

香港中學文憑考試

Hong Kong Diploma of Secondary Education Examination

# English Language

## 2024 Question Papers

(with marking schemes and comments on candidates' performance)



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

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## Introduction

This publication provides a comprehensive report on the English Language examination in the 2024 Hong Kong Diploma of Secondary Education Examination. It covers various aspects of the examination, including the objectives, contents and format of the examination, the question papers, the marking schemes, and the chief examiners' comments on candidates' performance in the live examination. Some statistics are also included.

Through this publication, we hope to provide useful information and feedback to assist teachers in their teaching of the subject and students in their learning. Similar publications are also available for other subjects in the 2024 HKDSE. Besides, a series of publications and resource materials related to the HKDSE are also available for reference to schools, candidates and the public. These include information related to examination administration, assessment requirements, examination-related statistics and feedback provided to schools and other stakeholders. For details, please visit the Authority's website ([http://www.hkeaa.edu.hk/en/HKDSE/info\\_corner/hkdse\\_publications\\_materials/](http://www.hkeaa.edu.hk/en/HKDSE/info_corner/hkdse_publications_materials/)).

We would like to take this opportunity to express our gratitude to all the examination personnel who were involved in the development of question papers and the assessment of candidates' performance. Without their contributions, it would not have been possible for us to conduct the examination smoothly.

## The Examination

The assessment of this subject is based on the Curriculum and Assessment Guide (Secondary 4 to 6) for English Language jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. The overall aim of the assessment is to evaluate candidates' achievement of the learning targets and objectives of the curriculum. Candidates should refer to the Curriculum Guide for the forms and functions, skills and strategies, and attitudes that they are expected to achieve at the end of S6.

### Assessment Objectives

To assess candidates' achievement with respect to the broad learning outcomes stated in Chapter 2 of the Curriculum and Assessment Guide, such as the following:

#### Reading

To assess the ability of candidates to:

- understand and interpret the purpose and meaning of a broad range of texts
- identify the main theme and key details of a broad range of texts
- identify the contextual meaning of words and phrases
- interpret the tone and mood of a writer
- distinguish and evaluate views, attitudes or arguments in fairly complex texts
- understand the use of a range of language features in fairly complex texts
- interpret, analyse, select and organise ideas and information from various sources

#### Writing

To assess the ability of candidates to:

- write texts for different contexts, audiences and purposes with relevant content and adequate supporting details
- convey meaning using varied vocabulary, linguistic devices and language patterns appropriately and accurately
- plan and produce coherent and structured texts with ideas effectively presented and developed
- write texts using appropriate tone, style and register and the salient features of different genres
- draft and revise written texts

#### Listening

To assess the ability of candidates to:

- understand and interpret the purpose and meaning of a range of spoken texts
- identify the key details of a range of spoken texts
- interpret speakers' feelings, views, attitudes and intentions
- understand speakers with a range of accents and language varieties in speech delivered at a moderate pace
- understand the use of a range of language features in fairly complex spoken texts

#### Speaking

To assess the ability of candidates to:

- express information and ideas (e.g. personal experiences, feelings, opinions, imaginative ideas and evaluative remarks) with suitable elaboration
- convey meaning using a range of vocabulary and language patterns appropriate to the context, purpose and audience
- establish and maintain relationships/spoken exchanges using formulaic expressions and appropriate communication strategies (e.g. making an appropriate opening and closing, negotiating meaning, making suggestions, using appropriate degrees of formality)
- produce coherent and structured speeches with ideas effectively/clearly presented and developed
- pronounce words clearly and accurately
- use appropriate pace, volume, intonation, stress, eye contact and gesture to support effective communication

## Mode of Assessment

The assessment will consist of a public examination component and a school-based assessment component as outlined in the following table:

Component		Weighting	Duration	
Public Examination	Paper 1	Reading	20%	1½ hours
	Paper 2	Writing	25%	2 hours
	Paper 3	Listening & Integrated Skills	30%	About 2 hours
	Paper 4	Speaking	10%	About 20 minutes
School-based Assessment (for school candidates only)		15%		

### Public Examination

#### Paper 1 Reading (1½ hours) (20%)

There are two parts in this paper, each worth 10% of the subject mark. All candidates must do Part A and then choose *either* Part B1, the easier section, *or* Part B2, the more difficult section. Candidates attempting Parts A and B2 will be able to attain the full range of possible levels, while Level 4 will be the highest level attainable by candidates attempting Parts A and B1.

Candidates will be required to respond to a variety of written texts of different lengths and levels of difficulty. A range of question types will be used, including multiple-choice items, short responses and more extended, open-ended responses.

#### Paper 2 Writing (2 hours) (25%)

There are two parts in this paper.

##### Part A (10%)

The task in this part will be a short, guided one (about 200 words). Candidates will be provided with the situation and the purpose for writing, as well as some relevant information.

##### Part B (15%)

The task in this part will be longer and more open-ended (about 400 words). Candidates can choose one out of four questions.

#### Paper 3 Listening and Integrated Skills (about 2 hours) (30%)

There are two parts in this paper, each worth 15% of the subject mark. All candidates must do Part A and then choose *either* Part B1, the easier section, *or* Part B2, the more difficult section. Candidates attempting Parts A and B2 will be able to attain the full range of possible levels, while Level 4 will be the highest level attainable by candidates attempting Parts A and B1.

Part A, the compulsory section, will consist of a variety of listening tasks.

Parts B1 and B2 will comprise integrated listening/reading and writing tasks of different levels of difficulty based on the same theme. Candidates will be required to process information by selecting and combining data from spoken / written sources in order to complete various listening / writing tasks in a practical work or study situation. All the information necessary to complete these tasks will be provided. At least one of the writing tasks will require candidates to produce an extended piece of writing (100 – 200 words).

**Paper 4 Speaking**

**(10%)**

**Part A Group Interaction** (preparation: 10 minutes; discussion: 8 minutes per group of four candidates)

Four candidates will be grouped together and will take part in a group discussion based on a given short text. These texts may include advertisements, book synopses, film reviews, letters, short news reports and so on. Candidates may be required to make suggestions, give advice, make and explain a choice, argue for and/or against a position, or discuss the pros and cons of a proposal.

