

## **Results of Secondary 3 English Language in Territory-wide System Assessment 2024**

The percentage of S.3 students achieving English Language Basic Competency in 2024 is 67.0%.

### **Secondary 3 Assessment Design**

Assessment tasks for 2024 S.3 English Language were based on the *Basic Competency (BC) Descriptors (Tryout Version) for English Language at the end of Key Stage 3 (Secondary 3)*, the *Supplement to the English Language Education Key Learning Area Curriculum Guide (Secondary 1 - 3)* (CDC, 2018) and the *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)* (CDC, 2017). The tasks covered the four language skills: listening, reading, writing and speaking, and were designed in accordance with the learning objectives in three interrelated strands: Interpersonal, Knowledge and Experience.

The S.3 written assessments comprised a total of 129 items and 138 score points in three sub-papers for Listening, Reading and Writing. Common items appeared in different Listening and Reading sub-papers acting as inter-paper links. The duration of each Listening sub-paper was approximately 35 minutes, Reading sub-paper was 35 minutes and Writing sub-paper was 40 minutes. The speaking assessment comprised two components, Individual Presentation and Group Interaction, with eight sub-papers in each component. The number of items on the various sub-papers is summarised in Table 7.11a. These numbers include common items that appear in more than one sub-paper to enable the equating of test scores. The composition of the S.3 sub-papers is provided in Table 7.11b.

**Table 7.11a Number of Items and Score Points for S.3**

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

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

**Table 7.11b Composition of S.3 Sub-papers**

Written Assessment				Speaking Assessment		
Basic Competency	No. of Items (Score Points)			Basic Competency	No. of Items (Score Points)	
<b>Listening</b>  L5-L-2-S3BC (listening strategies) L5-L-1-S3BC (language features)	9EL1	9EL2	9EL3	L5-S-3-S3BC (ideas)	9ESP1 – 9ESP8 Individual Presentation	9ESG1 – 9ESG8 Group Interaction
	31(31)	29(29)	29(29)		8(4)	8(4)
	0(0)	2(2)	2(2)			
<b>Reading</b>  L6-R-1-S3BC (reading strategies)  L6-R-2-S3BC (extracting and organising information)  L5-R-3-S3BC (language features) L5-R-4-S3BC (reference skills)	9ER1	9ER2	9ER3	L6-S-6-S3BC (organisation)	8(4)	0
	23(23)	31(31)	27(27)	L5-S-4-S3BC (vocabulary & language patterns)	8(4)	0
	4(4)	2(2)	1(1)	L5-S-2-S3BC (pronunciation & delivery)	8(4)	0
	5(5)	0(0)	5(5)			
	4(4)	3(3)	3(3)			
<b>Writing</b>  L6-W-1-S3BC (content) L6-W-2-S3BC (language) L6-W-3-S3BC (organisation) L5-W-5-S3BC (features)	9EW1	9EW2	9EW3	L6-S-5-S3BC (strategies for oral communication)	8(2)	8(2)
	1(4)	1(4)	1(4)			
	1(4)	1(4)	1(4)			
	1(2)	1(2)	1(2)			
	1(2)	1(2)	1(2)			

### Secondary 3 Listening Items

Each student attempted three listening tasks in one of the three Listening sub-papers (about 35 minutes each). All parts or sections were played twice. Descriptions of the listening tasks are provided in Tables 7.12 and 7.13.

**Table 7.12 S.3 Listening: Distribution of Items**

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

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

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L5-L-2-S3BC	Interview – <i>Healthy Snacks at the School Canteen</i> 9EL1 – Part 1 9EL3 – Part 1	Multiple choice Short Answer	8(8) 7(7)
L5-L-2-S3BC	Discussion – <i>Fitness Programme</i> 9EL1 – Part 2 9EL3 – Part 2	Multiple choice	8(8)
L5-L-2-S3BC	Radio Broadcast – <i>History Project – Wonders of the World</i> 9EL1 – Part 3 9EL2 – Part 2	Multiple choice	8(8)
L5-L-2-S3BC	Interview with Information Sheet – <i>Golden Film Awards</i> 9EL2 – Part 1	Multiple choice	15(15)
L5-L-1-S3BC L5-L-2-S3BC	Poem – <i>Being Brave</i> 9EL2 – Part 3 9EL3 – Part 3	Multiple choice	8(8)

## Secondary 3 Reading Items

Each student attempted three reading tasks in one of the three Reading sub-papers. 35 minutes were allotted for the reading tasks in each of the sub-papers. Descriptions of the reading tasks are provided in Tables 7.14 and 7.15.

**Table 7.14 S.3 Reading: Distribution of Items**

Basic Competency	Descriptor	No. of Items
L6-R-1-S3BC	Using an increasing range of reading strategies to understand the meaning of texts with some degree of complexity	53
L6-R-2-S3BC	Extracting and organising information and ideas from texts with some degree of complexity	6
L5-R-3-S3BC	Understanding the use of a range of language features and other techniques to present themes, characters, experiences and feelings in simple literary / imaginative texts	5
L5-R-4-S3BC	Applying a range of reference skills for various purposes with the help of cues	8
<b>TOTAL</b>		<b>72</b>

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

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L6-R-1-S3BC L6-R-2-S3BC	Newspaper Article – <i>Natural Disasters around the World</i> 9ER1 – Part 1 9ER2 – Part 1	Multiple choice	12(12)
L6-R-1-S3BC L5-R-3-S3BC	Poem – <i>I Woke up This Morning</i> 9ER1 – Part 2 9ER3 – Part 2	Multiple choice	8(8)
L6-R-1-S3BC L6-R-2-S3BC L5-R-4-S3BC	Promotional Poster and Article – <i>Toys Now and Then</i> 9ER1 – Part 3	Multiple choice	16(16)
L6-R-1-S3BC L6-R-2-S3BC L5-R-4-S3BC	Encyclopaedia Page – <i>The History of Board Games</i> 9ER2 – Part 2	Multiple choice	8(8)
L6-R-1-S3BC L5-R-4-S3BC	Newsletter and Interview – <i>Reducing, Reusing and Recycling</i> 9ER2 – Part 3 9ER3 – Part 3	Multiple choice	16(16)
L6-R-1-S3BC L6-R-2-S3BC L5-R-4-S3BC	Pamphlet – <i>The Story of Coffee</i> 9ER3 – Part 1	Multiple choice	12(12)

### Secondary 3 Writing Tasks

Each student attempted a writing task of about 150 words from one of the three Writing sub-papers. 40 minutes were allotted for the writing task in each of the sub-papers. Descriptions and topics of the writing tasks are provided in Tables 7.16 and 7.17.

**Table 7.16 S.3 Writing: Distribution of Items**

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

**Table 7.17 S.3 Writing: Item Description and Question Types**

Basic Competency	Item Description	No. of Items (Score Points)
L6-W-1-S3BC L6-W-2-S3BC	Story – <i>A School Day with No Internet and Phones</i> 9EW1	1(12)
L6-W-3-S3BC L5-W-5-S3BC	Speech – <i>Helping to Save the Environment</i> 9EW2	1(12)
	Article – <i>Typhoons in Hong Kong</i> 9EW3	1(12)

### Secondary 3 Speaking Tasks

Each student attempted either an ‘Individual Presentation’ (3 minutes for preparation and 2 minutes for assessment) or a ‘Group Interaction’ (3 minutes for preparation and 4 minutes for assessment). There were altogether 16 sub-papers: two sub-papers each for the Individual Presentation and Group Interaction, used in morning and afternoon sessions that spanned two assessment days. Descriptions of the speaking tasks are provided in Table 7.18.

**Table 7.18 S.3 Speaking: Distribution of Tasks**

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

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

## ***Performance of Secondary 3 Students Achieving Basic Competency in 2024***

### **Secondary 3 Listening**

#### **Design of the Listening Papers**

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

<b>Tasks</b>	<b>Text Types</b>
Healthy Snacks at the School Canteen	Interview
Fitness Programme	Discussion
History Project – Wonders of the World	Radio Broadcast
Golden Film Awards	Interview with Information Sheet
Being Brave	Poem

#### **Performance of Secondary 3 Students Achieving Basic Competency in Listening Tasks**

Students achieving basic competency were able to:

- understand the meaning of simple dialogues on both familiar and unfamiliar topics;
- identify rhymes;
- extract specific information, comprehend main ideas, use cohesive devices and discourse markers to understand the connections between ideas;
- work out the meaning of unfamiliar words/expressions with the help of contextual clues; and
- understand intonation when dialogues were delivered clearly and in generally familiar accents.

