
Time: 20XX-11-15 14:00

> Online Item Analysis Report

Logout

Secondary 3

English Language

Personal Profile

Online Item Analysis Report

Territory-wide System Assessment 20XX

School : S999

S3 English

Listening Reading Writing Speaking Remarks

Paper Marking Scheme

Page 1 of 1

Go to page

Go

<< < 1 > >>

能力 Competency	卷別 Sub- paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory- wide percentage
Understanding the range of features in any / spoken texts (ES) Question Intent - none	9EL1 9EL3	P1 Q3 P1 Q3	A	-	0.0%	12.1%
			didn't recognise the tone of Candy's voice	-	0.0%	6.2%
			B	-	0.0%	7.8%
			didn't recognise the tone of Candy's voice	-	0.0%	69.5%
			C	-	0.0%	4.5%
3 Years' Performance			D*	-	0.0%	4.5%
			understood by the way Candy spoke that she was angry about the problems with the lunch boxes recognised the tone of Candy's voice	-	0.0%	4.5%
			U#	-	0.0%	4.5%

Suggested
Follow Up
Activities

Suggested
Follow-up
Activities

3 Years' Performance



香港考試及評核局
Hong Kong
Examinations and
Assessment Authority



User: XX-XXXX-XXXXXX
Time : 20XX-11-15 14:00

> Online Item Analysis Report

Online Item Analysis Report

Territory-wide System Assessment 20XX
School : S999
S3 English

Listening	Reading	Writing	Speaking	Remarks

SAMPLE

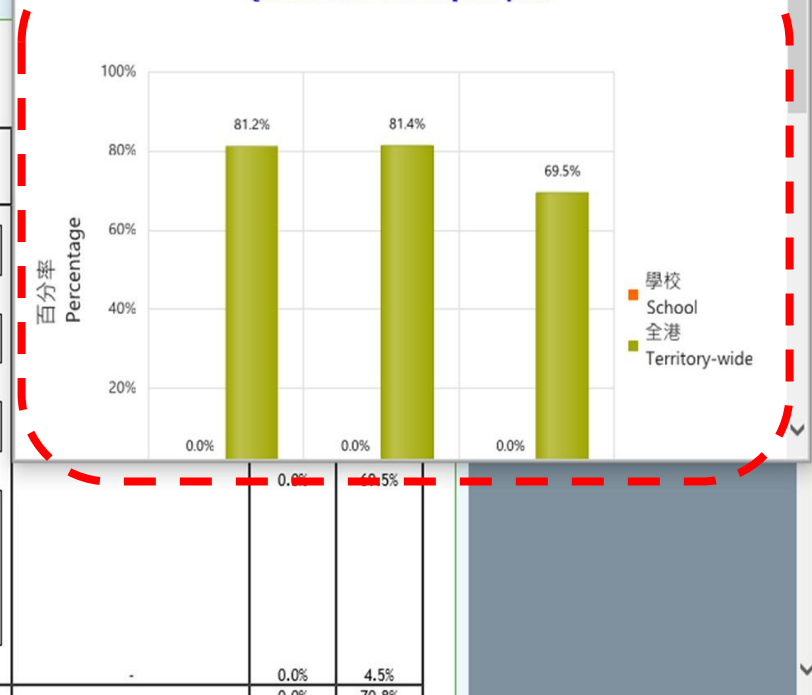
3 Years' Performance

三年表現
3 Years' Performance

級別: S3 Level	科目: English Language Subject	學校編號: S999 School Code
基本能力代號: BC Code	L5-L-1-S3BC	
基本能力: BC Description	Understanding the use of a range of language features in simple literary / imaginative spoken texts (ES)	
評估重點: Question Intent	tone	

最近三年學生答對上述評估重點題目的平均百分率

Average of percentage of students answering items correctly in the aforementioned
Question Intent over the past 3 years



Writing Exemplars



User: XX-XXXX-XXXXXX
Time: 20XX-11-19 08:56

Secondary 3

English Language

Personal Profile

Online Item Analysis Report

Online Item Analysis Report

Territory-wide System Assessment 20XX

School : S999

S3 English

Listening Reading **Writing** Speaking Remarks

Question Paper Marking Scheme

Example: 9EW1

9EW2

9EW3

Writing 9EW1

題號 Item no.	選項 Option	得分/等級 Score/Grade	
Content	-	0	
	-	1	
	-	2	
	-	3	
	-	4	
	-	U#	
Language	-	0	
	-	1	
	-	2	
	-	3	
	-	4	
	-	U#	
Organisation	-	0	
	-	1	
	-	2	
	-	U#	
Features	-	0	
	-	1	
	-	2	
	-	U#	

No or invalid answer
Rated by two assessors (Writing & Speaking)

https://www.bca.hkeaa.edu.hk/bca/eor/iar/openPdf.do?paperCode=9EW1&pdfType=questionPaper - Internet Explorer

9 E W 1

Education Bureau Territory-wide System Assessment 20XX Secondary 3 English Language Writing Question Booklet

Instructions:

1. There are 4 pages in this Question Booklet.
2. Time allowed is 40 minutes.
3. Do not write anything in this Question Booklet.
4. Answer all questions in the Answer Booklet provided.

SAMPLE

https://www.bca.hkeaa.edu.hk/bca/eor/iar/openPdf.do?paperCode=9EW1&pdfType=markingReference - Internet Explorer

Education Bureau Territory-wide System Assessment 20XX Secondary 3 English Language Writing - Marking Scheme

Score Level	Content	Language	Organisation	Features
4	<ul style="list-style-type: none"> All relevant content Ideas expressed effectively/ clearly 	<ul style="list-style-type: none"> Uses a good range of vocabulary and language patterns Very few or no errors in grammar, spelling, punctuation and capitalisation 		
3	<ul style="list-style-type: none"> Most or all relevant content Ideas related to the topic with details 	<ul style="list-style-type: none"> Uses a range of vocabulary and language patterns A few minor errors in grammar, spelling, punctuation and capitalisation 		
2	<ul style="list-style-type: none"> Some relevant content Some ideas expressed with details 	<ul style="list-style-type: none"> Uses familiar vocabulary and simple language patterns Some errors in grammar, spelling, punctuation and capitalization which do not affect meaning 	<ul style="list-style-type: none"> Paragraphs developed with supporting details/description Coherent links within/between paragraphs and effective use of connectives 	<ul style="list-style-type: none"> Features generally used correctly (e.g. letter format, description and speech in narration)
1	<ul style="list-style-type: none"> Content limited/some relevance to the topic Ideas lack details 	<ul style="list-style-type: none"> Uses a limited range of vocabulary and language patterns Many errors in grammar, spelling, punctuation and capitalization which affect meaning 	<ul style="list-style-type: none"> Paragraphs generally developed based on prompts Use of simple connectives and sequencers (and, but, first, then, etc) 	<ul style="list-style-type: none"> Some basic features used (e.g. appropriate greeting and ending in a letter)
0	<ul style="list-style-type: none"> Content undeveloped Irrelevant ideas 	<ul style="list-style-type: none"> Uses few or no language patterns Numerous errors in grammar, spelling, punctuation and capitalization which affect meaning 	<ul style="list-style-type: none"> Paragraphs lack organization/details Scattered ideas with few connectives Incomprehensible 	<ul style="list-style-type: none"> Basic features not evident

Remarks for Score Levels

Answers ~ 100 words	• ≤ 2	• ≤ 2	• ≤ 1	• ≤ 1
Off-topic scripts	• 0	• ≤ 2	• ≤ 2	• 0



Writing Exemplars with Annotations



User: XX-XXXX-XXXXXX
Time: 20XX-11-19 08:56

Secondary 3

English Language

Personal Profile

Online Item Analysis Report

Online Item Analysis Report

Territory-wide System Assessment 20XX

School : S999

S3 English

Listening Reading Writing Speaking Remarks

Question Paper

Exemplar

Performance at BC Level
Good Performance

Writing 9EW

Item no.	Option	Score/Grade	學校百分率 School percentage
Content	-	0	0.0%
	-	1	0.0%
	-	2	0.0%
	-	3	0.0%
	-	4	0.0%
Language	-	0	0.0%
	-	1	0.0%
	-	2	0.0%
	-	3	0.0%
	-	4	0.0%
Organisation	-	0	0.0%
	-	1	0.0%
	-	2	0.0%
	-	U#	0.0%
	-	U#	0.0%
Features	-	0	0.0%
	-	1	0.0%
	-	2	0.0%
	-	U#	0.0%
	-	U#	0.0%

No or invalid answer
Rated by two assessors (Writing & Speaking)

SAMPLE

https://www.bca.hkeaa.edu.hk/bca/eor/iar/openPdf.do?paperCode=118&pdfType=...

S3 ENGLISH LANGUAGE

Story - The Day Aliens Landed in Hong Kong (9EW1) - Student Exemplar 4

The Day of Alien Invasion

"Break! Break! Several unidentified flying objects have been discovered around Hong Kong. They are believed to be alien spacecrafts with oval-shaped hull. The military forces are standing by, awaiting the command to destroy any UFOs. No, no! Help! Somebody help me!"

As I walked out of the bathroom, I could hardly believe the images flashing on my television. I stood at the window for a couple minutes, watching missiles flying over the city. Suddenly, an earthquake struck. The entire building was shaking violently. I peeked outside the window and I cannot believe what I saw. A gigantic spacecraft - no, the mothership of the alien landed right in the center of Victoria Harbour. The famous IFC shattered into pieces in just a fraction of a second. As the reporter's body was lying helplessly in front of the camera, I fled from home.

As soon as I reached the street, I realised the electro-magnetic shield of the alien mothership disabled all ground vehicles. Luckily, I brought a bicycle with me and I peddled as fast as I could.

I fled to the New Territories immediately!

The military forces are going to launch a suicidal attack!" The broadcast was so loud and clear that I remember it up to this day.

After one hour, the sky turned white. Hearing a huge explosion, was all I could recall before I fainted. I woke up in the hospital. "This is what happens when you stand too close to a nuclear missile," said the doctor.

2 years have passed, yet this horror still remains in my heart.

Short conclusion

Annotation - Student Exemplar 4



This is a good piece of writing that has an appropriate title - *The Day of Alien Invasion* - *The Day of The Alien Invasion* and an effective opening paragraph that arouses the readers' interest with the use of dialogue.



It also has an extremely short (one sentence) but effective conclusion with some minor errors - *2 year has passed, yet this horror still remains in my heart.* instead of *Two years have passed, yet this horror still remains in my heart.*

1

The story is described in detail with the beginning being the news broadcast on the television. The story segues excellently from there into where the writer is and what he/she is experiencing. It continues with various experiences until the conclusion sums up the writer's emotions about the events.

2

The writer has provided a complete story plot and the use of dialogue has added depth and interest to the story.

3

Ideas are generally expressed clearly and effectively with elaboration.

4

Some minor mistakes in expression - *with oval shaped hull* instead of *with an oval shaped hull*, *for a couple minutes* instead of *for a couple of minutes*, *an earthquake stroke* instead of *an earthquake struck*, *I fled from home* instead of *I fled from my home*, *peddled* instead of *peddled*, *suicidal attack* instead of *a suicide attack*

5

Good and appropriate use of expressions/vocabulary - *command, destroy, shaking violently, peaked, electro-magnetic shield, disabled all ground vehicles, broadcast, huge explosion, nuclear missile*



Some errors in tenses - *cannot* instead of *couldn't*, *has* instead of *had*, *fled* instead of *flee*



Speaking Question Papers

SAMPLE

香港考試及評核局
Hong Kong Examinations and Assessment Authority

Home / Sitemap / 中文

User: XX-XXXX-XXXXXX
Time: 20XX-11-19 08:56

Secondary 3
English Language
Personal Profile

Online Item Analysis Report

Territory-wide System Assessment 20XX
School : S999
S3 English

Listening Reading Writing **Speaking** Remarks

Question Paper **9ESG1** Marking Scheme

題目類別 Question type	得分/等級 Score/Grade	
Individual Presentation	9ESG1	0
	9ESG2	1
	9ESG3	2
	9ESG4	3
	9ESG5	4
	9ESG6	U#
	9ESG7	0
	9ESG8	1
1b. Vocabulary and Language Patterns	0	
	1	
	2	
	3	
1c. Pronunciation and Delivery	0	
	1	
	2	
	3	
1d. Strategies for Oral Communication	0	
	1	
	2	
	U#	
Group Interaction	0	
	1	

https://www.bca.hkeaa.edu.hk/bca/eor/iar/openPdf.do?paperCode=9ESG1&pdfType=q...

9 E S G 1

Education Bureau
Territory-wide System Assessment 20XX
Secondary 3 English Language
Speaking
Group Interaction

Preparation Time: 3 minutes
Assessment Time: 4 minutes

Write your School Code, Class and Class No. in the boxes below.

School Code **S** Class **3** Class No.

Write one capital letter in this box.

20XSTA-ENG-9ESG1-1

Your English teacher wants your class to write about Hong Kong. You and two other students are discussing places tourists should visit in Hong Kong and why.