Candidates will be given ten minutes for preparation and will be allowed to make notes. During the discussion they may refer to their notes.

**Part B Individual Response** (one minute per candidate)

Each candidate will respond individually to an examiner's question(s), which will be based on the group discussion task. Candidates may be required to make and justify a choice, decide on and explain a course of action, argue for or against a position, and so on.

**School-based Assessment (SBA)**

**(15%)**

SBA is compulsory for all school candidates.

The SBA component comprises a reading/viewing programme where students will need to read/view two to four texts ('texts' encompass print, non-print, fiction and non-fiction material) over the course of three years, including at least one print and one non-print text, and write up some comments and personal reflections on them. Students then take part in a discussion with classmates on the texts they have read/viewed, or make an individual presentation and respond to their teacher's questions, which will be derived from their written personal comments. The assessment will be based on the student's oral performance. The reading/viewing/writing only serves as the means to this end and will not be assessed.

Teachers need to conduct two assessments, one in S5 and one in S6, and report two marks. Of the two marks reported, one mark should be based on a group interaction and one on an individual presentation.

Guidelines on suitable assessment tasks and assessment criteria are provided for both parts, as well as samples of performance to illustrate assessment formats and standards.

Candidates are required to retain their work for inspection and authentication purposes until the release of the HKDSE results.

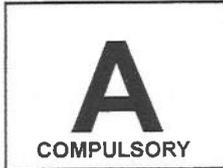
Private candidates need not complete the SBA component. Their subject result will be based entirely on the public examination result.

The detailed requirements, regulations and guidelines are provided in the SBA Handbook for HKDSE English Language published by the Hong Kong Examinations and Assessment Authority.

Candidate Number

Please stick the barcode label here.

**HKDSE 2024  
ENGLISH LANGUAGE  
PAPER 1 PART A  
QUESTION-ANSWER BOOK**



Write your Candidate Number and stick a barcode label in the space provided on this page.  
Read Texts 1 and 2 and answer questions 1-23. (42 marks)

**Text 1**

1. Based on the information in paragraph 1, complete the sentence by selecting the best option from the choices below. (2 marks)

(i) \_\_\_\_\_ banyan trees were removed while several others (ii) \_\_\_\_\_ as a result of heavy rainfall.

- (i) A. Eight
- B. One hundred
- C. Four-year-old
- D. Four hundred-year-old

A B C D

- (ii) A. loosened
- B. fell down
- C. were crushed
- D. were cut down

A B C D

2. According to paragraphs 1 and 2, why was the 'decision' (line 2) considered 'controversial' (line 2)?

\_\_\_\_\_

3. According to paragraph 5, how did the wall become a problem?

\_\_\_\_\_

4. Who or what does 'them' (line 17) refer to?

\_\_\_\_\_

5. According to Text 1, are the following statements True (T), False (F) or Not Given (NG)? (3 marks)

**Statements**

- (i) Two government departments had the same view towards the tree felling decision.
- (ii) The trees in Sai Ying Pun were taken down after experts were upset.
- (iii) No one was hurt by the fallen trees.

T F NG

6. What is the text type of Text 1?

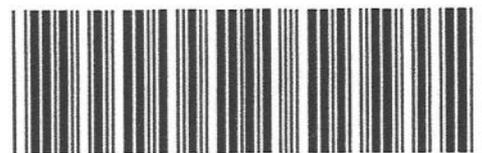
- A. A news report
- B. Health and safety advice
- C. A profile of banyan trees in Hong Kong
- D. A leaflet promoting Hong Kong's heritage

A B C D

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.



\* A 0 2 0 E 0 1 A \*

**Text 2**

7. With reference to paragraph 1, complete the sentence below.

Over 70 years ago, Lam installed a shrine, which has been \_\_\_\_\_  
 \_\_\_\_\_

8. What does the phrase 'these behemoths' (line 4) refer to?

\_\_\_\_\_

9. What does Jim imply when he says 'If Hong Kong was abandoned it would be taken over by banyans in a few hundred years' (line 6)?

\_\_\_\_\_

10. Find a word in paragraph 2 which can be replaced by each word or phrase given below. (2 marks)

- (i) 'seen everywhere' \_\_\_\_\_
- (ii) 'significant' \_\_\_\_\_

11. Below is a summary of paragraph 3. In five of the lines there is ONE mistake. If you find a mistake, underline it and replace the word with one that expresses the correct idea. Write the word in the Correction column. Both grammar and spelling must be correct. In one of the lines, there is no mistake; put a tick (✓) in the Correction column. One has been done for you as an example. (5 marks)

Summary	Correction	
Thin airborne branches seek food; making banyan trees easily identifiable.	(i)	
Over 1,100 banyans growing out of stone walls on Hong Kong Island	(ii)	
were recorded by Jim Chi-yung. Finding protection from another	(iii)	
tree or the soil enables it to produce a thin trunk. Since banyans	(iv)	
grow in few situations they are the most dominant form of greenery	(v)	
even in areas that have very little space or are very <u>flat</u> .		hilly (example)

12. Complete the notes about paragraph 4 by writing ONE word taken from the paragraph in each blank below. (4 marks)

Jim shows the writer trees growing out of a stone wall built according to a (i) \_\_\_\_\_ method.  
 This type of wall needs no (ii) \_\_\_\_\_ in the gaps between each stone. He explains that birds let go of banyan (iii) \_\_\_\_\_ or they are carried by the wind and fall into these gaps. It is here that very long roots (iv) \_\_\_\_\_.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

13. Complete the summary of paragraph 5 by selecting the best option from the choices below. (3 marks)

Jim is impressed by the way that the trees create a green (i) \_\_\_\_\_ that covers the road. He says that he once suggested creating a (ii) \_\_\_\_\_ street with restaurants for people to eat outside under the banyans. The government reacted in (iii) \_\_\_\_\_ way to the idea.

- (i) A. banyan  
B. umbrella  
C. backdrop  
D. destination
- |  |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
|  | A                     | B                     | C                     | D                     |
|  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- (ii) A. traffic-free  
B. driver-friendly  
C. pedestrian-free  
D. environmentally-friendly
- |  |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
|  | A                     | B                     | C                     | D                     |
|  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- (iii) A. a warm  
B. a negative  
C. a sarcastic  
D. an optimistic
- |  |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
|  | A                     | B                     | C                     | D                     |
|  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

14. What does 'it' (line 22) refer to?

\_\_\_\_\_

15. In paragraph 6, what is Jim's attitude towards people who concrete over roots: Positive, negative or neutral? Give one reason from Text 2 to support your answer.