**Task Name: History Project – Wonders of the World (Radio Broadcast)**

**Task Content:** The students are learning about the wonders of the world.

**Extracting specific information**

- Many students were able to identify that the wall was built to protect the borders of China, when they heard *‘The wall was built to protect the borders of China from enemies and attacks.’*

4. The wall was built to \_\_\_\_\_.

- A. help start attacks
- B. assist enemies
- C. protect the borders of China
- D. join pieces together

9EL1 Part 3 Q.4 / 9EL2 Part 2 Q.4

**Task Name: Golden Film Awards (Interview with Information Sheet)**

**Task Content:** The students are listening to a recording of an interview at the Golden Film Awards Press Conference.

**Deducing the meaning of unfamiliar words and expressions**

- Many students were able to work out the meaning of the word ‘appeals’ from the context provided.

**Kimmy Jones – Actress** My character, Lin, was fun to play. Lin’s a kung fu expert. There’s some romance and lots of action.

*(extremely excited)* I even got to do some of my own stunts! I think this film appeals to everyone!

**Mary – Entertainment HK Interviewer** Yes, it has action, romance, adventure, a great story and characters – something for everyone!

This is your first film, but you aren’t new to acting, are you, Kimmy?

12. Kimmy says ‘this film appeals to everyone’. This means that \_\_\_\_\_ will go to see the film.

- A. only action fans
- B. no romance fans
- C. only adventure fans
- D. fans who like action, romance and adventure

9EL2 Part 1 Q.12

**Task Name: Being Brave (Poem)**

**Task Content:** The poem is about being sick and what happens.

**Identifying rhymes**

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

Stanza 5

The doctor said, “This shouldn’t hurt.  
It’s just a little sting.”  
And then he said, “Okay. You’re done.”  
I didn’t feel a thing!

**Stanza Five**

5. The rhyming pair in this stanza is \_\_\_\_\_.
- A. hurt/said
  - B. sting/done
  - C. said/doctor
  - D. sting/thing

9EL2/3 Part 3 Q.5

**Task Name: Fitness Programme (Discussion)**

**Task Content:** The students are listening to a recording about fitness programmes for students.

**Discriminating between intonation for a range of purposes**

- The majority of students were able to work out that the girls sounded very excited when they exclaimed, ‘Ooh shopping!’

6. Miss Wong says that Tina and Karen will go shopping. The girls sound very

- A. excited
- B. bored
- C. unhappy
- D. nervous

9EL1/3 Part 2 Q.6

**Task Name: Being Brave (Poem)**

**Distinguishing main ideas from supporting details**

- On hearing the third stanza of the poem many students worked out the main idea of the stanza.

Stanza 3

I’ve never felt so nervous,  
so unhappy and afraid.  
I might have started shedding tears  
I might have begged and prayed.

**Stanza Three**

3. From the boy’s reaction you can tell that he is \_\_\_\_\_
- A. happy
  - B. angry
  - C. scared
  - D. excited

9EL2/3 Part 3 Q.3



## Secondary 3 Reading

### Design of the Reading Papers

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

Tasks	Text Types
Natural Disasters around the World	Newspaper Article
I Woke up This Morning	Poem
Toys Now and Then	Promotional Poster and Article
Reducing, Reusing and Recycling	Newsletter and Interview
The History of Board Games	Encyclopaedia Page
The Story of Coffee	Pamphlet

### Performance of Secondary 3 Students Achieving Basic Competency in Reading Tasks

Students achieving basic competency were able to:

- understand the meaning of simple texts written for various purposes, contexts and audiences;
- analyse and integrate relevant points from one or more than one text;
- understand and identify connections between supporting ideas and main ideas;
- extract or locate specific information from different text-types such as a newspaper article, a poem, a promotional poster, an article, a newsletter, an encyclopaedia page and a pamphlet;
- identify rhymes; and
- use inference skills in certain passages on familiar topics.

#### **Task Name: Toys Now and Then (Promotional Poster and Article)**


**Task Content:** The task is about toys from the past and present.

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

- Many students were able to work out that the Toy Workshops for Young and Old cost the same as the price for a family pass and the workshops were for people of all ages.

<b>Tickets</b>	Children aged 2 – 5	\$10
	Children aged 6 – 12	\$15
	Teens aged 13 – 19	\$25
	Adults aged 20 – 60	\$35
	Elderly aged 61 or above	\$10
<b>Family Pass:</b> For two adults and up to four children/teens		<b>\$120</b>
<b>Entry on public holidays is free</b>		

<b>Toy Workshops for Young and Old</b>	
Join the workshops. Learn how to make toys that are still used today.	
	<b>Cost:</b> \$120
	<b>Duration:</b> 2 hours
	All materials provided
	<b>Location:</b> Museum Hall 406B
	Sign up to avoid missing out – numbers are limited!

7. The *Toy Workshops for Young and Old* are \_\_\_\_\_.
1. the same price as the Family Pass
  2. only for teens
  3. for people of all ages
  4. only held on Thursdays
- A. 1 and 2  
 B. 1 and 3  
 C. 2 and 3  
 D. 3 and 4

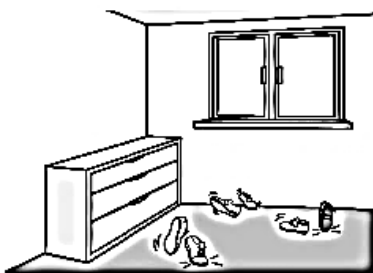
9ER1 Part 3 Q.7

### Task Name: I Woke up This Morning (Poem)

**Task Content:** The poem is about the strange events that happened after the poet woke up in the morning.

#### Identifying rhymes

- The majority of students were able to identify the rhyming words in the poem.



I thought this was odd so  
 I looked all around.  
 My sneakers were tap-dancing  
 down on the ground.

#### Stanza Two

2. The word that rhymes with 'around' is \_\_\_\_\_.
- A. thought  
 B. ground  
 C. looked  
 D. sneakers

9ER1/3 Part 2 Q.2

**Task Name: The History of Board Games (Encyclopaedia Page)**

**Task Content:** The encyclopaedia page is about board games and their benefits for children.

**Identifying main ideas**

- Many students were able to work out that board games are good for children because they can help develop various skills among children.

**Research into gaming**

Game studies is called ludology. By studying games, researchers have found out that playing board games can help children improve in basic number skills like counting, recognising numbers and development of fine motor skills.

Playing games also helps develop children's reasoning, problem solving and planning skills.



7. Board games are \_\_\_\_\_ for children.

- A. only suitable
- B. good
- C. not suitable
- D. bad

9ER2 Part 2 Q.7

**Task Name: The Story of Coffee (Pamphlet)**

**Task Content:** The pamphlet covers the origins and facts about coffee.

**Identifying specific information**

- The majority of students were able to work out when coffee trees start to produce beans.

**COFFEE TREES**

- Grow up to 4 – 6 metres
- Mature and produce beans at around five years of age
- Have small white blossoms
- Berries are ripe when they are red



9. Coffee trees will start to produce beans when they are \_\_\_\_\_ years old.
- A. 2  
B. 4  
 C. 5  
D. 6

9ER3 Part 3 Q.9

**Task Name: Natural Disasters around the World (Newspaper Article)**

**Task Content:** The newspaper article is about natural disasters around the world and their impacts.

**Using contextual clues**

- The majority of students were able to work out that the temperature in Rajasthan was higher than normal, and that Sanjit had a longer summer holiday as a result.

**HEATWAVE – India  
2019**

➤ Sanjit Raj, 14, had a longer summer holiday because of the heat. In his state of Rajasthan (home to around 80 million people), the temperature reached 50 degrees!

**HEATWAVE**

10. The temperature in Rajasthan was \_\_\_\_\_.
- A. normal  
B. decreasing  
C. too cold  
 D. hotter than normal

9ER1/2 Part 1 Q.10

**Task Name: Toys Now and Then (Promotional Poster and Article)**

**Making inferences**

- The majority of students were able to work out that the entry to the museum was free on public holidays, and therefore most people would probably prefer to visit on those days.