In your discussion, you may include:

- famous places in Hong Kong e.g. the Peak, Stanley...
- what makes these places famous
- the best time to see famous places e.g. in the morning, during summertime...
- how tourists can travel to these places
- anything else that you think is important

*You may begin by saying:
We're going to write about Hong Kong. First, let's talk about famous places in Hong Kong.*

END OF PAPER

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Prepared by the Hong Kong Examinations and Assessment Authority

20XSTA-ENG-9ESG1-2



TSA 2025

English Language



Percentages of Students Achieving English Language Basic Competency in 2006 – 2019, 2023, 2024 & 2025

YEAR	TSA 2006	TSA 2007	TSA 2008	TSA 2009	TSA 2010	TSA 2011	TSA 2012	TSA 2013
S3	68.6 %	69.2 %	68.9 %	68.8 %	69.2 %	69.2 %	69.1 %	69.5 %

YEAR	TSA 2014	TSA 2015	TSA 2016	TSA 2017	TSA 2018	TSA 2019	TSA 2023	TSA 2024	TSA 2025
S3	69.3 %	69.4 %	69.6 %	69.7 %	69.8 %	69.5 %	67.8 %	67.0 %	68.8 %

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



Overall Performance of General
Students, Non-Chinese Speaking
Students (NCS) and Students with
Special Education Needs (SEN)
in TSA 2025
Secondary 3 English Language

Listening



Listening - Text types

2023	2024	2025
Exchanges <ul style="list-style-type: none">- conversation- recording- discussion- information session	Exchanges <ul style="list-style-type: none">- Interviews- discussion- radio broadcast- information session	Exchanges <ul style="list-style-type: none">- Interviews- discussion- radio broadcast- information session
Literary Text <ul style="list-style-type: none">- poem	Literary Text <ul style="list-style-type: none">- poem	Literary Text <ul style="list-style-type: none">- poem



Performance of General Students in Listening 2025

Strengths

- ✓ understanding the connections between ideas by identifying the use of cohesive devices and discourse markers
- ✓ extracting specific information
- ✓ identifying rhymes
- ✓ deducing the meaning of unfamiliar words and expressions



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

Host – Peter	Why do you enjoy diving?
Guest – Shirley	Oh! I enjoy seeing tropical fish, such as clownfish and angelfish. I also enjoy seeing other sea animals, like crabs and sea turtles.
Host – Peter	What are your <u>favourite sea creatures?</u>
Guest – Shirley	Well, that's a tough question... <u>There are two sea creatures I really like – octopuses and dolphins.</u> Octopuses change colour and shape to avoid danger, and dolphins make whistling sounds to communicate with each other.



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



**Peter – Social
Service Club
Chairman**

I know that the HK Association is very active in the local community. It has a 24-hour support hotline for newly-arrived students.



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

Peter – Student Wow, that's quite a lot of work for the janitors.

Mr Wong – Teacher-in-charge Robots with sensors can help them. The sensors will collect data so that the robots can find their way around the school.

Peter – Student Great idea! Let's build one for distributing lunchboxes.



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

Radio TeensHK
Host – Sandy

Dr Chan, would you introduce yourself to our listeners?

Dr Chan

Sure. I was born and raised in Hong Kong. Before I retired, my job involved preserving historic artwork. Now, I focus on protecting and maintaining old buildings. I feel sad to see some old buildings being pulled down or destroyed.

Radio TeensHK
Host – Sandy

As an advisor on Hong Kong heritage, could you introduce to us some old buildings which have been preserved?



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.

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

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



Performance of Non-Chinese Speaking (NCS) Students in Listening 2025

Strengths

- ✓ identifying rhymes
- ✓ distinguishing main ideas from supporting details
- ✓ extracting specific information
- ✓ deducing the meaning of unfamiliar words
- ✓ making connections between ideas with the help of cohesive devices and discourse markers
- ✓ discriminating between intonation for a range of purposes
- ✓ using their personal experiences and knowledge of the world
- ✓ predicting the likely development of the text



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 a range of cohesive devices

After hearing the conversation, many students worked out that Shirley is fascinated with diving because she can see the beauty of the underwater world clearly on a good sunny day.



7. Shirley is fascinated with diving because she can _____.

- ☐ A. see fish swimming around the coral reefs
- ☐ B. see things in murky water
- ☐ C. swim up to 15 metres easily
- ☐ D. take part in an open water diving course

9EL1/3 Part 1 Q.7

Host – Peter Amazing! What is it like underwater?

Guest – Shirley Sometimes, I can't see anything when the water is murky. But on a good day, the water is sunlit. The experience is fascinating because I can see things clearly up to 15 metres away, like schools of fish swimming around the coral reefs.



Task Name: STEAM Competition (Discussion)

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

Discriminating between intonation for a range of purposes

After hearing the conversation, many students were able to identify how Tina felt.

5. After knowing what the robot will be made of, Tina sounds _____.



- A. excited
- B. surprised
- C. worried
- D. unhappy

9EL1 Part 3 Q.5/9EL2 Part 2 Q.5

**Mr Wong –
Teacher-in-charge**

The robot should be made of hardware and software. Hardware, such as microchips, is used to store and process data. We also need some software for the robot's movement.

Tina – Student

(excited) That's great! What should we do first?



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.

Predicting the likely development of the topic

After hearing the conversation, the majority of students understood the development of the interview and were able to predict what would likely be talked about next. 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. It is likely that the interview would continue to focus on other historic buildings.

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



Task Name: I Went on a Vacation (Poem)

Task Content: The poem is about an unusual vacation.

Identifying main ideas

On hearing the poem, the majority of students understood that the writer travelled to different places by using his computer, making 'A Cyber-Vacation' a suitable title.

6. The poem is called 'I Went on a Vacation'. Another suitable title could be '_____'.
A. Transport Means
B. Last Vacation
☒ C. A Cyber Vacation
D. Back Home

9EL2/3 Part 3 Q.6

Stanza 5

I saw the whole planet.
I went everywhere
without ever leaving
my comfortable chair.

Stanza 6

It just took a laptop
to see every nation
in one afternoon on
my cyber-vacation.



Performance of Students with Special Education Needs (SEN) in Listening 2025

Strengths

- ✓ distinguishing main ideas from supporting details
- ✓ identifying rhymes
- ✓ understanding the connections between ideas by identifying cohesive devices
- ✓ deducing the meaning of unfamiliar words and expressions



Task Name: Scuba Diving (Interview)

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

Distinguishing main ideas from supporting details

After hearing the conversation, more than half of the students understood that divers spend more time underwater and use less air from the gas cylinder in shallow water.

3. When diving in shallow water, you spend _____ time underwater and use _____ air from the gas cylinder.

- A. less / less
- B. less / more
- C. more / more
- ☐ D. more / less



9EL1/3 Part 1 Q.3

Guest – Shirley

If you make a 10-metre dive, which is considered shallow, you can spend more time underwater than an 18-metre dive. You can stay underwater longer as you use less air from the gas cylinder.



Task Name: I Went on a Vacation (Poem)

Task Content: The poem is about an unusual vacation.

Identifying rhymes

Almost half of the students were able to identify that 'ship' rhymes with 'trip'.

8. You will hear four words in Stanza Four. Listen carefully and identify the word that rhymes with 'trip'.

A.

B.

C.

D.

9EL2/3 Part 3 Q.8



Stanza 4

I travelled the globe
on a wide-ranging trip,
but not on a train
a plane or a ship.

Now, listen to Question 8.

Question 8. You will hear four words in Stanza Four. Listen carefully and identify the word that rhymes with 'trip'.

A. globe B. train C. ship D. plane



Task Name: Special Dress Day (Discussion)

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

Deducing the meaning of unfamiliar words and expressions

Half of the students understood that 'outfit' means a set of clothes.

5. Peter mentions 'outfits in a single colour'. 'Outfit' here means _____.

- A. a pair of running shoes
- B. a pair of swimming trunks
- C. a set of shirts
- ☒ D. a set of clothes



9EL1/3 Part 2 Q.5

**Peter – Social
Service Club
Chairman**

Not really, Mary. It could be interesting for them to wear outfits in a single colour. These could include T-shirts, dresses, trousers or shorts of a single colour with different tones.



Performance of General Students in Listening 2025 Weaknesses

This year the integrated section was in 9EL1 and 9EL3, Part 1, Part B and the topic was about **scuba diving**. It required students to complete the notes by filling in **one-word answers** – prompts were provided to assist students.

Proofreading is an issue in the notes section, 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 from development of a wider range of thematic vocabulary.

Students need wider exposure to **everyday spoken English** so that they are able to work out the meaning of unfamiliar words or expressions.

- **extracting and spelling specific information**
- **discriminating between intonation for a range of purposes**
- **identifying the sequence of events**
- **distinguishing main ideas from supporting details**
- **predicting the likely development of the topic**



Task Name: Scuba Diving (Interview)

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

Extracting specific information

Many students had difficulty identifying and correctly spelling the specific words.

Content:



- Gain basic knowledge about scuba diving: the deeper the water, the (11) higher the pressure.

(12) misspellings: poor, pond, pull

- Learn basic skills in a (12) pool or shallow water, such as clearing your (13) mask(s).

9EL1/3 Part 1 Q.12-13

(13) misspellings: musk, mouth, mast, face mask

Host – Peter

What about the skills?

Guest – Shirley

You'll learn basic skills like how to clear your mask and breathe under water. You'll learn these in a pool or shallow water first, then in open water.

Task Name: Special Dress Day (Discussion)

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

Discriminating between intonation for a range of purposes

Some students found it difficult to work out 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

**Peter – Social
Service Club
Chairman**

Hmm... I'm not sure, Mary. How about having each form wear clothes in a single colour?

Mary – student

(doubtful) In a single colour, Peter? Would it be boring?



Task Name: STEAM Competition (Discussion)

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

Identifying the sequence of events

Some students had difficulty working out the sequence of building a robot when they listened to Mr Wong's discussion with the students.



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

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.

Task Name: I Went on a Vacation (Poem)

Task Content: The poem is about an unusual vacation.

Distinguishing main ideas from supporting details

Some students found it difficult 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*'.

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

Stanza 5	Stanza 6
I saw the whole planet. I went everywhere <u>without ever leaving</u> <u>my comfortable chair.</u>	<u>It just took a laptop</u> to see every nation in one afternoon on <u>my cyber-vacation.</u>



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.

Predicting the likely development of the topic

Some students found it difficult to predict 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



Performance of Non-Chinese Speaking (NCS) Students in Listening 2025

Weaknesses

- Making connections between ideas with the help of discourse markers



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

Some students had difficulty understanding that the winner of the competition must enter the first and final rounds.



8. In the competition, the students _____.

- A. must give a presentation in the first round to win
- ☒ B. must enter the first and final rounds to win
- C. will receive book coupons worth \$4,000 if they win
- D. will receive a trophy and cash if they win

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

Tina – Student

After building the robot, what else do we need to do for the competition?

**Mr Wong –
Teacher-in-charge**

In the first round, students need to demonstrate to the judges what their robots can do. The top four schools in the first round will enter the final round. They then have to give a presentation and answer questions from the judges. The winner will get a trophy and book coupons worth a thousand dollars.



Performance of Students with Special Education Needs (SEN) in Listening 2025

Weaknesses

- extracting and correctly spelling specific information
- predicting the likely development of the topic
- discriminating between intonation for a range of purposes
- identifying the sequence of events
- making connections between discourse markers



Task Name: Scuba Diving (Interview)

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

Extracting specific information

Many students had difficulty identifying and correctly spelling the specific words.

Content:



- Gain basic knowledge about scuba diving: the deeper the water, the (11) higher the pressure.

(12) misspellings: put, pour, poul

- Learn basic skills in a (12) pool or shallow water, such as clearing your (13) mask(s).

9EL1/3 Part 1 Q.12-13

(13) misspellings: musk, muck, mouth, marse, marsk

Host – Peter

What about the skills?

Guest – Shirley

You'll learn basic skills like how to clear your mask and breathe under water. You'll learn these in a pool or shallow water first, then in open water.



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.

Predicting the likely development of the topic

Some students found it difficult to predict 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



Task Name: Special Dress Day (Discussion)

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

Discriminating between intonation for a range of purposes

Some students found it difficult to work out 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

**Peter – Social
Service Club
Chairman**

Hmm... I'm not sure, Mary. How about having each form wear clothes in a single colour?

Mary – student

(doubtful) In a single colour, Peter? Would it be boring?



Conclusions - Listening

- Exposure to a wider range of **thematic vocabulary** in context
- Exposure to unfamiliar words/phrases/expressions through **authentic texts** (listed below)
- Exposure to different/authentic spoken texts including, **advertisements, poems, dialogues, conversations, podcasts, news, audiobooks, films, public speeches, interviews, debates,...** on a wide range of topics, including local and world current events, teen issues, hot topics, historical events, everyday events to do with the home, keeping pets, family, special interest, hobbies, school life...
- Exposure to a range of different voices – **varying accents, children's voices and a variety of adult voices**
- Exposure to a **wider range of speeds** in spoken texts



Overall Performance of General
Students, Non-Chinese Speaking
Students (NCS) and Students with
Special Education Needs (SEN)
in TSA 2025
Secondary 3 English Language

Reading



Reading – Text Types

2023	2024	2025
Information Texts <ul style="list-style-type: none">- article- information leaflet- fact sheet- leaflet and map- newspaper article	Information Texts <ul style="list-style-type: none">- newspaper article- promotional poster- article- encyclopaedia page- newsletter- interview- pamphlet	Information Texts <ul style="list-style-type: none">- article- magazine article- promotional poster- fact sheet- online article- newsletter
Narrative Texts <ul style="list-style-type: none">- poem	Narrative Texts <ul style="list-style-type: none">- poem	Narrative Texts <ul style="list-style-type: none">- poem



Reading – Text Types

Do you know of any festivals in different places? Why do people celebrate those festivals? What do people do during those festivals?