\_\_\_\_\_  
\_\_\_\_\_

16. What does 'an unnecessary overreaction' (line 27) refer to?

\_\_\_\_\_

17. According to paragraph 7, why did local residents in Bonham Road attach balloons to the tree roots?

\_\_\_\_\_

18. According to paragraph 8, are the following statements True (T), False (F) or Not Given (NG)? (3 marks)

- | Statements  | T                     | F                     | NG                    |
|---|-----------------------|-----------------------|-----------------------|
| (i) Visitors to Lam Tsuen buy prepared wishes to put on the tree.                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (ii) Since 2005 there has been a decline in the number of worshippers at Lam Tsuen. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (iii) Shrines are frequently built in the branches of trees.                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

19. Why did the 'lack of useful properties' (line 39) ensure the survival of banyans?

\_\_\_\_\_

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

20. Provide ONE example of how the behaviour of banyans can be seen as 'a symbol of love' (line 41).

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21. According to paragraph 11, give ONE example of how the government is protecting banyan trees.

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22. According to Text 2, what quality of banyan trees does the writer have in mind when he says 'There is a reason they are worshipped, after all' (line 52)?

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23. Use the information in Text 2 to match each of the following comments with a person/organisation mentioned in the text. Write the letter of the comment in the Answer column. One comment is NOT used. One has been done for you as an example. Use each letter ONCE only. (5 marks)

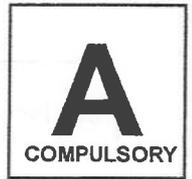
Person/organisation	Answer	Comments
Li Yu	<u>A (example)</u>	<del>A. Banyan trees represent love.</del>
Mr Lam	(i) _____	B. There are too many trees growing out of walls.
P. Y. L. Ng	(ii) _____	C. We needed to play it safe. We just had to be cautious.
Jim Chi-yung	(iii) _____	D. This tree has been part of my life for so long now.
Visitor to Lam Tsuen	(iv) _____	E. I don't mind if it's artificial as long as my wishes are heard.
The Highways Department	(v) _____	F. It's useless. The wood is not smooth enough to make anything out of.
		G. My nickname is accurate. I can tell you everything there is to know about banyans.

END OF PART A

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.



# ENGLISH LANGUAGE PAPER 1

## PART A

### Reading Passages

8:30 am – 10:00 am (1½ hours)  
(for both Parts A and B)

#### GENERAL INSTRUCTIONS

- (1) There are two parts (A and B) in this paper. All candidates should attempt Part A. In Part B, you should attempt either Part B1 (easier section) OR Part B2 (more difficult section). Candidates attempting Parts A and B2 will be able to attain the full range of levels, while Level 4 will be the highest level attainable for candidates attempting Parts A and B1.
- (2) After the announcement of the start of the examination, you should first write your Candidate Number and stick barcode labels in the spaces provided on the appropriate pages of the Part A Question-Answer Book and the Part B Question-Answer Book which you are going to attempt.
- (3) Write your answers in the spaces provided in the Question-Answer Books. Answers written in the margins will not be marked.
- (4) For multiple-choice questions, you are advised to blacken the appropriate circle with a pencil so that wrong marks can be completely erased with a clean rubber. Mark only **ONE** answer to each question. Two or more answers will score **NO MARKS**.
- (5) Supplementary answer sheets will be supplied on request. Use separate supplementary answer sheets for Part A and Part B. Write your Candidate Number, mark the question number box and stick a barcode label on each sheet, and fasten them with string **INSIDE** the relevant Question-Answer Book.
- (6) No extra time will be given to candidates for sticking on barcode labels or filling in the question number boxes after the 'Time is up' announcement.
- (7) The two Question-Answer Books you have attempted (one for Part A and one for Part B) will be collected together at the end of the examination. Fasten the two Question-Answer Books together with the green tag provided.
- (8) The unused Question-Answer Book for Part B will be collected separately at the end of the examination. This will not be marked. Do not write any answers in it.

#### INSTRUCTIONS FOR PART A

- (1) The Question-Answer Book for Part A is inserted in this Reading Passages booklet.
- (2) Attempt ALL questions in Part A. Each question carries ONE mark unless otherwise stated.

Not to be taken away before the  
end of the examination session

## PART A

Read Texts 1 and 2 and answer questions 1-23 in the Question-Answer Book for Part A.

### Text 1

#### Government defends axing century-old banyans on safety grounds

- 1 [1] Four trees collapsed in Hong Kong on Monday morning following a night of heavy rain. This comes after the government's controversial decision to cut down four century-old Chinese banyans after several similar trees fell from stone walls during recent storms.
- 5 [2] The report of the fallen trees comes days after experts expressed anger over the Highways Department's controversial felling of four century-old banyan trees in Sai Ying Pun, without consulting a panel advising the government on tree management.
- [3] The government cited 'unforeseen' circumstances and considerations of public safety, after a giant banyan tree growing out of a masonry wall in Sai Ying Pun collapsed on 22 July. A neighbouring tree was cut down immediately as cracks were found in the wall behind it.
- 10 [4] The Head of the Developments Bureau's Tree Management Office said the trees in Sai Ying Pun were rooted in old stone masonry walls on a slope of almost 80 degrees.
- [5] Following the collapse on 22 July, the Highways Department's contractor inspected the remaining trees and carried out major trimming work. But by midweek last week, cracks were found in the wall behind the trees and were seen to have worsened.
- 15 [6] "Since the trees were growing on this wall, we could not evaluate the trees and the wall separately," said the Head of the Tree Management Office. "We agree with the department that the trees had to be removed immediately. They could have collapsed and pulled the wall with them."