<b>Tickets</b>	Children aged 2 – 5	\$10
	Children aged 6 – 12	\$15
	Teens aged 13 – 19	\$25
	Adults aged 20 – 60	\$35
	Elderly aged 61 or above	\$10
Family Pass: For two adults and up to four children/teens		\$120
Entry on public holidays is free		

6. The day most people would probably want to go to the museum is \_\_\_\_\_.
- A. Monday  
 B. Wednesday  
 C. Thursday  
 D. on a public holiday

9ER1 Part 3 Q.6

## Secondary 3 Writing

### Design of the Writing Papers

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

Tasks	Text Types
A School Day with No Internet and Phones	Story
Helping to Save the Environment	Speech
Typhoons in Hong Kong	Article

### Performance of Secondary 3 Students Achieving Basic Competency in Writing Tasks

Students achieving basic competency were able to:

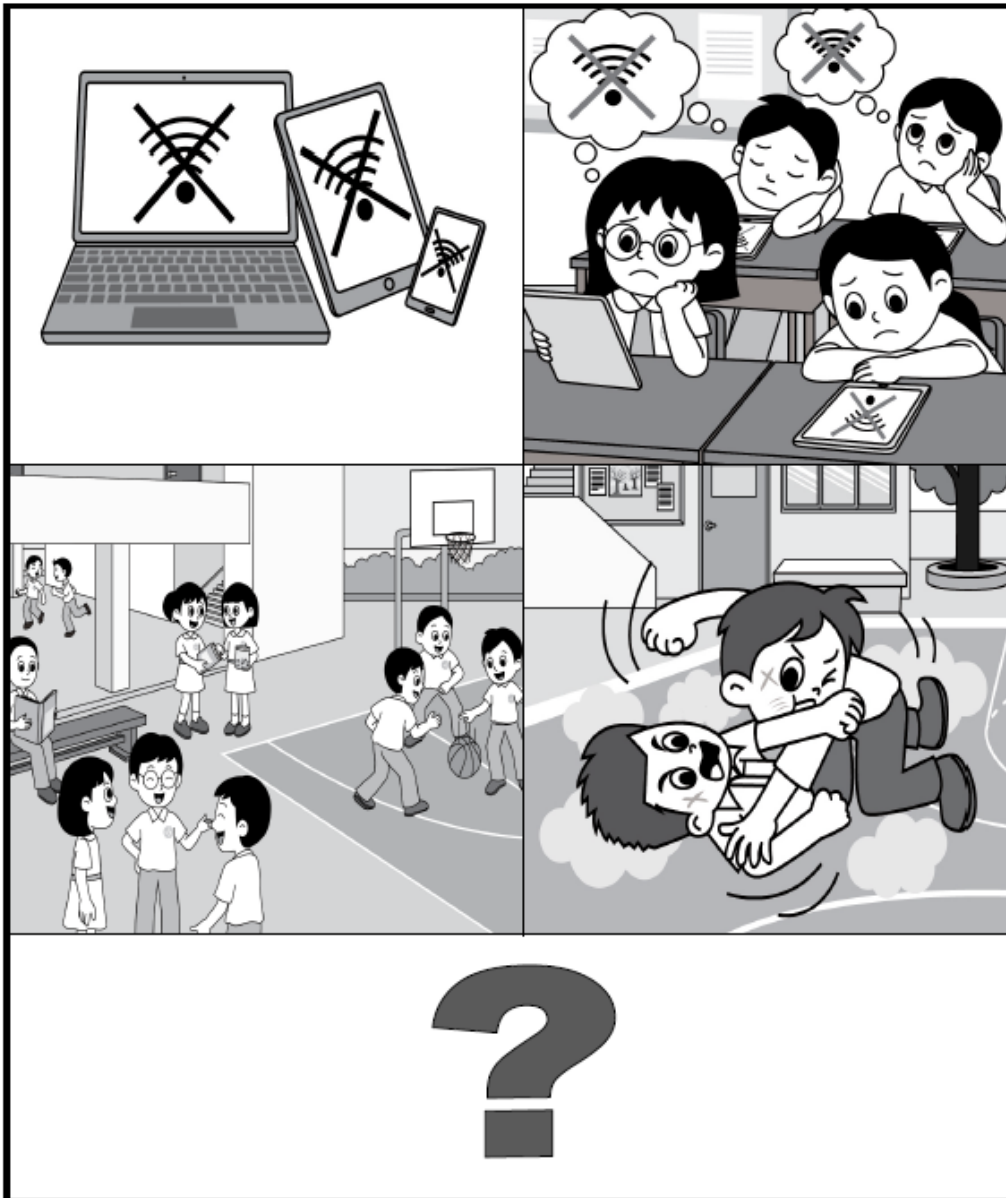
- write generally relevant and adequate content but with limited ideas and little or no elaboration;
- develop paragraphs based on prompts with an attempt to use cohesive devices and sequence ideas appropriately;
- use familiar vocabulary and simple language patterns with some degree of appropriacy and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

**Story – A School Day with No Internet and Phones (9EW1)**

In this task, students were asked to write a story about a school day without the Internet and mobile phones. Picture prompts were provided.

**Your school turned off the Internet for one day and all phones were banned. Your English teacher has asked you to write about what you did on that day and what happened. Give your story a title.**

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


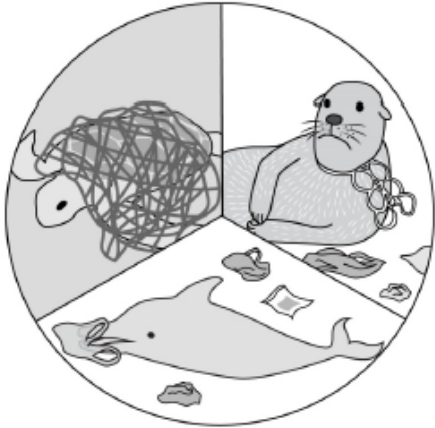
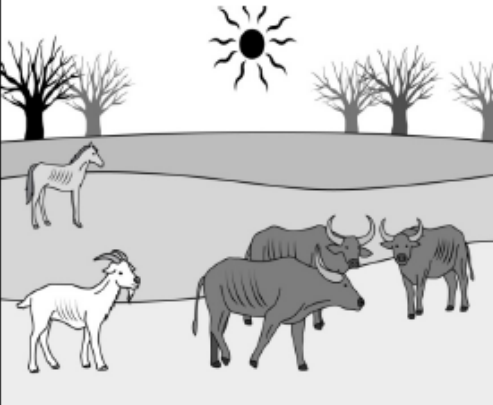



**Speech – Helping to Save the Environment (9EW2)**

In this task, students were asked to write a speech about environmental problems, their causes and possible solutions. Picture prompts were provided.

**You have been learning about environmental disasters in class. You have been asked to write a speech for the special Environmental Awareness School Assembly about the damage done to the environment. Write about some environmental problems, their causes and possible solutions. Include information on what students and schools in Hong Kong can do to protect the environment. Give your speech a title.**

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

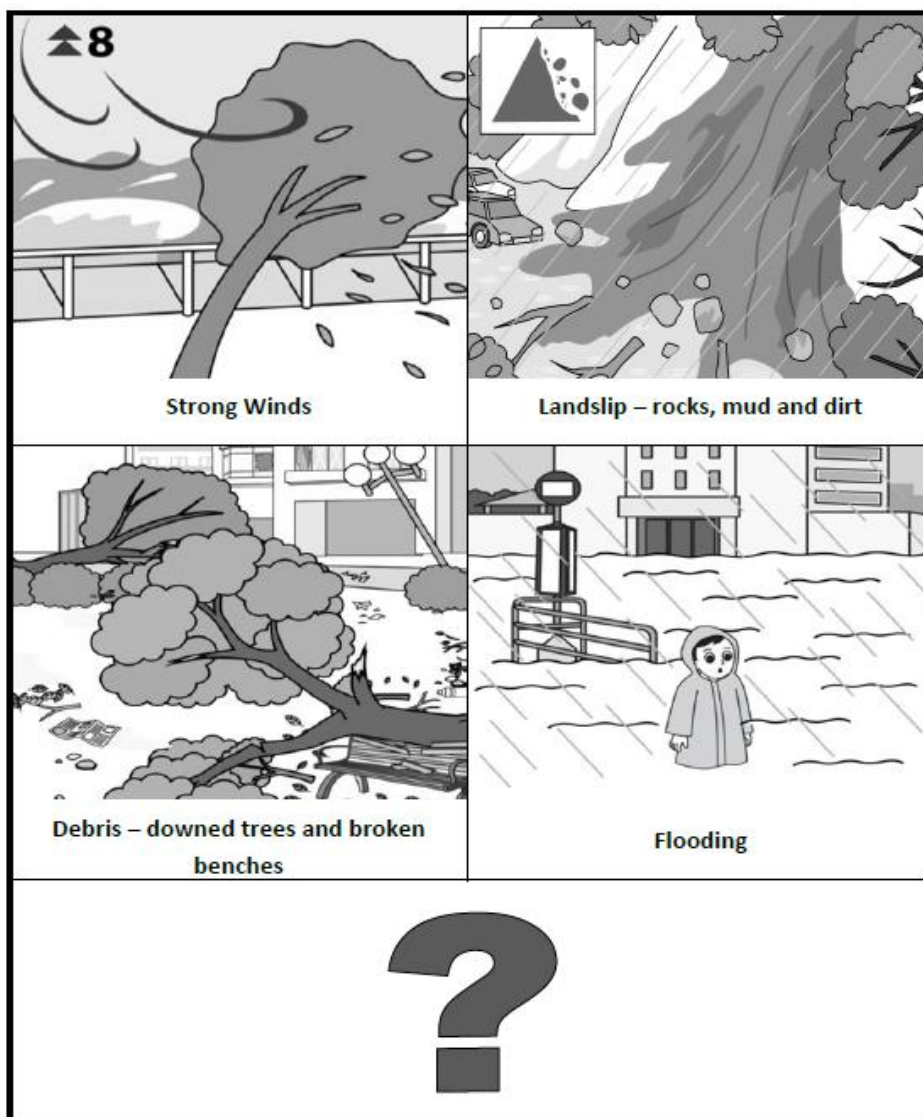
 <p><i>Bushfires – loss of animals and habitat</i></p>	 <p><i>Environmental pollution – pollutes oceans and affects sea life</i></p>
 <p><i>Drought – intense heat, lack of water and food – affects animals and humans</i></p>	

**Article – Typhoons in Hong Kong (9EW3)**

In this task, students were asked to write an article about what happens to Hong Kong when typhoons hit. Picture prompts were provided.