THE LOTUS LANTERN FESTIVAL

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.

In Seoul, the Lotus Lantern Festival is held in April or May each year. Women wear traditional Korean clothes in bright colours, such as green and pink. Some of them carry lanterns of various shapes and sizes while others carry fans with bright pink lotus flowers on them.



Festival celebrations include dancing, singing, acrobatics and painting lotus flowers on wood. The highlight of the festival is at night when the Lantern Parade and the Poo-Poo-Lee Celebration take place. The Lotus Lantern Festival is definitely a 'must-see' for those visiting Korea.

THE BULL RUN

Traditionally, farmers in Spain transported their bulls from the countryside, where they were bred, to the city for sale or to the bullfighting. They found it easy and fast way to transport their cattle by carrying them along with trucks using fast and excitement. This tradition turned into a competition and became part of a summertime festival around 450 years ago.



The competition involves running in front of a small group of bulls, typically six. The bulls can move easily through the crowd. Around April 18 or above and not under the influence of drugs or alcohol can run with the bulls. Runners do not have to register – they just show up before the competition starts. The reason is to get close to the bulls while the bulls sprint to the bullring. There, the fight begins when bullfighters use capes to provoke the bulls and display their skills.

APRIL FOOLS' DAY



The first day of April is known as April Fools' Day. Some historians believe that this festival began around 400 years ago. The English changed the start of the year in their calendar to 1st January in 1532. Before that year, some French had celebrated the new year in late March and early April. However, some did not like the change and continued to celebrate the old new year around 1st April. People who used the new calendar called those following the old one 'April Fools' and played tricks on them.

On this day, people play *tricks* on each other on April Fools' Day by switching the salt and sugar. Some may make others believe things that are not true. For example, they lie to their friends by saying that their shoes are untied. It is particularly common for people to spread false news, such as 'the renaissance of the Earth is slowed down by the Internet'.

Book Fair for All

Theme: 'Don't stop Reading!'

Venue: REC City Hall

Dates: 10 August – 22 August 2025

Come and read new books from around the world. Meet interesting authors who have won multiple international awards. Receive wonderful gifts.

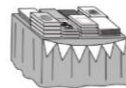
Opening Hours

Monday and Wednesday 9:30 am – 7:30 pm
Tuesday and Friday 11:30 am – 7:30 pm
Saturday and Sunday 9:30 am – 9:30 pm
Closed on Thursday

Tickets

Children under 6 \$10
Primary school students \$20
Secondary school students \$25
University students \$30
Others \$40

Family Day Pass: For up to five adults (any two children aged 6 – 14 count as one adult) \$100



Exciting Highlights

Meet the Authors

- an exciting line-up of children's picture book authors
- meeting authors face-to-face
- develop a child's interest in reading
- receive wonderful and precious gifts about how to build good reading habits for new students and children respectively

Free \$100 gift prizes

Date: 10 Aug – 10 Sep
Time: 10 Aug 10:00 (Sunday)
Number of seats: 20 (first come, first served)
Contact us for more details: bookfair@rec.gov.sg

Book Signing Event

Get your book signed and receive a special dedication like 'this one is for you' from your favourite author!

Explore the Latest e-Book Readers

Discover a new way to enjoy books and experience the benefits of different popular e-book readers.

- Lighthearted and portable: Carry a wide range of titles wherever you go – no wires for a short commute, no recharging needed for a long flight.
- Personalised reading experience: Adapt the font size and background of one view or adjust the reading speed to suit your needs.
- Long battery life: Enjoy uninterrupted reading for days on a single charge.

Secure your tickets and tickets to the event!

How much time do you spend reading books? The following figures might be surprising!

Chart 1: Yearly Reading Hours

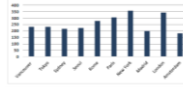
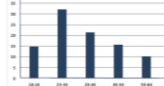


Chart 2: Number of e-Book Users (in Millions)



Chart 3: Percentage of e-Book Users by Age



CHOOSE WISELY BE ECO-FRIENDLY

Do you know that fashion is one of the world's most polluting industries?

Creating clothes requires a lot of water, chemicals, land and energy. For example, making a single pair of jeans requires 2,812 litres of water. Up to 35% of ocean microplastics come from fashion products. However, 60% of the clothing in our wardrobe is rarely or never worn. Only about 1% of it is recycled.



Why should eco-friendly fashion be the next big trend?

Eco-friendly fashion refers to clothes that are designed, produced and used to reduce the negative impact on the environment. To serve this purpose, eco-friendly materials, such as organic cotton, are grown to produce fabrics without using toxic chemicals, including pesticides that damage the environment. Recycled fabrics are made from old materials to create new ones. Selecting these recycled fabrics can reduce the amount of waste that ends up in landfills and the production of dangerous chemicals harmful to humans. Natural dyes, made from plants and minerals, are an alternative to chemical dyes for colouring materials.



How does upcycling help protect the environment?

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.

Fashion can be wasteful and damaging, but we can all make a difference by choosing wisely.

THE RESPONSIBLE FASHION INDUSTRY

The fashion industry has the responsibility to reduce its negative impact on the environment, protect workers and support animal welfare. However, it currently falls short of this responsibility, continuing to produce harmful waste and emit greenhouse gases. Moreover, many workers are paid poorly and animals are killed.

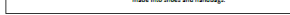
Why does the fashion industry need to be more responsible?

The 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 glaciers and rising sea levels, which would have a disastrous 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 wild power from tropical storms.



How do we protect workers and animals?

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 bees and rabbits, need not die for fast fashion production. Similarly, the diets of crabs and cowbirds are not made into shoes and handbags.



POPULAR SPORTS IN THE OLYMPIC GAMES

FENCING



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 local contests held not only in Europe but also in Asia, Africa, Oceania and other continents.

Scoring and rules

Conventionally, fencing involves two competitors, each holding a weapon in one hand. They each try to strike the opponent on a specific target area of the body to score points. The rules vary depending on the type of weapon used.

BREAKING



Breaking, an urban dance style that originated in the United States in the 1970s, is characterised by rigid postures and aggressive footwork. A number of international breaking competitions were held in the 1990s, helping to promote this dance style around the world.

Winning the Competition

In the Olympic Games, the 10 breakers are divided into four groups. Each breaker performs a one-minute dance against the other members in their group. The top two breakers from each group progress to the quarter-finals, marking the start of the 'knockout' phase. Breakers are eliminated after losing one-on-one matches, and the last remaining breaker becomes the winner.

SPORT CLIMBING



Sport climbing started in the early 1980s and was first introduced in the 2020 Olympics.

Three types of sport climbing

- 'Speed' is a race against the clock, as its name suggests.

- In 'bouldering', all athletes need to climb fixed routes on high walls without ropes, within a limited time and with the fewest attempts possible.

- In the 'lead' event, athletes have to climb as high as they can on a wall within six minutes without having known the assigned route beforehand. All the routes become more and more complex during the 'lead' event.

- On the whole, sport climbing calls for both physical strength and mental ability from the athletes.

We Went to the Park

We went to the park for a picnic today. The sky was quite cloudy, windy and grey.

We spread out our blanket with all of our food. A couple of clouds couldn't ruin our mood.

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!

Completely defeated, we went home and cried. I think that we'll have our next picnic inside.



THE STORY OF TOILETS

Have you ever imagined what life would be like without toilets? There are lots of stories about the invention of toilets.

Ancient Flushing Toilets

According to some historians, ancient toilets were invented in south-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.



Chamber Pots and Night Soil Collectors

In the 1400s, most people used a chamber pot, a portable toilet, and emptied it out of the window or onto the street. From the late 1700s to 1800s, people living in cities burned waste in their gardens. Night soil collectors took the waste away and buried it outside the city walls. They collected it at night to avoid the terrible smell. There were horror stories about people dying mysteriously of the 'night air'. Now, we know that the 'killer' was a mixture of toxic gases.



Flushing Toilets

The first modern flushing toilet was created by Sir John Hargrave in 1598, but he only built two indoor flushing toilets – one for himself and the other for the Queen of England. Only in 1775 was the indoor flushing toilet with a brilliant new feature invented by an Englishman, Alexander Cummings. The toilet had an S-bend to trap water. This design sealed the toilet off from the smelly sewage underneath. In the 1800s, scientists found that human waste carried germs which could spread diseases. Governments started building sewage systems and public toilets to flush the germs away safely.



THE BEST 'SEAT' IN THE HOUSE

World Toilet Day

In 2013, the United Nations (UN) marked 19th November as the annual World Toilet Day to raise global awareness of cleanliness.

Safe Toilets for All

'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 collect human waste.

Given these challenges, achieving 'safe toilets for all' by 2030 may not be an easy task. So, those who are lucky enough to have their own toilets should take a moment to appreciate the best 'seat' in the house!



Performance of General Students in Reading 2025 Strengths

- ✓ analysing and integrating relevant points from one or more than one text
- ✓ locating information in simple price lists, charts and directories
- ✓ identifying details that support a main idea
- ✓ working out the sequence of events
- ✓ using knowledge of the world
- ✓ using 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

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

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

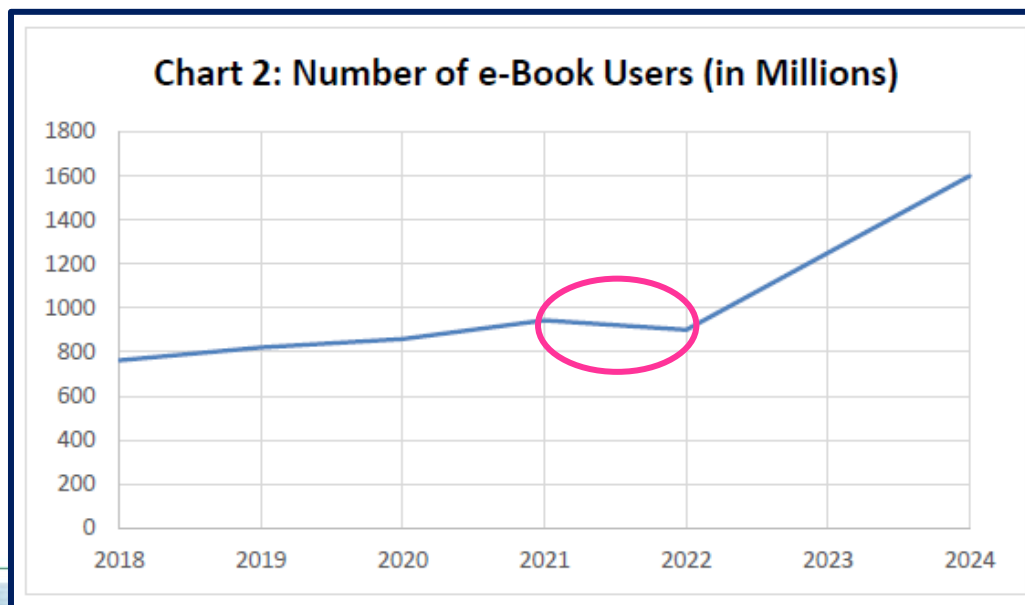
Locating information in simple price lists, charts and directories

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.

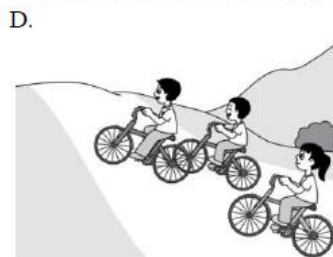
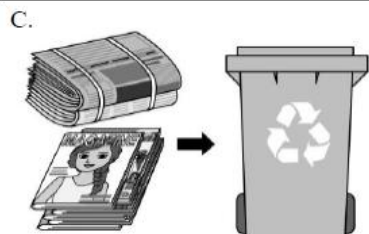
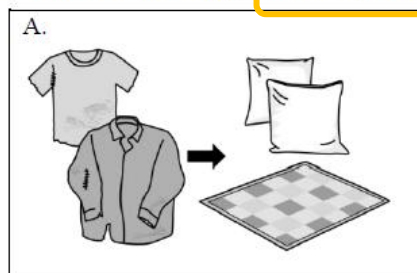
Identifying details that support a main idea

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?

③ 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?









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.	
	<u>Some bees</u> started buzzing around our dessert. Mosquitoes attacked us. Their stings really hurt.	
	A dog began barking. He chased us around as <u>squirrels and birds</u> 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 | |

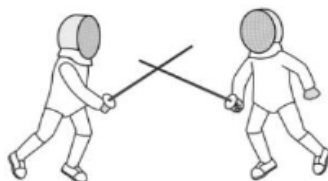
Task Name: Popular Sports in the Olympic Games (Online Article)

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)

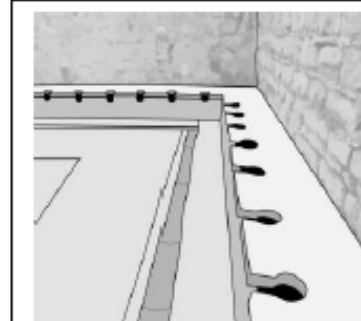
Task Content: The newsletter extract covers the origins and facts about toilets.