### Text 2

#### A Tree Worthy of Worship: Hong Kong's Banyans

- 1 [1] Mr Lam was a teenager when he installed a shrine to the local earth god under a banyan tree in Tai Hang. "That was over 70 years ago," he says. After World War II, he received permission from the government to transform the shrine into a temple.
- 5 [2] It is no coincidence that Lam's temple started with a banyan tree. These behemoths are ubiquitous in Hong Kong, growing in parks, street planters and even between the cracks of stone walls. Their imposing presence defines the cityscape. "If Hong Kong was abandoned it would be taken over by banyans in a few hundred years," says Jim Chi-yung, chair of the University of Hong Kong's Department of Geography, who is popularly known as the Tree Professor for his arboreal enthusiasm.
- 10 [3] Banyan trees are immediately recognisable for their spindly aerial roots, which cast outwards in search of water and nutrition. When a root finds a suitable source, either in the soil or another tree, it becomes a thick, woody trunk. This is what allows the banyan to grow in varied conditions, which is why they are the most prominent forms of greenery in the hilliest and most densely packed parts of Hong Kong. Jim has counted more than 1,100 trees growing from the sheer surfaces of masonry walls on Hong Kong Island. "They can become 20 metres tall, as big as trees growing out of the ground, except they are growing out from the wall," he says.
- 15 [4] When I first met Jim, in 2009, he took me to Forbes Street in Kennedy Town, where 22 banyans grow out of the surface of a 12-metre-high stone wall, which was built using a traditional Hakka technique that does not require mortar between stone joints. Seeds carried by the wind or dropped by birds find their way into the cracks. As the tree grows, its roots plunge dozens of metres into the soil behind the wall.
- 20 [5] Jim loves the way the banyans form a lush green canopy across Forbes Street. He sits on a number of government committees, and he told me he once proposed pedestrianising the street to make it a destination for *al fresco* dining, a place where people could sit and relax under the shade of the banyans. The government's reception was frosty.

[6] “See what’s happening here?” he asks, touching a root that had been concreted over to stop it from growing. “The people who do this, they don’t understand trees. They’re defacing heritage. Imagine doing this to an ancient monument.”

25 [7] Last summer, after days of heavy rain, a wall tree collapsed onto Bonham Road, which led the Highways Department to surreptitiously chop down four healthy banyans nearby. Their sudden removal was defended by the government as a precautionary measure, but experts like Jim said it was an unnecessary overreaction. It sparked outrage from local residents, who tied balloons and messages of support to the trees’ roots, which still clung to the wall that had supported them for 100 years.

30 [8] Respect for banyans runs deep in southern Chinese culture. Banyan trees are considered to have excellent *feng shui*, symbolising longevity, fecundity and perseverance. They are also believed to be home to earth gods, the indigenous deities that protect each village, and shrines are often built at their base. In many cases, people worship the trees themselves, not just the earth gods. That is the case in Lam Tsuen, where a pair of banyans known as the Wishing Trees have become a tourist attraction. Visitors write their wish on a piece of yellow paper, tie it to an orange  
35 and toss it onto one of the trees’ branches. After the weight of all the wishes caused a branch to collapse in 2005, worshippers were instructed to tie their wishes to a plastic tree instead.

[9] Anthropologist P.Y.L. Ng notes that banyan trees were worshipped because they were often the only surviving trees in a landscape that had been steadily deforested over hundreds of years. “Its wood is gnarled and so cannot be used as timber. It will not flame and so cannot be used for firewood. Its very lack of useful properties ensures its  
40 invincibility and survival,” he wrote in a 1983 study of the New Territories.

[10] The 17<sup>th</sup> century playwright Li Yu saw the banyan tree as a symbol of love. “Anytime a smaller tree grows before a banyan tree, this banyan will sooner or later lean its body towards the smaller tree. After a time, it wraps its branches around the smaller tree’s body, and the smaller tree gradually falls into the banyan’s embrace. The two trees become one, so that even if you cut them with an axe you would not be able to separate them.”

45 [11] Modern Hong Kong has found ways to accommodate banyan trees. To Yuen Street near City University forks around a particularly large banyan, an accommodation also made on Dragon Road near Victoria Park. Nearly two-thirds of the 481 trees on the government’s Register of Old and Valuable Trees are banyans. According to the government, there are 29,000 banyans under maintenance in city parks and streets, though many more exist undocumented in the wild. A total of 3,491 new banyans have been planted in the city since 2011.

50 [12] And while the future of many old and prominent banyans is contentious you can count on banyans to find a way to survive even in the most difficult conditions. New sprouts are already growing from the stumps of the severed banyan trees on Bonham Road. There is a reason they are worshipped, after all.

### END OF READING PASSAGES

Sources of materials used in this paper will be acknowledged in the *HKDSE Question Papers* booklet published by the Hong Kong Examinations and Assessment Authority at a later stage.

**HKDSE 2024**  
**ENGLISH LANGUAGE**  
**PAPER 1 PART B1**  
**QUESTION-ANSWER BOOK**

**B1**  
 EASY SECTION

Write your Candidate Number and stick a barcode label in the space provided on this page.

Read Texts 3 and 4 and answer questions 24-42. (42 marks)

**Text 3**

24. Find ONE word in paragraph 1 which has a similar meaning to 'goods'.

---

25. Where did Uncle Tang learn to make flour dolls?

---

26. Which of the following is NOT mentioned in paragraphs 2-4?

- A. children's interests
- B. Uncle Tang's children
- C. where Uncle Tang works
- D. the age of Uncle Tang's craft

A    B    C    D  
        

27. Who or what does 'them' (line 18) refer to?

---

28. Find a phrase similar in meaning to 'wasteful attitude' in paragraph 6.

---

29. What does the phrase 'without him Peel Street will never be the same' (lines 19-20) suggest?

- A. Peel Street would be safer.
- B. Peel Street would be widened.
- C. Peel Street would attract more tourists.
- D. Peel Street would have a different character.

A    B    C    D  
        

30. Why does Uncle Leung 'not really need to work' (line 27)?

---

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.



\* A 0 2 0 E 1 B 1 \*

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

31. Read the statements below and match each with ONE of the hawkers in Text 3. Write the letter in the corresponding blank on the right. Use each letter ONCE only. ONE statement is NOT used. (3 marks)

Statements	Hawkers
A. He wants people to replace broken things.	Uncle Tang (i) _____
B. He wants people to have broken things fixed.	Uncle Ho (ii) _____
C. Children these days don't want to buy what he sells.	Uncle Leung (iii) _____
D. He found out that earning a living was very difficult.	