The last typhoon that hit Hong Kong injured some people and caused a lot of damage. You have been asked to write an article for an overseas student magazine, explaining what happens in Hong Kong when typhoons hit, the dangers of typhoons and the damage they can cause. You should also mention the things people should and should not do to stay safe on typhoon days. Give your article a title.

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.





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

**Story – A School Day with No Internet and Phones (9EW1)**  
**– Student Exemplar 1**

Title provided	<p>Don't have Internet in school life</p> <p>That day, school turned off the Internet. All computers, phones and ipads were banned. So the students didn't play the ipads. They were so sad because their ipads didn't have the Internet and they are so bored. They always use the ipad all the time. But that day didn't have internet.</p> <p>Then they went to the playground. Some students ate the snakes. Some students read the books. Some students chatted with together. Some students played the ball games. They were very happy. Suddenly, John and Mike were fight together, because John played the basketball was bad, and then Mike laugh him. John was very angry. And then they were fight. Mike and John were hurt. Then Amy went to the staff room to find the teacher. The teacher went out the playground. John and Mike stoped fight. The teacher talk with them. They was very friend when they went out the staff room.</p> <p>That day is a special day. Because that's first time to turn off the Internet.</p>	Suitable introduction
1		Short Conclusion
2		
3		

**Annotation - Student Exemplar 1**

A title is provided.



A brief introduction is provided to set the scene.



There is a rather unclear one-line conclusion.

1-3

There is some attempt to create a plot though the development is far from smooth. More elaboration and details are expected.

The overall sequence of events is clear – it starts with the students engaging in various activities at the playground, followed by a description of a conflict between two students, the teacher’s intervention and the resolution where they became friends again. However, the organisation is a bit disjointed, making it difficult to follow the narrative smoothly.



Spelling mistakes – *snakes* instead of *snacks*, *chated* instead of *chatted*, *stoped* instead of *stopped*



Errors in verb forms and tense usage – *were fight* instead of *were fighting*, *they are* instead of *they were*, *the teacher talk* instead of *the teacher talked*

Speech – Helping to Save the Environment (9EW2) – Student Exemplar 2Title  
providedEnvironmental issues and why we should help.

1

Our environment is a very beautiful ~~one~~ <sup>one</sup> area, all plants, which is why ~~we~~ <sup>we</sup> should keep it safe and healthy, but there are issues and disasters that come about ~~environment~~ environment disasters include Bush fires, Environmental pollution and Drought.

2

Bush fires are fires being set on wood ~~in~~ <sup>in</sup> the forest, it spreads across fields, trees and houses and destroys habitats, ~~and~~ while also ~~dangerous~~ <sup>dangerous</sup> animals, making their homes ~~run~~ <sup>run</sup> the other way ~~very~~ <sup>very</sup> ~~never~~ <sup>never</sup> to ~~not~~ <sup>not</sup> ~~again~~ <sup>again</sup>.

3

Environmental pollution is the act of ~~polluting~~ <sup>polluting</sup> the sea with garbage especially plastics which damage and hurt ~~sentences~~ <sup>sentences</sup> ~~the~~ <sup>the</sup> life. This issue is fixable ~~we~~ <sup>we</sup> can fix ~~the~~ <sup>the</sup> this by spreading awareness ~~and~~ <sup>and</sup> ~~around~~ <sup>around</sup> the globe, to put a stop to this.

4

Droughts are more of a natural thing but ~~is~~ <sup>is</sup> still a problem at hand. Droughts cause ~~insects~~ <sup>insects</sup> intense heat leading to a lack in water and food, ~~and~~ <sup>and</sup> it not only affects animals but us humans too.

5

I have briefly explained these three environmental issues and ~~hope~~ <sup>hope</sup> hope you can spread awareness about these issues ~~and~~ <sup>and</sup> how we can stop this together.

Introduction

I

Conclusion

C

**Annotation - Student Exemplar 2**

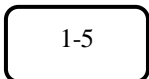
This speech has a relevant title.



The introduction has clearly included the reasons for the speech.



There is a conclusion but it is not very clear as a closing.




The speech is quite simple and follows the picture prompts with the writer providing some elaboration on the environmental problems and possible solutions.



Punctuation – Overuse of commas in the third paragraph resulting in run-on sentences



Errors in vocabulary and expressions – *environmental pollution is the art of* instead of *environmental pollution is the act of*, *its still a problem* instead of *it's still a problem*

**Article – Typhoons in Hong Kong (9EW3) – Student Exemplar 3**Title   
providedstay safe on typhoon days.

Typhoon which have caused strong winds, landslip, debris and flooding. The last typhoon hit Hong Kong, injured students, children, ~~older~~ and <sup>that</sup> a lot of damage was caused. I think people should know what can they do when typhoon hitting Hong Kong. As an older, they may said no places are completely safe. But I think it is wrong.<sup>59</sup>

Introduction

1

1

During the typhoon hitting Hong Kong, strong winds occur. People should stay in the buildings which can protect you not to injure. If you run outside to an open place, the strong winds will blow you. Therefore, staying in the buildings can let you safe.<sup>45</sup>

2







landslip and debris are dangerous too. landslip can make the rocks, mud and dirt roll down. you will get damaged by the landslip. debris can let the trees down and break the benches. People should not stay near the mountain and trees.<sup>43</sup>

3

Flooding is the most dangerous things that I can see when typhoon occur. It will destroy the cars and the shops. People should stay in the higher places and waiting for the help.

No  
Conclusion

**Annotation - Student Exemplar 3**

-  A simple title is provided.
-  There is an introduction which details the aims of the article.
-  No conclusion has been written.
-  The writer has used the writing prompts as the basis for the article.
-  Spelling mistakes – *mountic* instead of *mountain*, *destory* instead of *destroy*
-  Errors in vocabulary and expressions – *older* instead of *the elderly*, *the strong winds will blow you* instead of *the strong winds will be blowing hard / will knock you over*, *you will get damaged* instead of *you will get/left injured*

**Secondary 3 Speaking**

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

***Good Performance of Secondary 3 Students in 2024*****Secondary 3 Listening****Good Performance in Listening Tasks**

Students with good performance were able to:

- understand topics, ideas and information, intentions and attitudes in simple spoken texts on familiar and unfamiliar topics;
- extract specific information, connect ideas and work out meanings of words using contextual clues; and
- identify main ideas, understand the connection between ideas as well as predict the development of the topic and identify sequences.

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

**Task Name: Healthy Snacks at the School Canteen (Interview)**

**Task Content:** The students are discussing some healthy snacks to sell at the school canteen.

**Distinguishing main ideas from supporting details**

- The more able students were able to work out why Mrs. Lai and Peter were listening to the interview after hearing Mrs. Lai say ‘*Before we get to the list, let’s listen to this interview with Chef Tommy Wong. He makes some suggestions and the recipes are available on his website, HK Chef too.*’
3. They are going to listen to the interview because \_\_\_\_\_.
- A. they want to learn more about *Hong Kong Super Chef*
  - B. it contains useful information they can use
  - C. it contains more information than the website
  - D. Chef Tommy talks about Peter’s list of snacks

9EL1/3 Part 1 Q.3

**Task Name: Golden Film Awards (Interview with Information Sheet)****Extracting specific information**

- The more able students were able to identify where the Kung Fu Trek Competition was held when they heard, ‘*They compete together in The Kung Fu Trek Competition. Lin and Man Kung have lots of adventures as they race to temples in different countries and complete dangerous tasks.*’
9. The Kung Fu Trek Competition is held \_\_\_\_\_.
- A. at the press conference
  - B. in the Fu Shin Temple
  - C. at the Fashion Institute of Hong Kong
  - D. in different countries

9EL2 Part 1 Q.9

**Task Name: Golden Film Awards (Interview with Information Sheet)****Deducing the meaning of unfamiliar words and expressions**

- The more able students were capable of working out the meaning of the word ‘*extra*’ from the context provided.



## OPEN AUDITIONS

Become an extra in the next Richard Chan film!

Do you have martial arts and acting skills? Come and try out! We need *more* actors and actresses for the crowd scenes.