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

Performance of Non-Chinese Speaking (NCS) Students in Reading 2025 Strengths

- ✓ identifying general and specific information
- ✓ identifying rhymes
- ✓ identifying themes
- ✓ identifying main ideas from supporting details
- ✓ using contextual clues
- ✓ sequencing events
- ✓ making inferences
- ✓ locating information in simple charts
- ✓ analysing and integrating relevant points from one or more than one text
- ✓ using dictionary skills
- ✓ using knowledge of the world
- ✓ using knowledge of features of different text types



Task Name: The Fashion Industry (Magazine Article)

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

Identifying the main theme

A considerable number of students were able to work out the information in the two articles indicates that eco-friendly and responsible practices should be promoted.

16. The theme of the two articles is to promote _____.

- ☐ A. eco-friendly and responsible practices
- ☐ B. eco-friendly materials and secondhand clothes
- ☐ C. global warming and climate change
- ☐ D. the welfare of workers and animals

9ER1/3 Part 3 Q.16

Article 1

**CHOOSE WISELY
BE ECO-FRIENDLY**

Do you know that fashion is one of the world's



er, chemicals,
single pair of

Article 2

THE RESPONSIBLE FASHION INDUSTRY

❶ The fashion industry has the responsibility to reduce its negative impact on the environment, protect workers and support animal welfare. However, it currently falls short of this responsibility, continuing to produce harmful waste and emit greenhouse gases. Moreover, many workers are paid poorly and animals are killed.



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

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

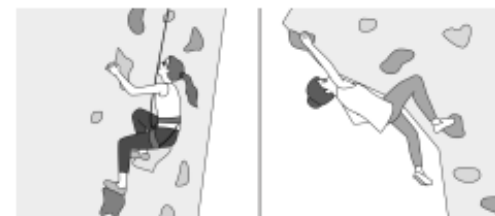
Using a dictionary to find out about meaning and shades of meaning and usage

Quite a number of students were able to work out the meaning of the word 'complex' in the context provided.

7. Look at the word 'complex' in paragraph 8. The meaning that best corresponds to this word is

- | | |
|---|--|
| <p>A. (adj) difficult to understand or find an answer because of having many different parts
<i>The film's plot was so complex that I couldn't follow it.</i></p> | <p>B. (adj) containing one or more subordinate clauses
<i>The use of complex sentences helps students enhance their writing.</i></p> |
| <p>C. (n) a large building with various connected rooms or a related group of buildings
<i>They live in an apartment complex.</i></p> | <p>D. (n) a particular anxiety or unconscious fear that a person has
<i>Don't go on about his weight. You'll give him a complex!</i></p> |

SPORT CLIMBING



9ER2 Part 2 Q.7

⑧ In the 'lead' event, athletes have to climb as high as they can on a wall within six minutes without having known the assigned route beforehand. All the routes become more and more complex during the 'lead' event.

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 knowledge of features of different text types**

Quite a number of students were able to work out that the information in this article could also appear in an encyclopaedia.

8. The information in Article 1 could also appear in a/an _____.

- A. advertisement
- B. movie review
- C. dictionary
- ☒ D. encyclopaedia

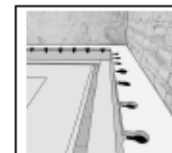
9ER3 Part 1 Q.8

Article 1**THE STORY OF TOILETS**

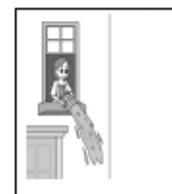
❶ Have you ever imagined what life would be like without toilets? There are lots of stories about the invention of toilets.

Ancient Flushing Toilets

❷ 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.

**Chamber Pots and Night Soil Collectors**

❸ In the 1400s, most people used a chamber pot, a portable toilet, and emptied it out of the window or onto the street. From the late 1700s to 1800s, people living in cities buried waste in their gardens. Night soil collectors took the waste away and buried it outside the city walls. They collected it at night to avoid the terrible smell. There were horror stories about people dying mysteriously of the 'night air'. Now, we know that the 'killer' was a mixture of toxic gases.

**Flushing Toilets**

❹ The first modern flushing toilet was created by Sir John Harington in 1596, but he only built two indoor flushing toilets – one for himself and the other for the Queen of England. Only in 1775 was the indoor flushing toilet with a brilliant new feature invented by an Englishman, Alexander Cummings. The toilet had an S-bend to trap water. This design sealed the toilet off from the smelly sewage underneath. In the 1800s, scientists found that human waste carried germs which could spread diseases. Governments started building sewage systems and public toilets to flush the germs away safely.



Performance of Students with Special Education Needs (SEN) in Reading 2025

Strengths

- ✓ sequencing events
- ✓ using knowledge of the world
- ✓ identifying specific information
- ✓ identifying details that support a main idea



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

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

Sequencing events

More than half of the students were able to work out the correct order of how people handled waste throughout history.

7. According to Article 1, how did people handle waste throughout history? Put the following in the correct order.

- | | |
|------------------------------------|----------------------------|
| 1. flushing toilets with an S-bend | 2. building sewage systems |
| 3. using chamber pots | 4. using toilet blocks |

A. 4→2→3→1

B. 4→3→1→2

C. 1→4→3→2

D. 2→3→4→1

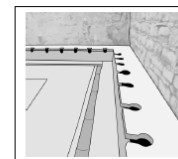
9ER3 Part 1 Q.7

THE STORY OF TOILETS

Have you ever imagined what life would be like without toilets? There are lots of stories about the invention of toilets.

Ancient Flushing Toilets

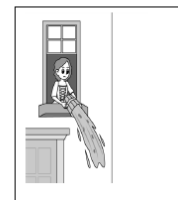
According to some historians, ancient toilets were invented in north-western India about 4,000 years ago. The waste was flushed into underground drains using a jug of water. Nearly 2,000 years later, the Romans built public toilet blocks with rows of holes to sit over. There were channels underneath,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



4

Chamber Pots and Night Soil Collectors

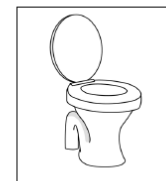
In the 1400s, most people used a chamber pot, a portable toilet, and emptied it out of the window or onto the street. From the late 1700s to 1800s, people living in cities buried waste in their gardens. Night soil collectors took the waste away and buried it outside the city walls. They collected it at night to avoid the terrible smell. There were horror stories about people dying mysteriously of the 'night air'. Now, we know that the 'killer' was a mixture of toxic gases.



3

Flushing Toilets

The first modern flushing toilet was created by Sir John Harington in 1596, but he only built two indoor flushing toilets – one for himself and the other for the Queen of England. Only in 1775 was the indoor flushing toilet with a brilliant new feature invented by an Englishman, Alexander Cummings. The toilet had an S-bend to trap water. This design sealed the toilet off from the smelly sewage underneath. In the 1800s, scientists found that human waste carried germs which could spread diseases. Governments started building sewage systems and public toilets to flush the germs away safely.



2

1

Task Name: World Festivals (Article)

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

Identifying general and specific information

Half of the students were able to work out the Lotus Lantern Festival has been celebrated throughout China and other parts of Asia

THE LOTUS LANTERN FESTIVAL

❷ 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.

1. The Lotus Lantern Festival is celebrated _____.

- A. only in China
- B. only in Korea
- ☒ C. in Asia
- D. all over the world

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.

Identifying details that support a main idea

Almost half of the students were able to work out that the poet felt frustrated because nothing went right during the picnic after reading the line 'Completely defeated, we went home and cried'.

6. The poet went home feeling _____

- A. excited
- B. satisfied
- ☒ C. frustrated
- D. lonely

9ER1/3 Part 2 Q.6

We Went to the Park

We went to the park for a picnic today.
The sky was quite cloudy, windy and grey.

We spread out our blanket with all of our food.
A couple of clouds couldn't ruin our mood.

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!

Completely defeated, we went home and cried.
I think that we'll have our next picnic inside.



Performance of General Students in Reading 2025 **Weaknesses**

- understanding connection between ideas by identifying the use of cohesive devices
- working out the meaning of unknown words and expressions
- identifying onomatopoeia
- making inferences
- predicting the likely development of the text
- identifying main ideas



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

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

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

Half of the students 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.

①

③

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

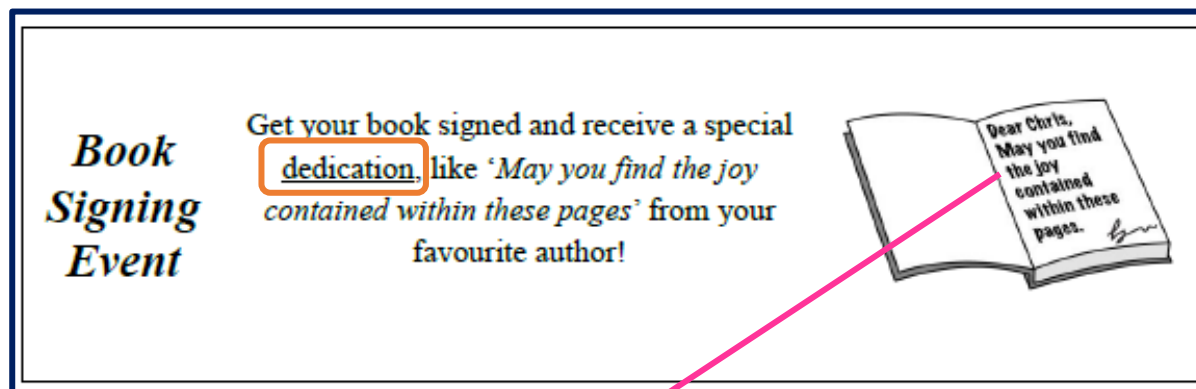


Task Name: Book Fairs (Promotional Poster and Fact Sheet)

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

Working out the meaning of unknown words and expressions

Half of the students were able to work out the meaning of the word '*dedication*' in the context provided.



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)

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

Identifying onomatopoeia

Half of the students were able to identify '*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



Task Name: The Fashion Industry (Magazine Article)

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

Making inferences

Half of the students were able to infer that rising sea levels will lead to flooding in coastal regions.

② The 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



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

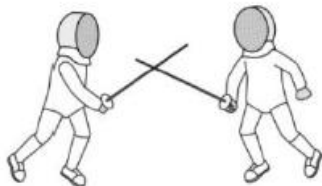
Task Content: The online article is about some popular sports in the Olympic Games.

Predicting the likely development of the text

About half of the students 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 _____.
- A. suggestions on buying fencing and climbing equipment
 - B. tips and tricks to eliminate the others in a match
 - C. instructions on how to become an athlete
 - ☒ D. contents of other sports like skateboarding

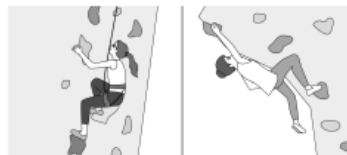
FENCING



BREAKING



SPORT CLIMBING



9ER2 Part 2 Q.8

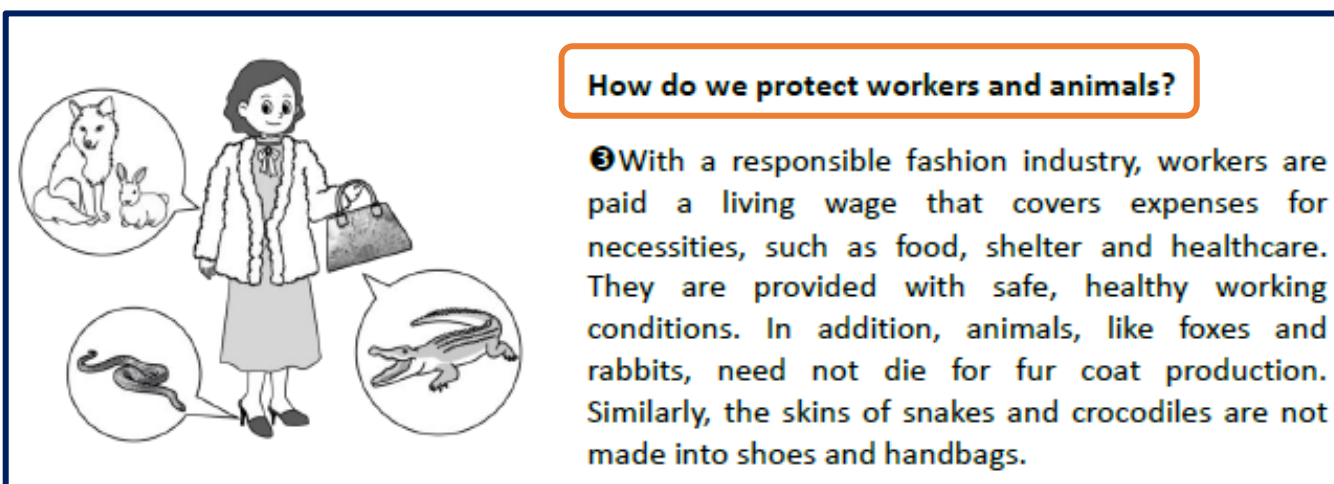


Task Name: The Fashion Industry (Magazine Article)

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

Identifying main ideas

About half of the students were able to work out that the rights of workers and animals should be protected.



How do we protect workers and animals?

③ 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 _____.
- A. it is important for the fashion industry to be more eco-friendly
 - B. coats and bags should not be made from animals
 - C. workers should work in healthy conditions with a good wage
 - ☒ D. the rights of workers and animals should be protected



Performance of Non-Chinese Speaking (NCS) Students in Reading 2025

Weaknesses

- understanding the connection between ideas
- understanding the use of language features such as tone and alliteration



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.