32. What is the text type of Text 3?

- |                           |  |                       |                       |                       |
|---------------------------|--|-----------------------|-----------------------|-----------------------|
| A. A profile              |  |                       |                       |                       |
| B. A book review          |  | A                     | B                     | C                     |
| C. An advertisement       |  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| D. A career advice column |  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Text 4**

33. With reference to paragraph 1, complete the following sentence with a phrase.

Because the government in the 1970s was concerned about busy streets and public health and safety, it introduced \_\_\_\_\_.

34. According to paragraph 1, are the following statements True (T), False (F) or Not Given (NG)? (4 marks)

Statements	T	F	NG
(i) In future, hawking in Hong Kong may disappear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(ii) The number of hawkers has increased.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(iii) The government has a policy to purchase licences from hawkers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(iv) Hawking is a tourist attraction in many cities of the world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. Find a word in paragraphs 2 and 3 which has a similar meaning to each word given below. (3 marks)

- (i) existing (paragraph 2) \_\_\_\_\_
- (ii) attract (paragraph 3) \_\_\_\_\_
- (iii) harsher (paragraph 3) \_\_\_\_\_

Answers written in the margins will not be marked.

36. Complete the following sequence of events from paragraph 3 with ONE word taken from the paragraph. (6 marks)

**In the 1950s**

A lot of hawker stalls were in crowded, working-class (i) \_\_\_\_\_. The government (ii) \_\_\_\_\_ that many stall holders worked with no licence. Therefore, there was a need for regulations for (iii) \_\_\_\_\_.



**In the 1970s**

The government considered hawking a (iv) \_\_\_\_\_ activity. Hawking could be a threat to the safety of (v) \_\_\_\_\_.



**Today**

Shopkeepers may feel that competition from hawkers is (vi) \_\_\_\_\_ as hawkers pay no rent.

37. Complete the summary of paragraph 4 below with ONE word taken from the paragraph. (3 marks)

Some hawkers do not take part in the day-to-day (i) \_\_\_\_\_ and often it is the assistant who does the actual work although the (ii) \_\_\_\_\_ states that the person who has the licence has to be at the stall. Assistants are unable to legally (iii) \_\_\_\_\_ a licence and so they illegally rent a stall from a licence holder.

38. According to paragraphs 5 and 6, are the following statements True (T), False (F) or Not Given (NG)? (3 marks)

Statements	T	F	NG
(i) The aim of buying back the licences was to make the streets less crowded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(ii) A hawker died in the fire on Fa Yuen Street.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(iii) The government is not thinking about giving out any new licences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. Who does 'we' (line 36) refer to?

\_\_\_\_\_

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

40. Below are comments made by the people in Text 4. Match each person with ONE comment that best represents each person mentioned in the text. Each letter can be used ONCE only. ONE comment is NOT used. One has been done for you as an example. (3 marks)

A. I understand that hawking is an important part of Hong Kong culture and there is no intention to destroy it.

B. Our number will continue to get smaller.

C. I'd like to get my own licence but I don't mind working this way as I can still make a living.

D. I think the government believed that hawking was a suitable welfare activity for the poor, even in the 1970s.

E. We do have legal hawker businesses but at the same time, we need to have good environmental hygiene.

An FEHD spokesperson

E (example)

Veteran hawker Lee Tai-wing

(i)

Hawker 'assistant' Wong Tai-ming

(ii)

An official of the Food and Health Bureau

(iii)

41. Below are summary headings for each paragraph of Text 4. Match the most appropriate heading with each paragraph by writing the letters (A-G) in the Answer column. Each letter can be used ONCE only. One has been done for you as an example. (6 marks)

Paragraph Number	Answer	Subheadings
1	(i) _____	A. New sites?
2	D (example)	B. Buying back
3	(ii) _____	C. An illegal trade
4	(iii) _____	D. A change of heart
5	(iv) _____	E. More restrictions
6	(v) _____	F. Being hopeful
7	(vi) _____	G. Decreasing number of hawkers

42. Do you think hawking should be preserved in Hong Kong? With reference to Text 4, give ONE reason to support your view.

\_\_\_\_\_

\_\_\_\_\_

END OF PART B1

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.



## ENGLISH LANGUAGE PAPER 1

### PART B1

#### Reading Passages

8:30 am – 10:00 am (1½ hours)  
(for both Parts A and B)

#### GENERAL INSTRUCTIONS

- (1) Refer to the General Instructions on Page 1 of the Reading Passages booklet for Part A.

#### INSTRUCTIONS FOR PART B1

- (1) The Question-Answer Book for Part B1 is inserted in this Reading Passages booklet.
- (2) Candidates who choose Part B1 should attempt all questions in this part. Each question carries ONE mark unless otherwise stated.
- (3) Hand in only ONE Question-Answer Book for Part B, either B1 or B2, and fasten it with the Question-Answer Book for Part A using the green tag provided.

Not to be taken away before the  
end of the examination session

## PART B1

Read Texts 3 and 4 and answer questions 24-42 in the Question-Answer Book for Part B1.

### Text 3

## Some Old Hawkers are Still Here

- 1 [1] Hong Kong hawking is the age-old practice of selling cheap food and wares from stalls and street carts. Three hawkers talk about their experiences.

### Flour Doll Seller – Uncle Tang

- 5 [2] Uncle Tang has been selling his flour dolls in Hong Kong since 1978 and he sells each flour doll for HK\$50. He learnt the thousand-year-old craft of making dough figures in his native village in Fujian province.



- 10 [3] Embracing changing times, Uncle Tang also sells plastic toys and figurines. Even with the added variety he says that children today are not interested in buying his goods and are turning towards their mobile devices.

[4] You can find Uncle Tang every day sitting quietly on Paterson Street, Causeway Bay. However, he avoids setting up his hawker pitch on rainy days.

### Umbrella Mender – Uncle Ho

- 15 [5] Uncle Ho is an umbrella mender, who has practised his unique profession for over 60 years on Peel Street in Central.