4. Auditions will be held for 'extras'. An 'extra' here is \_\_\_\_\_.
- A. someone with no skill in martial arts and acting
  - B. an actor or actress used to fill scenes of a film
  - C. only an actress
  - D. an actor who will replace Richard Chan

9EL2 Part 1 Q.4

### Task Name: Fitness Programme (Discussion)

#### Making connections between ideas with the help of discourse markers

- Students with the best performance were capable of working out what Miss Wong thought might make this year's programme work when they heard what Tina and Miss Wong said.

**Tina – Student**      (*groan*) We try this every year, Miss Wong. There were the free fitness programme and the gym programme. They didn't work. Then we had a weekend fitness programme, and an afterschool one. None worked! We haven't been successful yet.

**Miss Wong – PE Teacher**      Well, Tina, let's think of something else. Come on guys, we can't just give up. We've also got funding this year which will help.

2. The thing Miss Wong mentions that might make this programme work is \_\_\_\_\_.
- A. offering free programmes
  - B. improving the gym programme
  - C. having some funding to use
  - D. studying other classes

9EL1/3 Part 2 Q.2



**Task Name: History Project – Wonders of the World (Radio Broadcast)****Predicting the likely development of the topic**

- Students with the best performance were able to predict what the radio host and her guests would continue to talk about after listening to the interview.
8. Sandra and her guests will most likely continue to talk about \_\_\_\_\_.
- A. Professor Pang’s area of study
  - B. Tony’s holiday on the moon
  - C. graffiti artists in the 7<sup>th</sup> century BC
  - D. what the wall looks like from the moon

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

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

Students with good performance were able to:

- use a wider range of reading strategies to understand the meaning of texts with some degree of complexity;
- demonstrate ability to use strategies to determine the meaning of texts written on familiar and unfamiliar topics and for various purposes, contexts and audiences;
- extract or locate specific information from different text-types such as a newspaper article, a poem, a promotional poster, an article, a newsletter, an encyclopaedia page and a pamphlet;
- identify the sequence of events; and
- predict the likely development of the text.

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

**Task Name: Toys Now and Then (Promotional Poster and Article)****Locating information in simple charts and directories**

- Students with the best performance were able to identify that ‘*Youth Electronics*’ made the least money, and is thus the smallest category of toys.

TOY CATEGORY	REVENUE (\$)
Action Figures / Role Playing	1.39 billion
Arts and Crafts	1 billion
Building Sets	2 billion
Dolls	2.69 billion
Games/Puzzles	1.8 billion
Youth Electronics	431.3 million
Outdoor and Sports Toys	4.5 billion
Plush	1.26 billion

12. The smallest category of toys is \_\_\_\_\_.

- A. Outdoor and Sports Toys
- B. Building Sets
- C. Games/Puzzles
- D. Youth Electronics

9ER1 Part 3 Q.12

### Task Name: Reducing, Reusing and Recycling (Newsletter and Interview)

**Task Content:** The newsletter and interview are about the freeganism movement and how freegans live.

#### Using dictionary skills

- The more able students were able to work out the meaning of the word ‘chain’ in the context provided.

#### **Are there freegans in Hong Kong?**

The answer is yes, but exact numbers aren’t known. The big chain supermarkets and shops have stopped throwing away food. Now they donate it to food banks, so there are not many choices for Hong Kong freegans.

7. Look at the word ‘chain’. The meaning that best corresponds to this word here is \_\_\_\_\_.

- |  |  |
|--|--|
| 1. (n) a number of similar businesses, such as banks, theatres or hotels under the same management | 2. (n) a series of metal rings passing through one another                 |
| <i>The Triple Eagle Hotel chain just opened another hotel in Hong Kong.</i>                        | <i>The chain holding the boat anchor was extremely heavy.</i>              |
| 3. (n) a series of things happening one after the other  | 4. (n) something that ties or stops someone or something                   |
| <i>The chain of events was what led to the accident that night.</i>                                | <i>The chain of shyness was what kept him from going out to the party.</i> |

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

9ER2/3 Part 3 Q.7

**Task Name: Reducing, Reusing and Recycling (Newsletter and Interview)****Understanding the connection between ideas**

- Students with the best performance were capable of working out that trespassing on private property is against the law and trespassers can be arrested.

**Is this legal?**

It can be illegal, because the rubbish bins are mostly on private property, so the freegans are trespassing. If they are caught, they can be arrested.



6. If you are a freegan, you could \_\_\_\_\_.
- |                           |                            |
|---------------------------|----------------------------|
| 1. be breaking the law    | 2. not shop at a food bank |
| 3. fall out of a dumpster | 4. be arrested             |
- A. 1 and 2  
 B. 1 and 4  
 C. 2 and 3  
 D. 3 and 4

9ER2/3 Part 3 Q.6

**Task Name: Reducing, Reusing and Recycling (Newsletter and Interview)****Predicting the likely development of the text**

- Students with good performance were capable of predicting that the next page of the newsletter would continue to focus on ways to reuse and recycle things to save the environment.

16. The next page of the newsletter will most likely contain \_\_\_\_\_.
- A. a list of the big chain supermarkets and shops  
 B. details of bin locations in New York  
 C. other ways to reuse and recycle things to save the environment  
 D. information on how to become a famous environmentalist

9ER2/3 Part 3 Q.16

**Task Name: Reducing, Reusing and Recycling (Newsletter and Interview)****Identifying the sequence of events**

- The more able students were able to work out the correct order of things happening to Mariela.

***MARIELA'S STORY***

I became a freegan after I lost my job. The company closed suddenly after we had moved to New York. My husband was also very ill and couldn't work. I had a sick husband and three children to support. All of the money from the government went to paying the rent. I had nothing left for food.

One day I was walking behind our local Ride 'n' Buy supermarket. I saw employees throwing food into large bins. The food was still packaged. I waited until they left and then looked in the bins. I saw enough food to feed my family for the whole week. I grabbed everything I could carry and ran home. I came back with my kids and we carried more food home. Ever since then we have been freegans.



Mariela used her experience to make a film. The film *Freegans in New York* follows some freegans around to see how they live on a day-to-day basis. It will be shown during *Save The Earth Week*. The organisers of *Save The Earth Week* and *The Environment Society* hope this film will highlight what freegans do and why.

14. Lots of things happened to Mariela. Put those things into order.

1. She became a freegan and made a film.
2. She moved to New York.
3. The company closed and she lost her job.
4. She saw the food being thrown away.

A. 1→2→3→4

B. 2→3→4→1

C. 3→2→4→1

D. 4→2→3→1

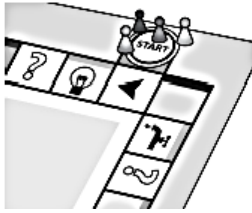
9ER2/3 Part 3 Q.14

**Task Name: The History of Board Games (Encyclopaedia Page)****Using knowledge of the world**

- Students with good performance were able to correctly work out that board games are usually played on a table top as a flat surface is needed to stop the pieces from falling off.

### What are board games?

Board games are games that are usually played on a table top. They have counters or pieces that are moved on a surface called a board.



2. Board games are usually played on a table top because \_\_\_\_\_.
- A. they only fit on tables
  - B. counters can only be moved if they are on a table
  - C. players cannot sit on the floor to play games
  - D. a flat surface stops the pieces from falling off

9ER2 Part 2 Q.2

## Secondary 3 Writing

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

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

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

**Story – A School Day with No Internet and Phones (9EW1) – Student Exemplar 4**A day without the InternetTitle  
provided

1

In recent decades, electronic devices have become one of the [essential parts of our lives.] Everyone can't live without phones, padlets, laptops and the Internet. However, last Friday, during the morning assembly, our principal said that in order to [raise our awareness] of how devices affect our lives, she would turn off the Internet and ban all phones that day. Every student was shocked and overwhelmed, worrying what should they do without phones and the Internet.

Relevant  
introduction

2

[Soon] the bell rang. The first lesson of the day started. Everyone took out their iPads as usual but none of them were able to work without the Internet. They looked so frustrated. I was so overwhelmed too. Usually I jot down notes on my iPad but without the Internet, I was unable to do it. Tom at the back of the classroom immediately fell asleep. He usually plays online games on iPad to keep himself awake. Without using iPad, some of the students were more focused than usual, being more attentive during lessons. Although some students were focused, some fell asleep and some just looked at the iPad, which wasn't working, and seemed frustrated.

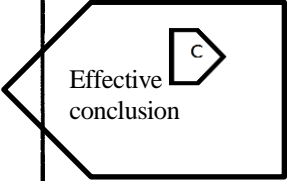
3

"Ding-Dong!" The recess bell rang. With the Internet, students usually stay at classroom and play online games together. Without the Internet, lots of them stepped out the classroom and enjoyed the fresh air outdoor. Boys were playing basketball; girls were sharing their

4

snacks; some were reading and chatting, [forming a lively scene] outdoor. Suddenly, someone ruined this scene. Tom were punching Andy in his face, they started fighting. Everyone there didn't know what to react. I immediately found Mr. Chan to stop them. Fortunately, the fight didn't remain a long time but their faces were full of bruises. After a while, Mr. Chan asked for the reason of starting the fight. Tom answered Andy <sup>has</sup> won the online game over him the previous day. Tom was mad that he lost. And everyone was shocked. Such a childish reason! And Tom and Andy were scolded by the teachers and now they still [get some bruises on their faces.]