Identifying alliteration

About half of the students were able to identify that 'a couple of clouds' is an example of alliteration.

We Went to the Park

We went to the park for a picnic today.
The sky was quite cloudy, windy and grey.

We spread out our blanket with all of our food.
A couple of clouds couldn't ruin our mood.

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



3. Alliteration occurs when two or more words in a phrase or sentence begin with the same sound. It is used in '_____'.
A. a couple of clouds
B. cloudy, windy and grey
C. ruin our mood
D. started to munch



Task Name: The Story of Toilets and World Toilet Day (Newsletter Extract)**Task Content:** The newsletter extract covers the origins and facts about toilets.**Identifying tone**

Almost half of the students were able to work out that the writer is doubtful about the UN's goal of having safe toilets for all by 2030.

③ Given these challenges, achieving 'safe toilets for all' by 2030 may not be an easy task. So, those who are lucky enough to have their own toilets should take a moment to appreciate the best 'seat' in the house!

11. The writer is _____ about achieving the UN goal by 2030.

- ☒ A. doubtful
- B. excited
- C. fearful
- D. hopeful

9ER3 Part 1 Q.11



Performance of Students with Special Education Needs (SEN) in Reading 2025

Weaknesses

- using dictionary skills
- identifying main ideas and theme
- understanding the use of language features such as tone, alliteration and onomatopoeia
- predicting the likely development of the text



Task Name: The Fashion Industry (Magazine Article)

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

Identifying tone

Almost half of the students were able to work out that the writer is supportive of eco-friendly fashion after reading, *'Fashion can be wasteful and damaging, but we can all make a difference by choosing wisely.'*

8. According to paragraph 4, the writer is _____ eco-friendly fashion.

- A. overjoyed about
- B. bored with
- C. doubtful about
- ☒ D. supportive of

9ER1/3 Part 3 Q.8

How does upcycling help protect the environment?

③ 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.

④ Fashion can be wasteful and damaging, but we can all make a difference by choosing wisely.



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 dictionary skills

Only some students were able to work out the correct meaning of 'complex' in the context provided.

7. Look at the word 'complex' in paragraph 8. The meaning that best corresponds to this word is

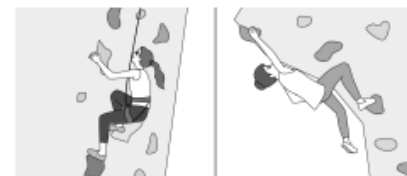
A. (adj) difficult to understand or find an answer because of having many different parts
The film's plot was so complex that I couldn't follow it.

B. (adj) containing one or more subordinate clauses
The use of complex sentences helps students enhance their writing.

C. (n) a large building with various connected rooms or a related group of building
They live in an apartment complex.

D. (n) a particular anxiety or unconscious fear that a person has
Don't go on about his weight. You'll give him a complex!

SPORT CLIMBING



9ER2 Part 2 Q.7

⑧ In the 'lead' event, athletes have to climb as high as they can on a wall within six minutes without having known the assigned route beforehand. All the routes become more and more complex during the 'lead' event.



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.

Identifying onomatopoeia

Only some students were able to identify '*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

Conclusions - Reading

- Expanding students' **thematic vocabulary** helps strengthen their skills in locating general and specific information, working out contexts and connecting ideas
- Exposure to familiar and unfamiliar **topic/content** materials
- Exposure to different **poetic features**
- Exposure to **different question types** and question intents – teach them to look for clues, key words – in the question stem and also in the passages
- Getting students to think of what might come next – what is most likely to follow given the topic?



Overall Performance of General
Students, Non-Chinese Speaking
Students (NCS) and Students with
Special Education Needs (SEN)
in TSA 2025
Secondary 3 English Language

Writing



Writing

Strengths

- 9EW1
- 9EW2
- 9EW3



Exemplars and Annotation

(9EW1) Joining a Competition

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

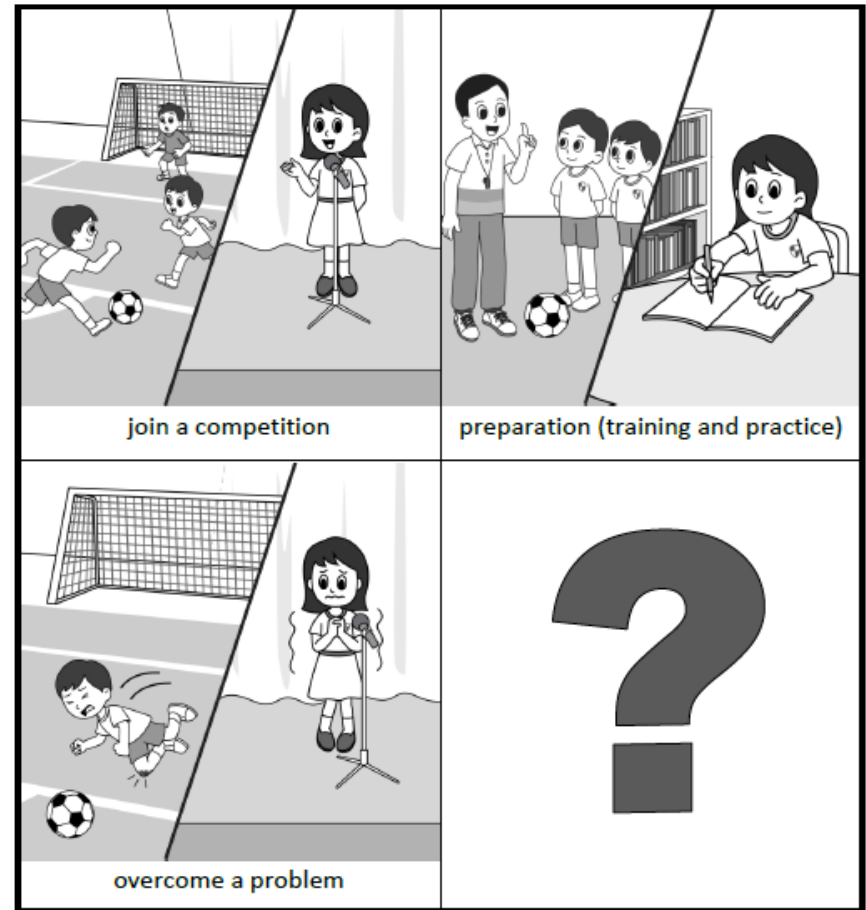
Your English teacher has asked you to write a short story about Jackie, a F.3 student who joined a competition.

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.

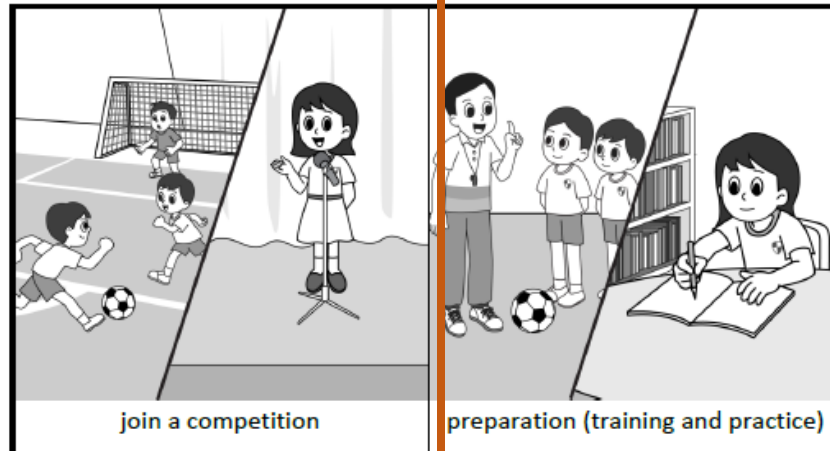


END OF PAPER



9EW1 – story

Exemplar 1



Title

Jackie's story

Setting: What kind of competition did Jackie join?

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 ^{to do well} do well in the competition. Although the competition he ^{had} slept well and kept fit, he still felt nervous and worried, so he didn't perform well in the competition.

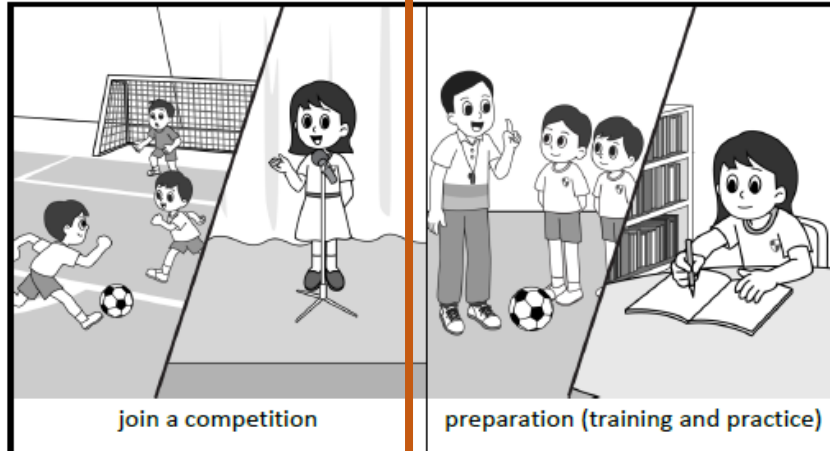
What other details can be added to the **setting**?

Why did he decide to join the competition?



9EW1 – story

Exemplar 1



join a competition

preparation (training and practice)

Jackie's story

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 do 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.

How did Jackie prepare for the competition?

- ✓ When did he practise?
- ✓ How Long and how often did he practise?
- ✓ Why did he train so hard?
- ✓ Who trained him?
- ✓ How did he feel?

9EW1 – story



Exemplar 1

Description of events that took place

- ✓ a setback
- ✓ reaction of his teammates / coach

What other details can be added?

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 wounds. ^{didn't do enough warm up and exercise before the competition} he felt sad and upset because he didn't do well in the competition so his leg injured.

➤ Dialogues between characters



9EW1 – story

What did he learn?

Some errors in grammar
that do not impede
meaning

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 nervours and worried.
avoid feeling nervous and worried



Language

- Students should use 'the past tense' for storytelling and 'the present tense' for reflections.
- Students should use a range of vocabulary and language patterns with a degree of appropriacy and accuracy to convey meaning.
- Students with good performance were able to incorporate terminology related to competitions (e.g. *score, performance, judge, referee, cheer, contestant, laughter and tiebreaker*).



Features

- Students with good performance were able to craft **a lively character** by describing the character's appearance, speech, thoughts, actions, influence on others, and by using engaging dialogues.
- Students with good performance were able to use
 - (1) **sensory language** to describe the atmosphere of the competition, and
 - (2) **descriptive language**, such as adjectives and adverbs to create imagery.

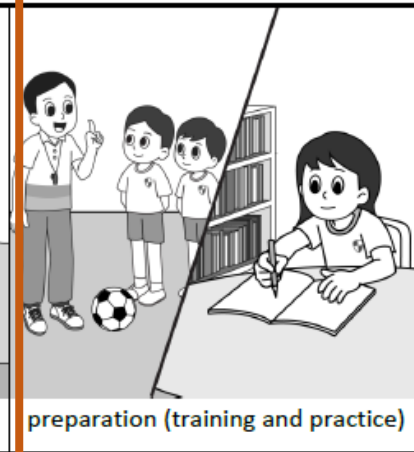


9EW1 – story

Exemplar 2



join a competition



preparation (training and practice)

Setting: What kind of competition did Jackie join?

Title

^{Jackie's}
Jackie's Volleyball Competition

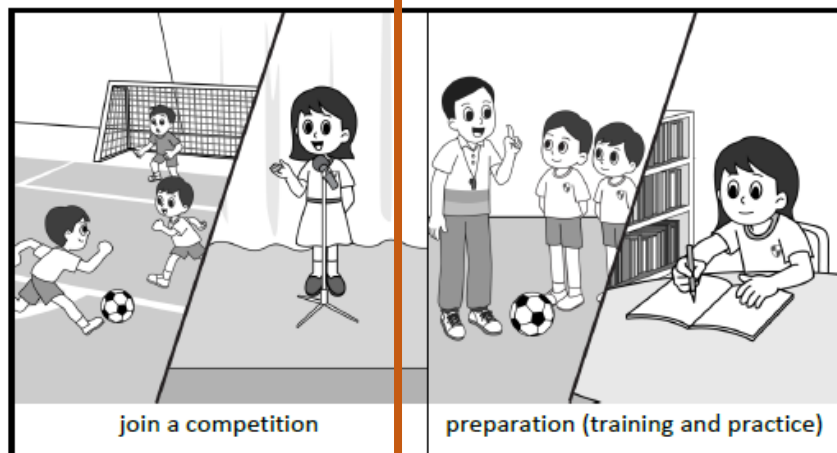
Once upon a time, there was a form 3 student named Jackie. She wanted to join a volleyball competition to show off her skills, so she joined one.

Why did she decide to join the competition?



9EW1 – story

Exemplar 2



The competition was in two weeks, she needed to prepare fast. Even with such little time, she tried her best to make it work. She trained three times a week as she was so nervous and didn't want to humiliate herself. She trained from 10:00 am in the morning to 7:00 pm with only 2 10 minute breaks and a few water breaks. When she would get home, she would eat while watching other volleyball competitions to know what and what not to do.

How did Jackie prepare for the competition?