- 20 [6] Uncle Ho explains that in the 1950s umbrellas were considered luxury items and he found that he could earn a living repairing them. He strongly believes that the throw-away culture of people today should be replaced by an attitude of repair and restore. Uncle Ho vows to keep working every day until he dies. It is safe to say that without him Peel Street will never be the same.

### Chestnut Roaster – Uncle Leung

- 25 [7] Uncle Leung is a 76-year-old chestnut roaster in Wan Chai. As a child, Uncle Leung had little education and saw chestnut roasting as a profession in which he could earn a good living. As a teen, he would watch experienced chestnut roasters practising their craft, hoping to catch a glimpse of the tricks of the trade. He also learnt that earning a living was hard work. These days, he does not really need to work as he has three children – all are successful doctors and pharmacists – who support him financially. Still, he sets up his stall every day.



## Text 4

- 1 [1] Hong Kong's hawkers have faced a struggle to survive since officials in the 1970s took steps to limit hawking  
due to worries about hygiene, safety and street congestion. Those rules – a ban on new licences and severe limits on  
their transfer – have reduced the number of legal hawkers from 50,000 in 1974 to about 6,000 today, city records  
show. In 2013, the city started a programme to buy back licences, further shrinking the numbers. With the  
5 implementation of this scheme and a shift of consumer activities to big shopping arcades, hawking may cease to exist,  
depriving Hong Kong of an iconic tourist attraction.
- [2] Perhaps realising this, the government has begun exploring changes to its policies. “We recognise the cultural  
significance of hawking and we are not trying to kill it off. However, licence restrictions such as not allowing hawker  
licences to be bought and sold are necessary,” said an official of the Food and Health Bureau. “The current hawker  
10 policy strikes a balance between allowing legal hawking activities and maintaining environmental hygiene,” a  
spokesperson from the Food and Environmental Hygiene Department (FEHD) said.
- [3] In the 1950s, the government realised that hawkers needed to be regulated, and enforced a licensing system. There  
were 150 stalls for every 10,000 people, with most stalls in high-density, low-income districts. City officials believed  
there were many hawkers who operated without licences. By the 1970s, the city was concerned that residential areas  
15 dense with hawking could pose hygiene and safety hazards. Hawking was no longer viewed as a ‘welfare’ activity,  
but a commercial one, which could draw larger numbers if the city did not have tighter policies. “For residents living  
nearby, on-street hawking activities might cause obstruction, environmental nuisance or even hazards relating to  
hygiene and fire risks,” according to a recent government paper. “Shopkeepers in commercial premises nearby might  
consider on-street hawking activities as unfair competition because hawkers do not have to pay rent.”
- 20 [4] Many hawkers who are licence holders have assistants, and by law the licence holder must be present at the stall  
for it to be open for business. The truth is licence holders are often too old to work on the streets all day, and some  
are not involved in the business at all. Therefore, many ‘assistants’ are the real hawkers. Some assistants have worked  
this way for decades but cannot obtain their own licences. Wong Tai-ming, who began his hawker life in the 1970s  
as a *jau gwai* – an ‘on-the-run’ illegal hawker – is now working as an assistant to an elderly fixed-pitched hawker.  
25 “It’s a business arrangement,” said Wong sitting on the short ladder outside his stall, keeping an eye on a customer  
rummaging through his clothes pile. “Most of the licence holders are too old to work. So we work as their assistants  
and get a salary.”
- [5] The latest blow to the hawking trade came in 2013, when the government offered lump sums of HK\$120,000 to  
hawkers willing to return their licences. The aim was to decongest the denser tourist-heavy streets after a deadly fire  
30 on Fa Yuen Street. However, it killed off hawker streets catering to locals instead.
- [6] The FEHD spokesperson said the government is considering issuing new hawking licences, given the wide  
community support hawkers have gained in recent years. He said that the government is open to suggestions of  
suitable locations for hawker markets, but said it is extremely hard to find such spots, given Hong Kong’s tight land  
issues and expensive real estate.
- 35 [7] Veteran hawker Lee Tai-wing, who has been a hawker trading clothes and selling cart noodles and homemade  
snacks for over 40 years, remains optimistic about Hong Kong hawking. “Yes, we’ll shrink in numbers, but will we  
disappear altogether? I don’t think so,” he said. “Without hawkers, society would be quiet and empty.”

### END OF READING PASSAGES

Sources of materials used in this paper will be acknowledged in the *HKDSE Question Papers* booklet published by the Hong Kong Examinations and Assessment Authority at a later stage.

Candidate Number										
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**HKDSE 2024  
ENGLISH LANGUAGE  
PAPER 1 PART B2  
QUESTION-ANSWER BOOK**

**B2**  
DIFFICULT SECTION

Write your Candidate Number and stick a barcode label in the space provided on this page.  
Read Text 5 and answer questions 43-62. (42 marks)

**Text 5**

43. Using the information from paragraph 1, complete the table below. (4 marks)

Bad Science by Ben Goldacre	
Author's background	Doctor and science writer
Target audience	(i) _____
Summary	
Goldacre identifies problems with science and medicine: (ii) _____ _____	The desired outcome: (iv) _____ _____
problems with advertising and the media: (iii) _____ _____	

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

44. What does the phrase 'in a special "sciencey" way' (line 8) tell us about Goldacre's attitude towards the Brain Gym programme?

\_\_\_\_\_

45. (i) What do 'these beliefs' (line 10) refer to? \_\_\_\_\_ (1 mark)

(ii) What has contributed to the spread of 'these beliefs' (line 10)? \_\_\_\_\_ (1 mark)

46. According to paragraph 4, why might the mainstream media and the general public be held responsible for the current situation? (2 marks)

(i) mainstream media: \_\_\_\_\_

(ii) the general public: \_\_\_\_\_

Answers written in the margin will not be marked.



Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

47. In paragraph 5 what does the metaphor 'outnumbered and outgunned' (line 16) tell us about the situation with scientists and doctors?

\_\_\_\_\_  
\_\_\_\_\_

48. Complete the summary of paragraphs 6 and 7 using a word or phrase taken from the paragraphs for each gap. (6 marks)

It is said that the public is (i) \_\_\_\_\_ about their physical well-being. This is reflected in the fact that 50% of all science news items are to do with (ii) \_\_\_\_\_ and people are constantly exposed to (iii) \_\_\_\_\_.