[After this day, I realize without the Internet, the connection between people are stronger. And this was a great opportunity for us to learn about the impacts of using electronic devices, both positively and negatively.]



Effective conclusion

**Annotation - Student Exemplar 4**

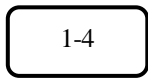
The story has a simple but effective title – *A Day without the Internet*.



There is a good introduction which explains why the principal turned off the Internet and banned all phones.



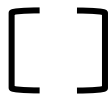
There is also an effective conclusion which draws the entire story together expressing the emotion of the writer and how he/she felt about the school day without the Internet and phones.



The story is clearly divided into a number of paragraphs chronicling the development of the story.



The whole piece is effectively linked with the use of temporal markers like *soon, after this day*.



Good use of vocabulary items and expressions – *essential parts of our lives, raise our awareness, shocked and overwhelmed, forming a lively scene, get some bruises on their faces*



There are minor errors in expressions – *worrying what should they do* instead of *worrying about/over what they should do*, *enjoyed the fresh air outdoor* instead of *went outside to get some fresh air*, *the fight didn't remain a long time* instead of *the fight didn't last long/ the fight stopped soon*



Speech – Helping to Save the Environment (9EW2) – Student Exemplar 5

Title provided

The Harm ~~we~~ ~~have~~ ~~caused~~ We Have Caused Nature, And How ~~We~~ <sup>You</sup> Can ~~It~~

Hello, my fellow classmates. As you may all be aware, this is the special Environmental Awareness School Assembly. I would like to present a speech to begin.

Suitable introduction

1

As we live our everyday lives, ~~we may be guilty of not being able to~~ we often do things that pollute ~~the~~ or damage the environment without even ~~the~~ noticing. These things can be as small as a visit to the bathroom or throwing away a disposable, but ultimately can damage the environment as everyone collectively do them. However, there is a solution. You can help and contribute ~~to~~ today, and it's as easy as simply learning how to do so as an everyday good habit. You can instead of disposing your disposables, ~~just~~ put them into a recycling bin. Keep in mind, while not all [disposables] are ~~not~~ [recyclable], ones ~~which~~ made of plastic, paper, and metal usually are. This allows us to reduce the ~~amount~~ amount of everyday environmental damage we all cause ~~collectively~~ and ~~all~~ [collectively] we can all have the goal of a healthier environment realised as landfills do not grow in size as fast, and littering becomes less of an issue.

2

Environmental pollution, however, is not only limited to ~~the~~ land. Environmental pollution can damage the ~~the~~ [marine environment] as well as human waste pollutes the sea waters. The largest cause of this is littering. Many of us litter into the oceans without thinking of the damage it can do ~~to~~ to the environment. This becomes a large issue as thousands of plastic items are thrown into the ocean, where marine ~~the~~ creatures are [susceptible to] eating ~~the~~ such waste. Not only that the sea waters can also be directly polluted by our waste, and make ~~a~~ places previously [habitable] for sea life not. We can again, aim to recycle and not litter to help reduce environmental damage.

3

Global warming,  
↓ which is

One last example of a type of Environmental damage we cause is via air pollution. Air pollution comes in the form of greenhouse ~~gas~~ gases. These greenhouse gases damage the environment on a global ~~to~~ scale as we use our everyday ~~disposables~~ ~~recyclables~~ ~~collectively~~ vehicles such as cars, ~~we release~~ ~~pollute~~ we pollute the air that we breathe around us ~~and~~ while also having the gases trapped in ~~the~~ Earth's atmosphere. ~~which~~ This is a large issue as it traps the heat from the Sun on Earth, which heats up global temperatures, causing ~~chains~~ ~~of~~ ~~disasters~~ ~~like~~ ~~typhoons~~ such as ~~the~~ ~~typhoons~~ ~~and~~ drought and floods. Global Warming also causes the melting of Antarctica which may ~~threaten~~ ~~the~~ life of many species as the habitat of ~~the~~ ~~ice~~ animals in Antarctica ~~is~~ ~~shrinking~~, and ocean levels rise. We can contribute to solving this issue by reducing the amount ~~of~~ greenhouse gases we make. Instead of travelling by car, try something eco friendly such as a ~~the~~ ~~bag~~ bicycle.

In conclusion, we can all reduce harm done to the environment together. Thank you for listening to my ~~speech~~ speech.

Short  
conclusion

### Annotation - Student Exemplar 5

- T** The title is relevant.
- I** The introduction is clear and briefly includes the reason(s) for the speech.
- C** The speech ends with a brief call to action.

1-3


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

Content is relevant with detailed elaboration in each paragraph – providing information about environmental problems, possible solutions and what students and schools can do to protect the environment.

The whole piece is effectively linked with connectives like *However*, *In conclusion* and phrases like *Not only that*, *One last example*.

Relatively wide range and good use of topic specific vocabulary – *disposables*, *recyclable*, *collectively*, *habitable*, *marine environment*, *susceptible to*, *chains of disasters*, *threaten*

Article – Typhoons in Hong Kong (9EW3) – Student Exemplar 6

Title   
provided

## Mother Nature's Typhoon

1 As the strong winds emerges Hong Kong with clashes of sounds and chaos, this is what we call a typhoon. Hong Kong typhoons can go as high as typhoon signal ten, it's [terrifyingly intense] that it will injure some people and cause a heavy load of damage. [Therefore], we must be cautious and careful when a typhoon hits Hong Kong.

Suitable  
introduction

2 Such dangers impacts the lands of Hong Kong, causing landslips, debris and even flooding in worst cases. Mother nature is no joke when a typhoon eight or ten is formed, cars can't move properly or are flooded, trains have to be postponed or cancelled, pedestrians are suggested to stay indoors. It is [absolute chaos] if you look outside, you might even spot a flying underwear! One moment it's cloudy and the moment you blink your eyes, you'll see rocks, mud, dirt and a piercing blow of gust forcing you to fall.

3 So what should we do when a typhoon hits? Well, if it's just a small typhoon one or three, it is suggested for people to avoid outdoor activities. The trains and buses will still be operating [since] the wind isn't too strong. It's not too much of a danger [so] it's alright for people to still go for work or middle school and high school. [But] when a typhoon signal eight or ten hits, this is where things becomes [a tight situation]

4

People's safety always comes first when the intense winds hits, we must stay indoors with windows shut tight. People shouldn't be walking out on the streets since things are flying everywhere. Always [take precautions] when it comes to typhoon!

Short conclusion

### Annotation - Student Exemplar 6

**T** The article has a simple but effective title.

**I** The article has a clear introduction which details what happens in Hong Kong when typhoons hit.

**C** There is a good conclusion which outlines the necessary precautions to take in order to stay safe on typhoon days.

**1-4** The article is quite detailed and well paragraphed. It gives information and supporting details about what happens in Hong Kong when typhoons hit. It also includes the dangers of typhoons and the damage, as well as the things people should do and should not do to stay safe.

**[ ]** The article is effectively linked with connectives like *so, but, since, therefore*.

**[ ]** Very good use of vocabulary and expressions – *terrifyingly intense, absolute chaos, tight situation, take precautions*

**↔** Errors in subject/verb agreement – *things becomes* instead of *things become*, *the intense winds hits* instead of *the intense winds hit*

## Secondary 3 Speaking

### *Individual Presentation*

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

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

### *Group Interaction*

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 used and were reasonably clear in expressing opinions. Pronunciation of familiar and unfamiliar words was generally clear and accurate.
- Students 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 further elaborate on their ideas by asking questions like 'Can you tell us more about...' and 'What do you think...' They were effective group facilitators.

## **General Comments on Secondary 3 Student Performances**

### **Secondary 3 Listening**

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

### **Secondary 3 Reading**

- Many students were capable of locating specific information in different text types.
- Many students were also able to analyse and integrate relevant points from one or more than one text.
- A considerable number of students could interpret the meaning of unfamiliar words and expressions using contextual clues, meanings and examples provided.
- Many students were able to understand the connection between ideas and also locate information to support or connect ideas.
- Many students were able to work out simple rhymes when reading a poem.
- Most students understood simple texts with familiar topics.

### **Secondary 3 Writing**

- Students writing well-organised paragraphs and providing additional details for their ideas scored 3 and 4 for Content and Language.
- Students scoring 2 or 1 for Content and Language tended to provide few ideas and generally based their writing on the prompts.
- Off-topic passages were awarded 0 for Content and Features and did not score more than 2 for Organisation and Language.