- ✓ **When** did she practise?
- ✓ **How Long** and **how often** did she practise?
- ✓ **Why** did she train so hard?
- ✓ **How** did she feel?

9EW1 – story

Exemplar 2

Coherent links
within/between
paragraphs



On the day of the competition, she was confident. She was ready for the win. They won the first round with a score of 25 and the opposing side with 18. She and her team celebrated with laughter. Not until their coach started scolding them, telling them not to get too excited as there was one more round and if the opposing team wins, there will be a tie breaker but only until 15 points. That made Jackie's teammates nervous but unlike them, Jackie was still so confident. The next round happened and when Jackie saw that their score was 20

Description of
events that took
place

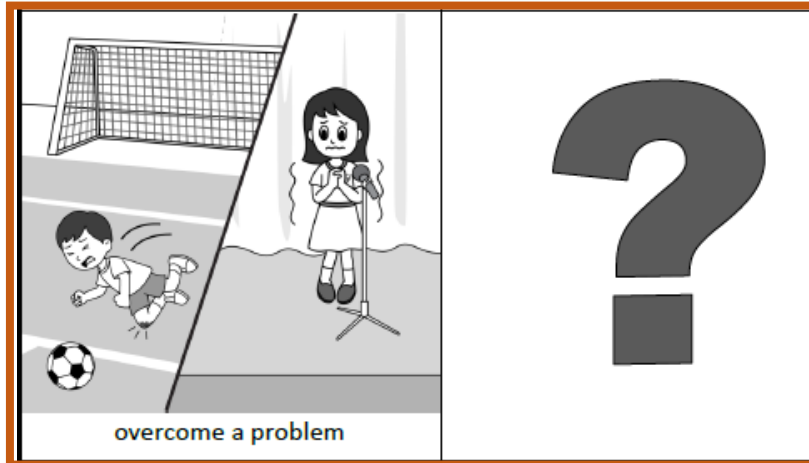
✓ actions and
reactions of
characters

What other details
can be added?

➤ Dialogues between characters



9EW1 – story



Exemplar 2

opponent's

and the opponents score was 23, She got so mad. When she spiked the ball with all her strength, She hit a girl on her face and the girl started crying, She ran apologising to her, asking her if she was okay and thankfully, she was okay. They still won with a score of 26 to 24 that day. They celebrated with joy, laughter and food.

Description of events that took place

✓ a setback



9EW1 – story

Exemplar 2

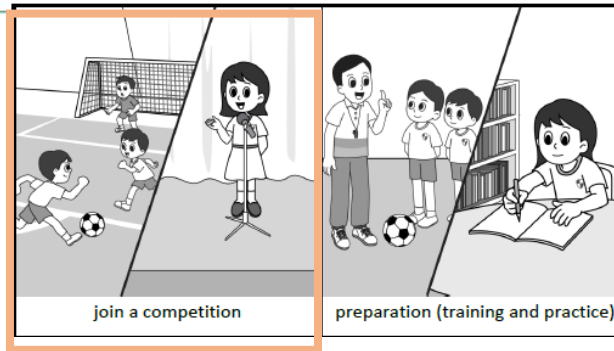
What did she learn?

She learnt that letting out your anger on a sport can hurt them emotionally and physically so you have to be careful and think about how others would feel because you won't and can't get what you want all the time and she learnt that the hard way. The End.



9EW1 – story

Exemplar 3



Setting: What kind of competition did Jackie join?

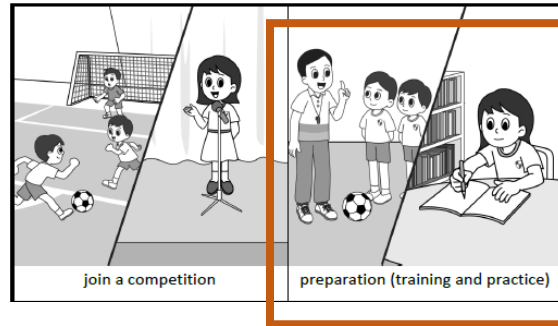
Title

An unforgettable competition

Jackie, a F.3 student, has always been longing for a chance to join a competition and showcase her talents. A golden opportunity came when her teacher invited her to join a singing contest.

Why did she decide to join the competition?

9EW1 – story



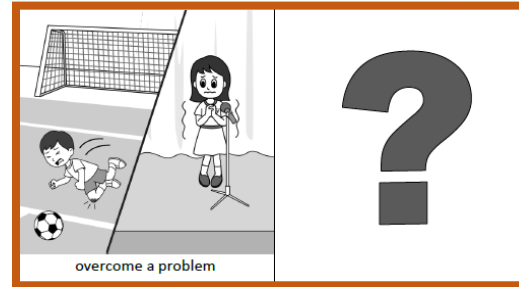
Exemplar 3

How did Jackie prepare for the competition?

- ✓ **When and where** did she practise?
- ✓ **How Long** and **how often** did she practise?
- ✓ **Why** did she train so hard?
- ✓ **Who** did she practise with?
- ✓ **How** did she feel?

Driven by the desire to achieve, Jackie spent a lot of time practising and improving her singing skills. Once she had completed her homework, she would sit by her desk and practise singing the song she had chosen with the help of a music score. After learning the song by heart, she sang it without the music score for her family. She was utterly confident, and so were her parents.

9EW1 – story



Exemplar 3

Description of events that took place

- ✓ a setback
- ✓ how did she feel?
- ✓ what she did next ?

Descriptive language

However! the contest was a much bigger challenge than what she had thought. Standing on the stage and looking at hundreds of strangers was very intimidating. Only then did Jackie realise that merely practising her singing skills was not enough. She was so nervous that her legs were shaking. Despite being bewildered, Jackie managed to show the audience her courage by singing the song wonderfully. Everyone clapped for this young girl who overcame a huge obstacle.

9EW1 – story

Exemplar 3

Jackie did not win in the contest. Nevertheless, she believes that she gained something much more valuable than a trophy. No one blamed her for losing the competition. Instead, her every effort could be seen clearly. The unqualified support from her family, friends and even audience she did not know made her reflect on what is really important and whether she is too obsessed with showcasing her talents. Now, Jackie has realised that support from her family is unconditional. She is no longer anxious when participating in competitions or performances since she knows that no matter the result, her loved ones will always be beside her.

What did she learn?



Some strengths to highlight

- While most students used the prompts for idea development, students with good performance were able to further elaborate on the ideas with their own examples and relevant supporting details.
- Students with good performance were able to use descriptive language to create a strong sense of atmosphere and creative dialogues to engage readers.
- Students with good performance were able to use a wide range of topic-specific vocabulary and sentence patterns.



Weaknesses

- Some students simply described the information in the **prompts** and/or **pictures** instead of using the information as a starting point to write a story and add their own information.
- Some students generally used **simple vocabulary and language patterns**.
- Some students **misused common words and expressions**. They also **misspelled** common words and it was evident that **proofreading** was not done properly.
- Some students were hindered by their inability to use **simple tenses** correctly.



(9EW2)

How Technology Affects Teenagers' Lives

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

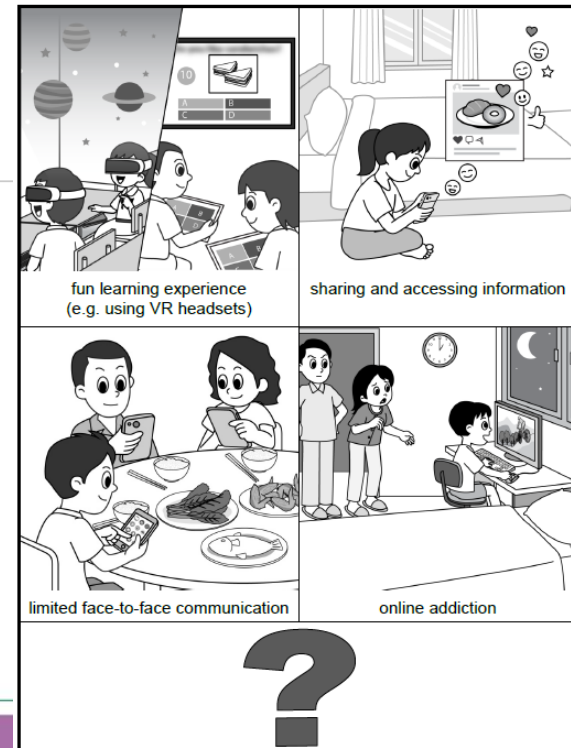
Dear Jackie,

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



9EW2 – Article

Exemplar 4

Title

Technology affects teenagers' live ^{lives}

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

tablets

A clear
introduction
that includes
the writer's
viewpoint.

Some errors in grammar
that do not impede
meaning



9EW2 – Article

Exemplar 4

Advantages of technology

- ✓ relevant
- ✓ with details



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

lessons

Some errors in grammar
that do not impede
meaning.



9EW2 – Article

Exemplar 4

Advantages of technology

- ✓ relevant
- ✓ with details



sharing and accessing information

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.

- ✓ using numbers and statistics to illustrate the extent of technology's influence on teenagers



9EW2 – Article

Exemplar 4



online addiction

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

Disadvantages of technology

- ✓ relevant
- ✓ with details

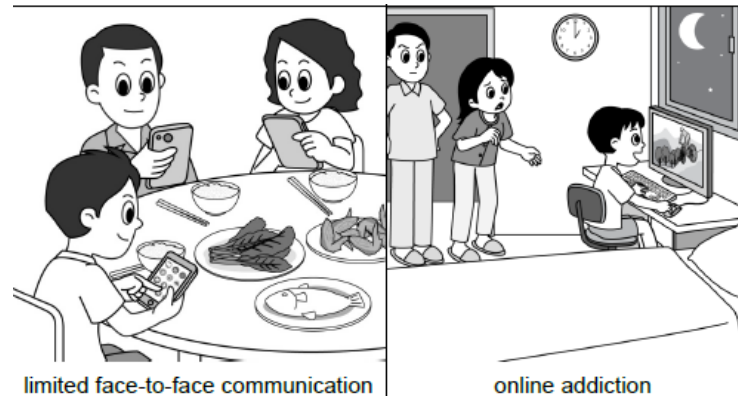
You are brilliant? I think no. Liars can get your information on social media so that they can grab the money from your parents. Furthermore, relying on technology may make online addiction. Teenagers would addict on video games and social media. They would play computer during all night, so they get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

9EW2 – Article

Exemplar 4

Disadvantages of technology

- ✓ relevant
- ✓ with details



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

9EW2 – Article

Exemplar 4

Advice on the proper use of technology

How could we save it? We must put down
our phones 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

A
complimentary
close is
inappropriate
for an article.

- ✓ a call to action that encourages readers to use technology properly



Language

- Students should generally use 'present tense' for this article.
- Students should use a range of vocabulary and language patterns with a degree of appropriacy and accuracy to convey meaning.
- Students with good performance were able to incorporate terminology related to technology, such as *social media, artificial intelligence, screen time, electronic devices*.



Organisation

- The article should be divided into **distinct paragraphs** with **supporting details**.
- There should be **coherent links within/between paragraphs**, using **connectives** effectively to ensure a logical flow of ideas.

Features

- Students with good performance were able to demonstrate a clear understanding of the audience, format, context and purpose:
 - the use of headings and subheadings to break up the text and guide readers through the article.
 - a call to action that encourages readers to use technology properly
 - the use of numbers and statistics to illustrate the extent of technology's influence on teenagers, such as the average screen time and the number of social media applications they use.



9EW2 – Article

Exemplar 5

A clear introduction

- ✓ provides background information
- ✓ grabs attention by using questions

Some errors in grammar
that do not impede
meaning.

Title

effects

the effectiveness of technology in teenagers' lives

As technology has advanced over the past few years,

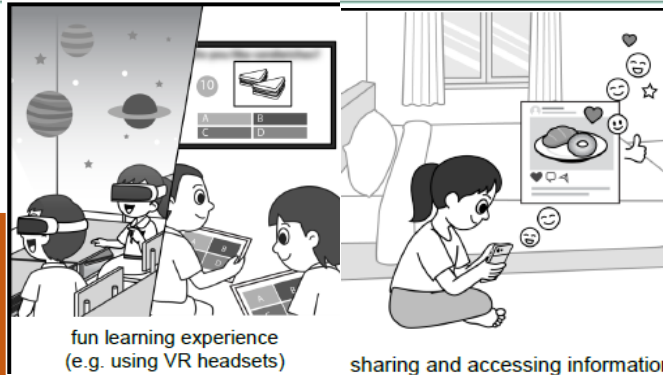
As technology grew throughout the past year, more and more teens
nowadays use a lot of these technology like phones, computers, tablets ...
etc. But can these technologies help improve and make us a better person?