Medicine that is driven by evidence is the (iv) \_\_\_\_\_ form of applied science as it has saved millions of lives. However, the problem is that there is a huge (v) \_\_\_\_\_ in society when it comes to understanding science-based medicine. The difficulty exists because it is likely that those who (vi) \_\_\_\_\_ at school probably did not convey to you such information.

49. What does 'the territory' (line 28) refer to? \_\_\_\_\_

50. Which phrase does Goldacre use in paragraph 11 to refer to 'alternative therapists'?  
\_\_\_\_\_

51. Complete the table by finding an example from paragraphs 6-11 for each of the following. (5 marks)

	Example from the text
A. An important concept that is not sufficiently taught	(i) _____ _____
B. A positive outcome	(ii) _____ _____
C. An unreliable source of information	(iii) _____ _____
D. An example of pseudo-science	(iv) _____ _____
E. A fatal outcome	(v) _____ _____

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

52. What makes the errors 'more dangerous' (line 40)?

- A. It is possible that some clients might die.
- B. The public's understanding of evidence is eroded.
- C. Alternative therapists brand themselves as nutritionists.
- D. Alternative therapists claim to be men and women of science.

A    B    C    D  
        

53. Find an expression in paragraph 12 that can be replaced by 'deceive'.

\_\_\_\_\_

54. What has contributed to the popularity of 'commodifiable solutions' (line 47)?

\_\_\_\_\_

55. Below is a summary of paragraph 13. In five of the lines, there is ONE mistake. If you find a mistake, underline it and replace the word with one that expresses the correct idea in the Correction column. Both grammar and spelling must be correct. In one of the lines, there is no mistake; put a tick (✓) in the Correction column. One has been done for you as an example. (5 marks)

Summary		Correction
Ben Goldacre has in his sights <u>three</u> important groups;		two (example)
those who reject great power and authority and those in the	(i)	
mainstream media. He considers the former more prevalent	(ii)	
as their pointless mistakes have serious outcomes. He believes the	(iii)	
latter doggedly support meaningful stories about science	(iv)	
with such a fundamental misconception of the facts.	(v)	

56. Why does Goldacre find 'people in positions of great power' (line 54) most worrying?

\_\_\_\_\_

57. Provide an example of 'the tools to win – or at least understand – any argument' (line 59).

\_\_\_\_\_

58. Which of the following best summarises the idea in the sentence, 'You cannot reason people out of positions they didn't reason themselves into.' (line 58)?

People cannot be persuaded to change their point of view...

- A. by intuition; they need reason and logic.
- B. when their point of view is based on logic.
- C. when their point of view is not based on logic.
- D. by logic alone; they need emotional intelligence.

A    B    C    D  
        

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

59. What is Goldacre referring to when he says 'along the way' (line 61)?

\_\_\_\_\_

60. What does Goldacre mean when he says 'you'll be wrong with a lot more style and flair' (line 67)?

\_\_\_\_\_

\_\_\_\_\_

61. Below are some quotes from a radio interview given by Goldacre. Match the quotes with the groups of people he is talking about. Each letter can be used ONCE only. ONE comment is not used. ONE has been done for you as an example. (5 marks)

A. This group are raking in the money hand over fist by duping us all.

B. This group struggle to be heard above all the 'noise' regarding science today.

C. They're being drilled in such nonsense yet someone in authority allows this to happen.

D. It's nuts because they exploit a nugget of truth to present themselves as experts.

E. How can they be getting things so wrong and yet be getting things so right?

F. They're currently incapable of communicating the true picture to us.

G. This group needs to be steered away from political solutions.

Groups of people in the text		Letter
The food supplements industry		A (example)
British children	(i)	
The media	(ii)	
Some alternative therapists	(iii)	
Scientists and doctors	(iv)	
British universities	(v)	

62. Is Goldacre optimistic or pessimistic about the future regarding science and medicine? Use evidence from Text 5 to support your answer.

\_\_\_\_\_

\_\_\_\_\_

END OF PART B2

Answers written in the margins will not be marked.

## ENGLISH LANGUAGE PAPER 1

### PART B2

### Reading Passages

8:30 am – 10:00 am (1½ hours)  
(for both Parts A and B)

#### GENERAL INSTRUCTIONS

- (1) Refer to the General Instructions on Page 1 of the Reading Passages booklet for Part A.

#### INSTRUCTIONS FOR PART B2

- (1) The Question-Answer Book for Part B2 is inserted in this Reading Passages booklet.
- (2) Candidates who choose Part B2 should attempt all questions in this part. Each question carries ONE mark unless otherwise stated.
- (3) Hand in only ONE Question-Answer Book for Part B, either B1 or B2, and fasten it with the Question-Answer Book for Part A using the green tag provided.

Not to be taken away before the  
end of the examination session

## PART B2

Read Text 5 and answer questions 43-62 in the Question-Answer Book for Part B2.

### Text 5

## Bad Science

1 [1] *In his seminal book 'Bad Science', physician and science writer Ben Goldacre uncovers some of the flaws in science and medicine that have led to widespread misconceptions. From the techniques employed by advertisers and the media, he shows how little veracious scientific evidence there is to be found in their seemingly bodacious claims. Goldacre's book, catering to the general reader, shows us the need to be critical of what we read.*

5 [2] *Below is the introduction excerpted from the book.*

[3] Let me tell you how bad things have become. Children are being routinely taught in thousands of British schools that if they wiggle their head up and down it will increase blood flow to the brain, thus improving concentration; that rubbing their fingers together in a special 'sciencey' way will improve energy flow through the body, and that holding water on their tongue will hydrate the brain directly through the roof of the mouth, all as part of a special exercise programme called Brain Gym. We will devote some time to these beliefs and, more importantly, the fools in our education system who endorse them.

10 [4] But this book is not a collection of trivial absurdities. It follows a natural development from the foolishness of 'experts', via the credence they are given in the mainstream media, through the tricks of the £30 billion food supplements industry, the evils of the £300 billion pharmaceutical industry, the tragedy of science reporting, and on 15 to the poor understanding of statistics and evidence that pervades our society.

[5] Today, scientists and doctors find themselves outnumbered and outgunned by vast armies of individuals who feel entitled to pass judgement on matters of evidence, an admirable aspiration, without troubling themselves to obtain a basic understanding of the issues.