- Although students could write well-organised paragraphs, few could elaborate in great detail on the topic and generally based their writing on the prompts/pictures provided. Many students simply described the information in the prompts/pictures, rather than use the information as a starting point to write a story, a speech or an article, to which they added their own information. (Student Exemplar 1 – Story – A School Day with No Internet and Phones, Student Exemplar 2 – Speech – Helping to Save the Environment and Student Exemplar 3 – Article – Typhoons in Hong Kong)
- When writing the story, students generally used simple vocabulary and language patterns. Their ideas generally lacked elaboration or connection to the topic – for example, the focus seemed to be on the picture prompts. Errors in spelling and grammar were evident and comprehension was sometimes hindered. Generally, students also avoided using dialogue in their stories. (Student Exemplar 1 – Story – A School Day with No Internet and Phones)
- Students, in many instances, misused common words and expressions. They also misspelled common words and it was evident that proofreading was not done. It was also evident that some students were hindered by their inability to use simple tenses as well as singular or plural nouns correctly and appropriately. (Student Exemplars 1, 2 and 3)
- Using a wider range of vocabulary with fewer grammatical errors, capable students could provide more supporting details to their main ideas in their writing. (Student Exemplar 4 – Story – A School Day with No Internet and Phones, Student Exemplar 5 – Speech – Helping to Save the Environment and Student Exemplar 6 – Article – Typhoons in Hong Kong)

## Secondary 3 Speaking

### *Overall speaking performance*

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

### *Individual Presentation*

- Most students could support their ideas with adequate examples and deliver their presentation using simple language patterns and familiar vocabulary. Some of them, however, relied heavily on the prompts given and could not elaborate on their ideas. Some students were unfamiliar with some keywords and made errors in their pronunciation, for example, ‘decorate’, ‘benefits’, ‘environmental issues’, ‘organising’, ‘assignment’, ‘recent’, ‘addiction’, ‘companies’, ‘Christmas’, ‘subject’, ‘exchange’, and ‘trip’.

- Some weaker students read directly from their notes and did not interact with their audience, relying on formulaic and memorised phrases.

### ***Group Interaction***

- Although most students could express and respond to ideas that were relevant to the topics, some of them failed to elaborate on their ideas 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 a limited range of formulaic expressions to respond to others, for example, ‘I agree with you’, ‘That’s very good’ and ‘I think that’.
- Most students were able to sustain the discussion with simple turn-taking strategies. Although some students responded very well to others’ ideas before adding their own points, many of them responded mechanically or unnaturally to others with limited interactions. They were also unable to provide supporting details and use communication strategies of how to continue, evidencing limited interaction. Students also used ‘I agree/I agree with you’ and overused ‘How about you?’, but failed to add any explanation of why they agreed with what had been said – again, evidence of limited understanding of/ability to use interaction strategies or knowledge of how to interact to keep the discussion going naturally.

## ***Overview of Secondary 3 Student Performances in English Language in 2019, 2023 and 2024***

The percentage of S.3 students achieving Basic Competency in the last three years is provided in Table 7.19. Table 7.20 summarises an overview of Student Performances in 2019, 2023 and 2024.

**Table 7.19 Percentages of S.3 Students Achieving English Language Basic Competency in 2019, 2023 and 2024\*\***

<b>Year</b>	<b>% of Students Achieving English Language Basic Competency</b>
2019	69.5
2023	67.8
2024	67.0

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



**Table 7.20 Overview of Student Performances in English Language at S.3 Territory-wide System Assessment in 2019, 2023 and 2024**

Reading	Year	2019	2023	2024	Remarks
<b>Strengths</b>		<ul style="list-style-type: none"> <li>Many students were able to work out sequences of events.</li> <li>Many students could understand language features and correctly identify the simple rhymes in the poem.</li> <li>Many of the students were able to locate and identify general and specific information.</li> <li>Many students were able to analyse and integrate relevant points from one or more than one text as well as locate information in simple charts.</li> <li>Many students were also able to predict what would come next given the information that had been provided.</li> </ul>	<ul style="list-style-type: none"> <li>Many of the students were able to locate and identify general and specific information.</li> <li>Many students could understand language features and correctly identify the various rhymes in the poem.</li> <li>The majority of students were able to work out the sequences of events.</li> <li>Many students were able to analyse and integrate relevant points from one or more than one text as well as locate information in simple charts.</li> <li>Many students were able to use the clues provided to work out the context.</li> </ul>	<ul style="list-style-type: none"> <li>Many students could understand language features and correctly identify the simple rhymes in the poem.</li> <li>Many of the students were able to locate and identify general and specific information.</li> <li>Many students were able to analyse and integrate relevant points from one or more than one text as well as locate information in simple charts.</li> <li>Many students were able to connect ideas and work out inferences.</li> <li>Many students were able to use the clues provided to work out the context.</li> </ul>	<ul style="list-style-type: none"> <li>Performance in the poem section indicates that students are familiar with and able to identify some features of a poem.</li> <li>Students are able to locate general and specific information in texts of familiar topics; however, exposure to a wider range of current/topical and unfamiliar topics may help to strengthen their skills in locating general and specific information and also working out contexts and connecting ideas.</li> <li>Students need to be exposed to a variety of familiar and unfamiliar topics and vocabulary so that they are able to understand the context and also work out the meaning of unfamiliar words and expressions.</li> <li>Students should not think of information in isolation, but rather as a whole made up of different pieces of information that are linked together. This will then enable them to determine connections between ideas and work out the main idea of a piece and also be able</li> </ul>
<b>Weaknesses</b>		<ul style="list-style-type: none"> <li>Students found it difficult to identify main ideas in some instances despite picture prompts/titles and other information being provided.</li> <li>Students found it difficult to infer information based on the clues provided.</li> <li>Even with prompts such as dictionary definitions and sentences providing different examples of word usage, students still found it difficult to understand the meaning of unfamiliar words and expressions as well as some contextual clues.</li> </ul>	<ul style="list-style-type: none"> <li>Students found it difficult to apply their knowledge of the world to certain questions.</li> <li>Students found it difficult to work out rhyming pairs in the poem.</li> <li>Students found it difficult to infer information based on the clues provided.</li> <li>Students found it difficult to work out the connections between ideas in various text types.</li> <li>Students found it difficult to predict content because they saw the information in isolation and did not go beyond what was provided in the task.</li> <li>Even with prompts such as dictionary definitions and</li> </ul>	<ul style="list-style-type: none"> <li>Students found it difficult to apply their knowledge of the world to certain questions.</li> <li>Even with picture prompts provided students still found it difficult to understand the meaning of unfamiliar words and expressions.</li> <li>Students found it difficult to predict content because they saw the information in isolation and did not go beyond what was provided in the task.</li> </ul>	

		sentences providing different examples of word usage, students still found it difficult to understand the meaning of unfamiliar words and expressions.		to make predictions or inferences, i.e. what the next part of the text might be about, what would happen next, or what the actions of a person might be given the situation described, or what the provided information means.
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Year	2019	2023	2024	Remarks
<b>Writing</b>				
<b>Strengths</b>	<ul style="list-style-type: none"> <li>In general, students could communicate ideas, information and opinions appropriate to the context and purpose when writing about a familiar topic – the problems of students at school and things to see and do in Hong Kong. They were able to use their personal experience and provide detailed information about the things that could be done for students, like supplementary classes, talks to the students and meetings with parents.</li> <li>Many students could write well-organised paragraphs with coherent links.</li> <li>In most cases students were able to provide some details to support main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>In general, students could communicate ideas, information and opinions appropriate to the context and purpose in writing, in particular when writing about a familiar topic – interschool activities and an event that happened at school. They were able to use their personal experience and provide detailed information about the activities that could be done with students and their advantages and disadvantages, as well as detail the school event and what happened.</li> <li>Many students could write well-organized paragraphs with coherent links.</li> <li>In most cases students were able to provide some details to support main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>In general, students could communicate ideas, information and opinions appropriate to the context and purpose when writing about a familiar topic – a school day with no Internet and phones. They were able to use their personal experience and provide detailed information about what happened and the reactions of students.</li> <li>Many students could write well-organised paragraphs with coherent links.</li> <li>In most cases students were able to provide some details to support main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Proofreading is always an issue. A distinct lack of proofreading is evident, resulting in misspelling of words which can affect meaning.</li> <li>Students should try to expand on the prompts provided and include their own ideas and opinions.</li> <li>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 sentences. A wider range of vocabulary and knowledge of topic based vocabulary would see an improvement in the content of students' writing.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>Despite picture prompts being provided, students lacked the</li> </ul>	<ul style="list-style-type: none"> <li>Students failed to read the instructions carefully – email about</li> </ul>	<ul style="list-style-type: none"> <li>A lack of topic specific vocabulary hindered some students from</li> </ul>	