9EW2 – Article

Advantages of technology

- ✓ relevant
- ✓ with details



Exemplar 5

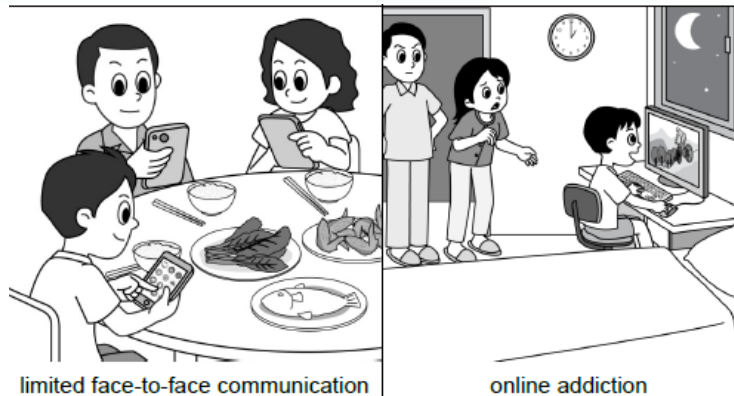
Coherent links
within/between
paragraphs

There are many advantages of using technology, like using them for new and fun learning experiences, for example, using VR headsets can allow teenagers explore historical place or the space for fun experiences or playing answering games like Kahoot can help teens increase their understanding in the stuff they learn. But technology not only can have funner learning experience but also social media in phones like Instagram can allow teens to ^{share their} updates ⁱⁿ their lives by sharing posts or stories with a click of a finger. ^{media} Social could also allow them to communicate with each other. This could help teens to strengthen their bond with each other.

9EW2 – Article

Disadvantages of technology

- ✓ relevant
- ✓ with details



Exemplar 5

Coherent links
within/between
paragraphs

Despite all these advantages technology gives us, there are also some disadvantages behind them. technology could limit face-to-face interaction, since many people should be on their phones watching videos or talking to friends, this could lead to less communication between bonding with parents and may lead to arguments and worse relationship between teens and their families. Another disadvantage of technology is that as we have computer games or online games, many teens could get addicted to the games and then this could affect their grades and also family relations since the more addicted you are to games, the less focus you would be to your studies.

A wide of sentence
patterns

9EW2 – Article

Exemplar 5

Advice on the proper use of technology

Well are there any ways to properly use technology while avoiding the disadvantages? Yes! of course there is! A proper way to use technology is to limit the time you use it for and also In family bonding time, try and put your phone down and chat with your family members.



9EW2 – Article

Exemplar 6

Title

A clear introduction

- ✓ provides background information
- ✓ includes writer's opinion

The pros and cons in technology affects teenagers.

In recent, most of the teenagers use smartphones, computer and other electronic devices, as the electronic gadgets were invented by the increase of technology skill. So many people debated that how technology affects teenagers. For me, I think technology affects teenagers like have its pros and cons.

teenagers' lives



9EW2 – Article

Exemplar 6



First of all technology in learning can let teenagers have a fun learning experience. Electronic gadgets such as tablets and VR headsets can let teenagers more interested in learning and motivated, this affects teenagers become more active in lessons. For example, our school provided "Bring your Own Device"; this activity provide students bring their own tablets to school for online learning games activity, most of the students enjoy playing games and also learn in it, and our grades have increase significantly by joining the activity. Therefore, Technology can offer students motivation in learning.

Advantages of technology

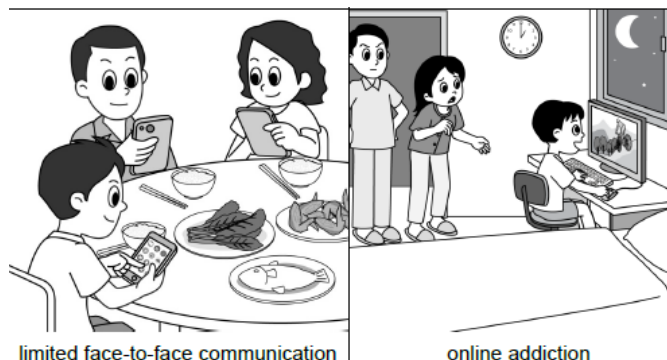
- ✓ relevant
- ✓ with details

Coherent links within/between paragraphs



9EW2 – Article

Exemplar 6



Although technology can affect teenagers in school life, but technology also can have disadvantages.

get addicted to

As the electronic gadgets and technology invented rapidly, teenagers would addicted to online software games or the usage of technology. This lead to teenagers always playing with electronic technology device and have no time to do regular exercise or even their homework. For

example, me as a secondary school students, I was addicted in playing video games in secondary one and two. I haven't done homework and housework just for more time to play. So, I always get low grades and argue with parents. It was not easy to not getting addicted when you were addicted. Therefore, technology can also makes teenagers addicted.

Disadvantages of technology

- ✓ relevant
- ✓ with details

Coherent links within/between paragraphs

Some errors in grammar that do not impede meaning.



9EW2 – Article

Exemplar 6

Coherent links
within/between
paragraphs

In conclusion, technology affects teenagers can be pros or cons. We should monitor teenagers using technology but not banning it.

The section on advice about the proper use of technology is underdeveloped.



Some strengths to highlight

- Students with good performance were able to provide more **specific vocabulary** related to e-teaching and e-learning. They could generate **relevant ideas** with **supporting details**.
- Students with good performance were able to present **a balanced view** of technology by discussing both advantages and disadvantages, followed by advice on using gadgets properly.



Weaknesses

- Some students lacked elaboration on the suggestions for the proper use of technology.
- Some students generally used simple vocabulary and language patterns.
- Some students misused common words and expressions. They also misspelled common words and it was evident that proofreading was not done properly.
- Some students were hindered by their inability to use simple tenses as well as singular or plural nouns correctly.
- The title of some passages lacked creativity and precision.



(9EW3)

An Active and Healthy Lifestyle

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

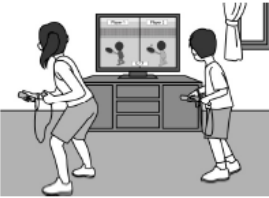


make friends

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

9EW3 – Blog Entry

Exemplar 7

A clear introduction that outlines the main idea of the blog entry.

Some errors in grammar that do not impede meaning.

Title

How to have a healthy lifestyle

am going to

importance

In this blog, I will going to talk about the important of having an active and healthy lifestyle.



9EW3 – Blog Entry

Exemplar 7

Why should you have an active and healthy lifestyle?

- ✓ relevant
- ✓ with details



be fit and happy



make friends

Some errors in grammar that do not impede meaning.




Coherent links within/between paragraphs

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 some new friend through the activities 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.



9EW3 – Blog Entry

Exemplar 7

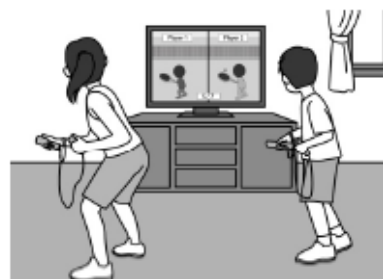
Sun	Mon	Tue	Wed	Thur	Fri	Sat
						
✓	✓	✓	✓	✓	✓	✓

have an exercise routine

Some errors in grammar that do not impede meaning.

How do you develop a habit of regular exercise?

- ✓ relevant
- ✓ with details



make exercise fun

Coherent links within/between paragraphs

Secondly, people may ask "How can I do exercise regular?", so I will talk about how to develop a habit of regular exercise. Example, you may do different exercise every day, and not only 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 Sport", it is a way to develop a habit of regular exercise.

For example,

9EW3 – Blog Entry

Exemplar 7



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

How can you avoid injuries?

- ✓ relevant
- ✓ with details



learn from a qualified coach

Coherent links within/between paragraphs

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 stretch your body to avoid injuries. Doing different 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 an injuries, you may have a big deal to your own body, why you will let the chance of getting in an injuries increase?



9EW3 – Blog Entry

Exemplar 7

The closing is appropriate for a blog entry.

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, hope you will have a healthy lifestyle after reading this blog!



Language

- Students should use the 'present tense' to express thoughts and opinions, and 'modal verbs' to give advice.
They could also use 'past tense' when sharing personal experiences.
- Students should use a range of vocabulary and language patterns with a degree of appropriacy and accuracy to convey meaning.
- Students with good performance were able to incorporate terminology related to sports and healthy living, such as *dopamine, cardio/cardiovascular exercise, being overweight, immune system, muscle strain, stamina and electrolytes.*



Organisation

- The article should be divided into **distinct paragraphs** with **supporting details**.
- There should be **coherent links within/between paragraphs**, using **connectives** effectively to ensure a logical flow of ideas.

Features

- The blog entry should be both informative and personal.
- Students with good performance were able to demonstrate a clear understanding of the audience, format, context and purpose:
 - the use of headings and subheadings to break up the text and guide the reader through the article.
 - a display of good audience awareness



9EW3 – Blog Entry

Exemplar 8

A clear introduction

- ✓ provides background information
- ✓ grabs attention by using questions

A suitable title

To Be Healthy Is To Be Happy

Have you ever laid in bed and started to wonder, "What else can I do that's more... productive." Well, you could be doing a workout routine, going on a walk, lifting weights, the possibilities are endless! Adopting a healthy lifestyle can bring oneself a sense of fulfillment. Sure you may feel happy when bedrotting and scrolling through social media, but don't you feel the underlying emotion of guilt? You feel guilty and ashamed that you spent hours watching reels of cats and dogs, so why not try out something new, something active?

Why should you have an active and healthy lifestyle?

- ✓ relevant
- ✓ with details



9EW3 – Blog Entry

Exemplar 8

If you don't know where to start when developing a healthy lifestyle, don't fret! In this blog I'll be giving you helpful tips on how to start. First things first, start off slow. For example, start with going on 30-minute walks bi-weekly or lifting 3kg weights every working. Overtime you can gradually increase the ~~length~~ ^{to 1-hour walks} and frequency of your walks ^{every 2 weekdays} or the weight of your dumbbells. ^{to 5kg weights} Don't push yourself too hard, especially if this is a first time thing for you. Once you've got yourself a 'work-out' schedule, try incorporating different aspects of your life into your workouts. Try walking to school by getting off one or two stops from

How do you develop a habit of regular exercise?

- ✓ relevant
- ✓ with details

A display of good audience awareness

Coherent links within/between paragraphs



9EW3 – Blog Entry

Exemplar 8

your initial destination, and walk the rest of the way. This is a great way to get in those extra steps for those who have little time to exercise. If that's not something that you want to do, try working out with friends. Studies show that 60% of people who try new things stated that they found motivation in trying new things through their friends. That's 6 in 10 people! Working out with friends is a great way to bond with them or even make new friends! Being active doesn't mean bench pressing 270 pound weights every day. It's finding ways to move around while still enjoying it.

✓ using numbers and statistics

A display of good audience awareness



9EW3 – Blog Entry

Exemplar 8

Being 'active' brings plenty of benefits, but it also comes with downsides. After working out you may find your body to be sore and aching, that's an inevitable circumstance and a sign that you need to rest. To avoid turning those aches in your body into something more serious, make sure to consult a professional when attempting something you've never done before, this is so you can properly attempt it without injuring yourself. Alongside asking others for help, listen to your own body! If you feel lightheaded, drink some electrolytes and sit down. If you feel hungry, eat some food and rest before you

How can you avoid injuries?

- ✓ relevant
- ✓ with details

Coherent links within/between paragraphs

A range of topic-specific vocabulary



9EW3 – Blog Entry

Exemplar 8

start working out again. Being active doesn't always mean being skinny. It means being healthy, so don't try and wack diets you see on instagra
gram. Eat what you want, just don't over-indulge. When you're working out remember to eat and rest enough so you have enough energy, and don't try anything dangerous without a professional!

How can you avoid injuries?
✓ relevant
✓ with details



9EW3 – Blog Entry

Exemplar 9



be fit and happy



make friends

A suitable title

How to have an active and healthy lifestyle.

Why should we have an active and healthy
lifestyle you may ask. Well there are a lot of
benefits to these types of lifestyles. Being active and
healthy helps to make sure to help maintain our
physical and mental health Doing regular exercises
helps boost our dopamine and serotonin levels,
keeping our mental health in check, furthermore
regular exercise is important for our physical health
to make sure we are fit and happy.

A clear introduction








- ✓ provides background information
- ✓ grabs attention by using questions



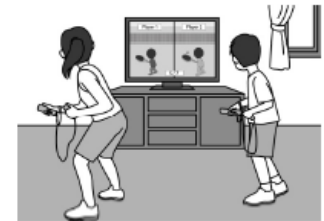
9EW3 – Blog Entry

Exemplar 9

Well how do we develop a regular habit of exercise? With our busy school life, many students may not be able to find a time to develop a regular time to do heavy exercise or such. To make things easier it would be better to keep an exercise routine. Making free time dedicated to exercising can really help us develop healthy exercising habits. For students who might not exercise regularly, finding the motivation to do heavy sports that take quite a bit of energy may be hard for most. We can find motivation to do exercise by making it more fun and enjoyable. Maybe playing tennis with friends or even playing ringfit on your Nintendo switch. Every little step along the way counts and can really help us develop a more healthy lifestyle.

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

have an exercise routine



make exercise fun

How do you develop a habit of regular exercise?

- ✓ relevant ideas
- ✓ with details

A range of language patterns for advice giving

9EW3 – Blog Entry



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



learn from a qualified coach

How can you avoid injuries?

- ✓ relevant
- ✓ with details

A range of language patterns for advice giving

While doing exercise is fun, its easy to get caught up in it and injure or hurt ourself. Its important that we do proper preventions to protect ourselves. By wearing proper clothing and gear when we exercise, we can easily prevent ourselves from getting hurt. Maybe like wearing a helmet and knee pads when riding a bicycle. Those little things might seem useless but really help us, be more safe when doing sports like this. For other kinds of sports, learning from a qualified coach may also be a great idea. This can help us make sure we are using the sports equipment correctly and that we wouldn't be hurting ourselves.