	<p>imagination to combine the pictures together to form a coherent story. Often the story was more of a retelling of a single picture prompt or a series of picture prompts. Adding dialogue would have helped make the story about aliens landing in Hong Kong much more interesting. Not many students added dialogue to their stories.</p> <ul style="list-style-type: none"> <li>• A lack of topic specific vocabulary hindered some students from expressing their ideas logically and/or fluently and they relied predominantly on the picture prompts provided. This was particularly evident in the story about aliens landing in Hong Kong.</li> </ul>	<p>the inter-school activities, and wrote about events that were yet to happen, rather than about events that had taken place and that they were reporting on.</p> <ul style="list-style-type: none"> <li>• A lack of topic specific vocabulary hindered some students from expressing their ideas logically and/or fluently and they relied predominantly on the picture prompts provided. This was particularly evident in the story about meeting their favourite actor/singer/star. Adding dialogue would have helped make the story about meeting their favourite actor/singer/star much more interesting. Not many students added dialogue to their stories.</li> </ul>	<p>expressing their ideas logically and/or fluently and they relied predominantly on the picture prompts provided. This was particularly evident in the article about typhoons in Hong Kong.</p> <ul style="list-style-type: none"> <li>• Proofreading remains an issue with many simple words being misspelled and/or inaccurately used.</li> <li>• The length of some passages was too short and did not allow for much, if any, elaboration.</li> </ul>	<ul style="list-style-type: none"> <li>• Connecting ideas was a weakness for some students. Students need to think about how their ideas can connect to each other and also to the topic. They should not assume that the reader will understand the connection.</li> </ul>
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Year Listening	2019	2023	2024	Remarks
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Student performance in the poem section indicates that most students are familiar with the genre and able to adequately identify simple rhymes.</li> <li>• Many students could extract specific information from simple, clear and slower spoken texts.</li> <li>• Students could correctly identify the tone of an individual's comment.</li> <li>• Many students were adept at identifying cohesive devices used to connect ideas. A considerable number of students could interpret</li> </ul>	<ul style="list-style-type: none"> <li>• Many students could extract specific information from simple, clear and slower spoken texts.</li> <li>• Student performance in the poem section indicates that most students were familiar with the genre and able to adequately identify simple rhymes and rhyming pairs.</li> <li>• Many students were able to work out the meaning of an unfamiliar word from the context provided – a hiking tour and people who assist in a hike.</li> <li>• Many students were adept at identifying cohesive devices used to</li> </ul>	<ul style="list-style-type: none"> <li>• Most students were familiar with the genre and able to adequately identify simple rhymes.</li> <li>• Many students could correctly identify the tone of an individual's comment.</li> <li>• Many students could extract specific information from simple, clear and slower spoken texts.</li> <li>• Quite a number of students were able to comprehend and make plausible conclusions about the meanings of unfamiliar expressions or words.</li> </ul>	<ul style="list-style-type: none"> <li>• Proofreading was an issue in the notes section about healthy snacks, resulting in the misspelling of simple words, some numbers and topic specific vocabulary. This indicates that students would benefit from revision of simple foundation level and topic based spelling and vocabulary. They would also benefit from exposure to and development of a</li> </ul>

	<p>and evaluate information in dialogues using discourse markers.</p> <ul style="list-style-type: none"> <li>Many students were able to work out the meaning of an unfamiliar word from a text on a familiar topic– Christmas party.</li> </ul>	<p>connect ideas. A considerable number of students could interpret and evaluate information in dialogues using discourse markers.</p> <ul style="list-style-type: none"> <li>Many students were able to distinguish main ideas from supporting details – using the information pamphlet about tours and treks in Kathmandu, Nepal.</li> </ul>		<p>wider range of topic-based vocabulary.</p> <ul style="list-style-type: none"> <li>While students were generally able to work out the meaning of unfamiliar words/expressions, there were some expressions that students achieving basic competency found difficult to work out. This indicates that students need wider exposure to more colloquial, everyday spoken English.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>Students found it difficult to predict what might happen given the situation or what would be talked about next in a given situation, for example in the OLE activity.</li> <li>Many students found it difficult to identify the main idea of a conversation – School Lunchboxes or identify another appropriate title for the poem.</li> <li>Spelling of simple vocabulary and numbers is an issue. Students were not able to spell simple vocabulary in the notes section about school lunchboxes.</li> </ul>	<ul style="list-style-type: none"> <li>Many students found it difficult to identify the main idea of the poem and were unable to identify another appropriate title for the poem.</li> <li>Students found it difficult to spell certain simple vocabulary, in the notes section, about the special end of year concert.</li> <li>Students at basic competency level found it hard to apply their knowledge of the world in the poem, and didn't know what a bucket is usually filled with when cleaning.</li> <li>Students found it difficult to identify the tone of an individual's voice and how he was feeling – the Stress Free programme.</li> </ul>	<ul style="list-style-type: none"> <li>Students found it difficult to predict what might happen given the situation or what would be talked about next in a given situation. For example, some students could not predict what the radio host and her guests would continue to talk about in an interview.</li> <li>Spelling simple vocabulary and numbers is an issue. Students were not able to spell simple vocabulary in the notes section about healthy snacks.</li> </ul>	

Year	2019	2023	2024	Remarks
<b>Speaking</b>				
<b>Strengths</b>	<ul style="list-style-type: none"> <li>Most students were able to express their ideas in a comprehensible manner.</li> <li>In “Individual Presentation”, many students could support their ideas with adequate examples and deliver</li> </ul>	<ul style="list-style-type: none"> <li>Students were generally capable of expressing comprehensible ideas.</li> <li>In “Individual Presentation”, many students could support their ideas with adequate examples and deliver their presentations using simple</li> </ul>	<ul style="list-style-type: none"> <li>Generally, students were able to express their ideas in a comprehensible manner.</li> <li>In “Individual Presentation”, many students could support their ideas with adequate examples and deliver</li> </ul>	<ul style="list-style-type: none"> <li>Students were expected to express relevant ideas using simple language patterns and vocabulary.</li> <li>Students were generally able to use limited</li> </ul>

	<p>their presentation using simple language patterns and familiar vocabulary.</p> <ul style="list-style-type: none"> <li>• In “Group Interaction”, most students generally interacted well and they were able to express themselves and respond to ideas that were relevant to the topics.</li> <li>• Students could generally use a limited range of formulaic expressions to respond to others, for example, “I agree with you”.</li> </ul>	<p>language patterns and familiar vocabulary.</p> <ul style="list-style-type: none"> <li>• In “Group Interaction”, most students generally interacted well and they were able to express themselves and respond to ideas that were relevant to the topics.</li> <li>• Most students were able to sustain the discussion.</li> <li>• Students could generally use a limited range of formulaic expressions to respond to others, for example, “I agree with you”.</li> </ul>	<p>their presentations using simple language patterns and familiar vocabulary.</p> <ul style="list-style-type: none"> <li>• In “Group Interaction”, most students generally interacted well and they were able to express themselves and respond to ideas that were relevant to the topics.</li> <li>• Most students were able to sustain the discussion.</li> <li>• Students could generally use a limited range of formulaic expressions to respond to others, for example, “I agree with you”.</li> </ul>	<p>formulaic expressions to facilitate their conversation.</p> <ul style="list-style-type: none"> <li>• Students are recommended to further elaborate on their ideas and provide adequate supporting details in the presentation or discussion and to try to go beyond the prompts and ideas provided.</li> <li>• Teachers can focus on training students on the strategies for oral communication so that students would be able to show appropriate awareness of the audience instead of looking down at their paper. Students should be able to use appropriate and varied formulaic expressions or turn-taking strategies to maintain interaction.</li> <li>• Conversations should flow naturally so students need to be aware and ensure that turn-taking does not become rigid and affect the natural flow of the discussion.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>• Students lacked the knowledge to work out the pronunciation of unfamiliar words.</li> <li>• In “Individual Presentation”, some students relied heavily on the given prompts and could not elaborate on their ideas.</li> <li>• In “Group Interaction”, the interaction became stilted and followed a set pattern determined by the students and this did not allow for the conversation to progress naturally.</li> <li>• Many students responded mechanically or unnaturally to others and some also lacked communication strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Students lacked the knowledge to work out the pronunciation of unfamiliar words.</li> <li>• In “Individual Presentation”, some students relied heavily on the given prompts and could not elaborate on their ideas.</li> <li>• In “Group Interaction”, the interaction became stilted and followed a set pattern determined by the students and this did not allow for the conversation to progress naturally.</li> <li>• Many students responded mechanically or unnaturally to others and some also lacked communication strategies</li> <li>• Some students also failed to elaborate after saying “I agree” or “I disagree”.</li> </ul>	<ul style="list-style-type: none"> <li>• Students lacked the knowledge to work out the pronunciation of unfamiliar words.</li> <li>• In “Individual Presentation”, some students relied heavily on the given prompts and could not elaborate on their ideas.</li> <li>• In “Group Interaction”, the interaction became stilted and followed a set pattern determined by the students and this did not allow for the conversation to progress naturally.</li> </ul>	