9EW3 – Blog Entry

I hope reading all this has helped many students wish to develop a more healthy and active lifestyle.

As the Chairperson of our school's Fitness Club, I hope to see more people and students in our school have better interest in their own health and in exercising. I too used to not enjoy actively doing sports regularly, but I soon developed to see the importance and joy in doing sports. I wish to see you all exercising regularly and happily soon!

A display of
good audience
awareness
✓ call to action



Some strengths to highlight

- While most students used the prompts for idea development, students with good performance were able to further elaborate on the ideas with their own examples and relevant supporting details.
- Students with good performance were able to make good use of a wide range of topic-specific vocabulary and sentence patterns.
- Students with good performance were able to display a high level of audience awareness by encouraging readers in a friendly and motivational tone.



Weaknesses

- Some students simply described the information in the prompts and/or pictures instead of using the information as a starting point to write a blog entry and add their own information.
- Some students lacked elaboration on the injury prevention section.
- Some students generally used simple vocabulary and language patterns.
- Some students misused common words and expressions. They also misspelled common words and it was evident that proofreading was not done properly.
- Some students were hindered by their inability to use simple tenses as well as singular or plural nouns correctly.
- The title of some passages lacked creativity and precision.



Conclusion - Writing

- **Proofreading** seems to be a consistent issue. A distinct lack of proofreading is evident, resulting in misspelling of words and grammatical mistakes which sometimes 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-specific vocabulary would lead to an improvement in the 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.



Overall Performance of General
Students, Non-Chinese Speaking
Students (NCS) and Students with
Special Education Needs (SEN)
in TSA 2025
Secondary 3 English Language

Speaking



Speaking

Individual Presentation

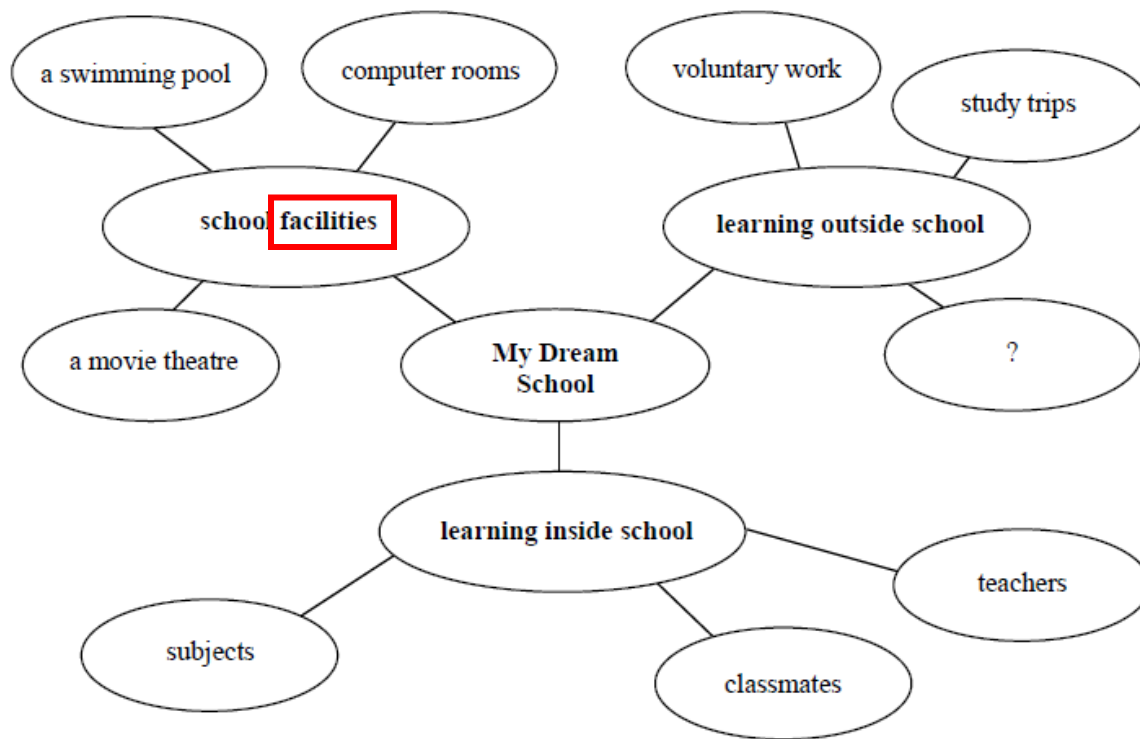
- ❖ **My Dream School**
- ❖ **Unforgettable Event(s) with My Family**
- ❖ **What Nightlife is like in Hong Kong**
- ❖ **What I Want to Do During Secondary School Life**
- ❖ **If I Have HK\$10,000**
- ❖ **How to Improve Students' Interest in Visual Arts**
- ❖ **The Sports Player I Like the Most**
- ❖ **Visiting an Outlying Island (e.g. Cheung Chau) in Hong Kong**



9 E S P 1

Your English teacher has asked you to tell your classmates about your dream school.

Prepare a two-minute presentation about your dream school. You can use some ideas from the following mind map and/or your own ideas in your presentation.



- Students mispronounced 'facilities' as 'factories'.

You may use the following or your own words to begin and end your presentation.

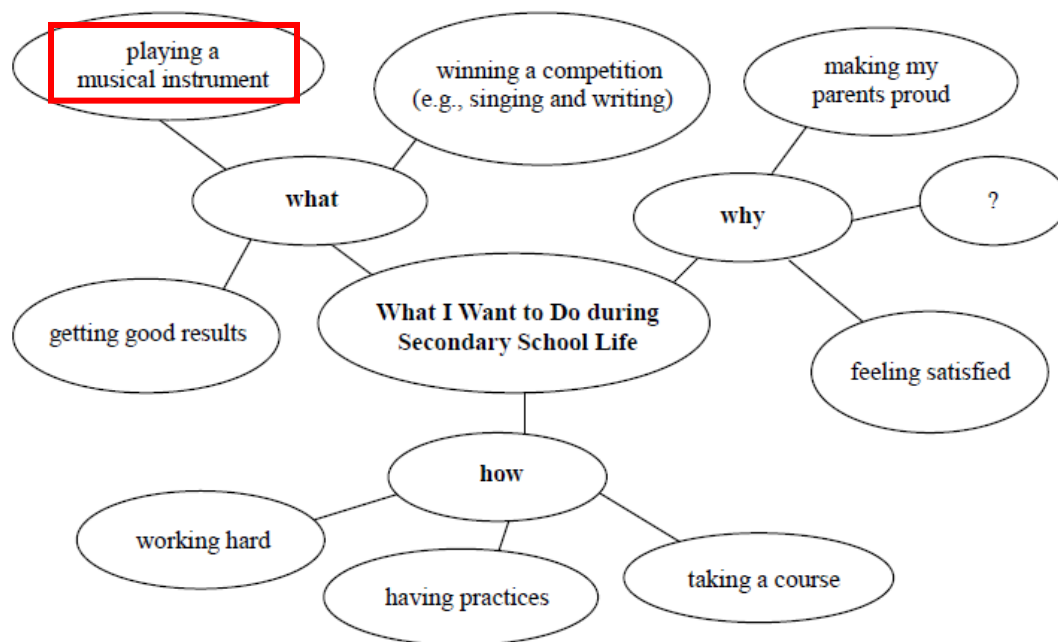
Good morning/afternoon, everybody. I'm going to talk about my dream school.



9 E S P 4

Your teacher has asked you to talk about what you want to do during your secondary school life.

Prepare a two-minute presentation about what you want to do during your secondary school life. You can use some ideas from the following mind map and/or your own ideas in your presentation.



You may use the following or your own words to begin and end your presentation.

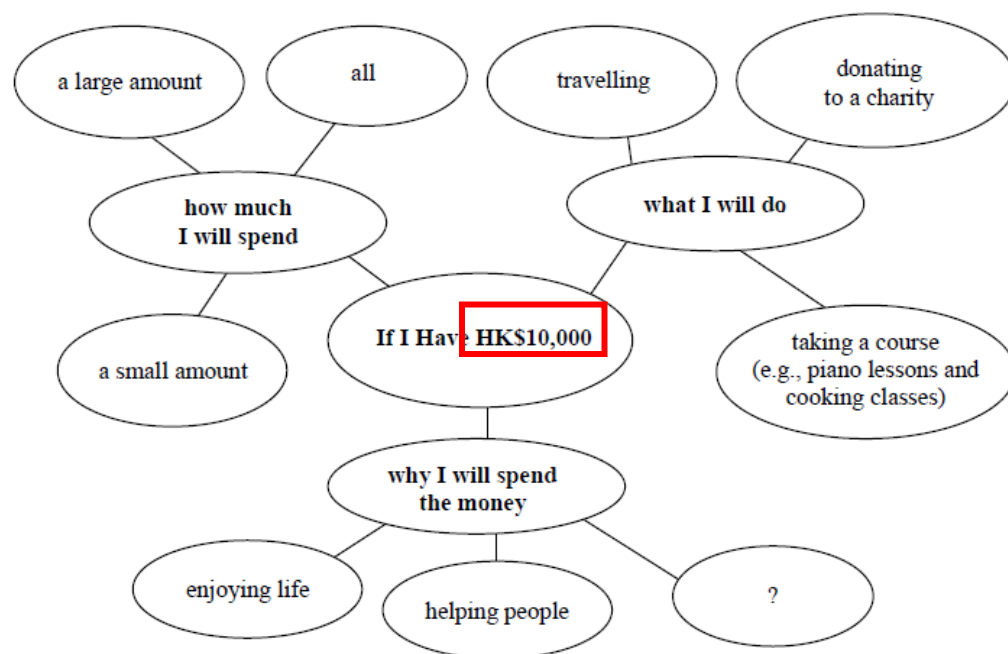
Good morning/afternoon, everybody. I'm going to talk about what I want to do during my secondary school life.

- Some students showcased creativity in this topic.
- Students struggled to pronounce 'musical instrument'.

9 E S P 5

Your teacher has asked you to tell the class what you will do if you have ten thousand Hong Kong dollars.

Prepare a two-minute presentation about how you will spend HK\$10,000. You can use some ideas from the following mind map and/or your own ideas in your presentation.



You may use the following or your own words to begin and end your presentation.

Good morning/afternoon, everybody. I'm going to talk about what I'll do if I've got ten thousand Hong Kong dollars.

- Some students showcased creativity in this topic.
- Students struggled to pronounce 'HK\$10,000'.

Speaking - Individual Presentation

Strengths

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 their presentation.
- They showed an awareness of their audience by maintaining good eye contact with the oral examiners.



Speaking - Individual Presentation Weaknesses

- Some of them, however, relied heavily on the given prompts and could not elaborate their ideas.
- Some weaker students read directly from their notes and did not make eye contact with their audience as well as relying on formulaic expressions.
- Some students were unfamiliar with some key words and made errors in their pronunciation, for example, 'facilities', 'unforgettable events', 'musical instruments', 'visual arts', 'fencer', 'thousand' and 'outlying island'.



Speaking

Group Interaction

- ❖ **Organising Teachers' Day**
- ❖ **Preparing for a Talent Show**
- ❖ **Organising a Photo-taking Competition**
- ❖ **Organising a Farewell Party for the NET**
- ❖ **Organising a Book Donation Event**
- ❖ **Working on a Project to Attract More People to Stay in Hong Kong**
- ❖ **Designing a Uniform for Sports Club Members**
- ❖ **Organising a Fun Day for Secondary One Students and their Parents**



9	E	S	G	4
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Your English-speaking Teacher (NET) is leaving the school soon. The Student Association is going to organise a farewell party for the NET. You and two other members of the Student Association are preparing for the party.

In your discussion, you may include:

- when and where to hold the party
- what activities to hold at the party (e.g., photo-taking and singing)
- who to invite to the party (e.g., the principal, special guests and parents)
- what farewell gift(s) to prepare
- anything else that you think is important

You may begin by saying:

We are organising a farewell party for the NET. First, let's talk about when and where to hold the party.

-Some students showcased creativity in this topic.

-Some students struggled to pronounce 'farewell'.



9	E	S	G	7
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- Some students struggled to pronounce 'club uniform'.

Your school Sports Club is going to design a club uniform for the members. You and two other club members are talking about the design.

In your discussion, you may include:

- why a sports club uniform is needed
- how to make the club uniform attractive (e.g., colours and a logo)
- how much it will cost
- how to collect views about the design (e.g., an online survey and a suggestion box)
- anything else that you think is important

You may begin by saying:

We are going to design a club uniform for our members. First, let's talk about why a sports club uniform is needed.



Speaking – Group Interaction Strengths

Students with good speaking skills were competent in conveying ideas intelligibly as well as 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...?’



Speaking – Group Interaction Weaknesses

- Although most students could express and respond to ideas that were relevant to the topics, some of them failed to elaborate their ideas in greater detail. 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 to respond to others, for example, '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.



Conclusion – Speaking

- 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.



Thematic Seminar – “Assessment for Learning: Territory-wide System Assessment 2025 and the Latest Development of Student Assessment Repository (STAR)”

Feedback Survey

專題講座「促進學習的評估：2025年全港性系統評估及學生評估資源庫(STAR)的最新發展」

意見調查

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Feedback Survey

Link for Feedback Survey

意見調查超連結

<https://forms.office.com/r/E2pwMJcak7>



THANK YOU!