20 [6] At school, you were taught about chemicals in test tubes, equations to describe motion, and maybe something on photosynthesis, but in all likelihood you were taught nothing about death, risk, statistics, and the science of what will kill or cure you. The hole in our culture is gaping: evidence-based medicine, the ultimate applied science, contains some of the cleverest ideas from the past two centuries. It has saved millions of lives, but there has never once been a single exhibit on the subject in London's Science Museum.

25 [7] This is not for a lack of interest. We are obsessed with health – half of all science stories in the media are medical – and are repeatedly bombarded with sciencey-sounding claims and stories. But as you will see, we get our information from the very people who have repeatedly demonstrated themselves to be incapable of reading, interpreting and bearing reliable witness to the scientific evidence.

[8] Before we get started, let me map out the territory.

30 [9] Firstly, we will look at what it means to do an experiment, to see the final results with your own eyes, and judge whether they fit with a given theory, or whether an alternative is more compelling. You may find going through these steps childish and patronising. The examples we look at are certainly absurd but they have all been promoted credulously and with great authority in the mainstream media. We will look at the attraction of sciencey-sounding stories about our bodies, and the confusion they can cause.

35 [10] Interestingly our next focus is homeopathy, which Wikipedia declares as a pseudo-science that 'works'. We will look at this not because it's important or dangerous – it's not – but because it is the perfect model for teaching evidence-based medicine and how we can be misled into thinking that any intervention is more effective than it really is.

40 [11] Then we will move onto bigger fish. Some alternative therapists claim to be nutritionists and have somehow managed to brand themselves as men and women of science. Their errors are interesting because they have a grain of science to them, and that makes them not only more interesting, but also more dangerous, because the real threat is not that their customers might die (there is the odd case) but that they systematically undermine the public's understanding of the very nature of evidence.

45 [12] We will see the rhetorical slights of hand and amateurish errors that have led to you being repeatedly misled about food and nutrition. This new industry acts as a distraction from the genuine lifestyle risk factors for ill health, as well as its more subtle and alarming impact on the way we see ourselves and our bodies. This arises from the widespread move to medicalise social and political problems, to conceive of them in a reductionist, biomedical framework, and push commodifiable solutions, particularly in the form of pills and faddish diets. I will show you evidence that a vanguard of startling wrongness is entering British universities, alongside genuine academic research into nutrition. In the field of medicine, we see similar tricks used by the pharmaceutical industry to pull the wool over the eyes of doctors and patients.

55 [13] Next, we will examine how the media promote the public misunderstanding of science, their single-minded passion for pointless non-stories, and their basic misunderstandings of statistics and evidence, which illustrate the very core of why we do science: to prevent ourselves from being misled by our own atomised experiences and prejudices. Finally, in the part of the book I find most worrying, we will see how people in positions of great power, who should know better, still commit basic errors, with grave consequences, and we will see how the media's cynical distortion of evidence in two specific health scares reached dangerous and frankly grotesque extremes. It's your job to notice, as we go, how incredibly prevalent this stuff is, but also, to think what you might do about it.

60 [14] You cannot reason people out of positions they didn't reason themselves into. But by the end of this book you'll have the tools to win – or at least understand – any argument you choose to initiate, whether it's on miracle cures, the evils of big pharma, the likelihood of a given vegetable preventing cancer, and more. You'll have seen the evidence behind some very popular deceptions, but along the way you'll also have picked up everything useful there is to know about research, levels of evidence, bias, statistics, the history of science and anti-science movements, as well as falling over just some of the amazing stories that the natural sciences can tell us about the world along the way.

65 [15] It won't be even slightly difficult, because this is the only science lesson where I can guarantee that the people making the stupid mistakes won't be you. And if, by the end, you reckon you might still disagree with me, then I offer you this: you'll still be wrong, but you'll be wrong with a lot more style and flair than you could possibly manage right now.

### END OF READING PASSAGE

Sources of materials used in this paper will be acknowledged in the *HKDSE Question Papers* booklet published by the Hong Kong Examinations and Assessment Authority at a later stage.



**PART A**

For question 1, write about **200 words** in the space provided on pages 2-4.

- ① After seeing the advertisement below, you booked a one-night stay at the Seaside Hotel. However, you were not happy with your stay because the room was very different from what was shown on the hotel's website.

Write an email to the hotel manager. In your email, you should explain:

- why you were disappointed; and
- what you would like the manager to do.

← → ↻ ↺ [http://www.seaside\\_hotel.com](http://www.seaside_hotel.com) ⋮



**Room with balcony and ocean view**

Wi-Fi

Air conditioning

Room service

Non-smoking

BOOK NOW

**HK\$1,780** per night  
**HK\$1,580**  
Includes taxes & fees

Answers written in the margins will not be marked.

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**SUPPLEMENTARY ANSWER SHEET FOR PART A**

Use this page if you need more space to answer the question in Part A.

Answers written in the margins will not be marked.

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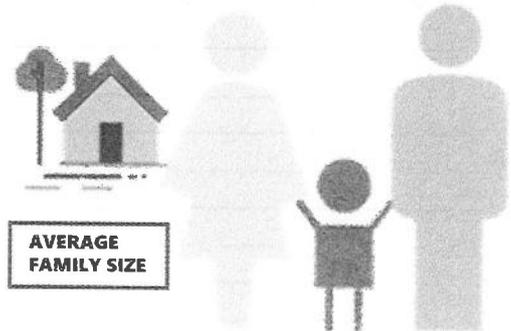
Answers written in the margins will not be marked.

## PART B

For questions 2-5, choose **ONE** question and write about **400 words** in the space provided on pages 7-10. Indicate which question you are going to attempt in the question number box on page 7.

- ② A century ago, women in Hong Kong had on average five children. Today, that number is less than one.

Write an essay which gives reasons why having fewer children is more desirable now than in the past.

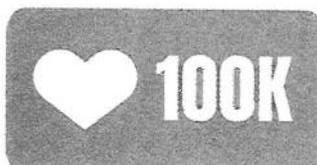


- ③ You are a successful musician and a writer of a music blog. A reader recently recorded a song and has asked you how to promote the song.

Write a blogpost on how musicians can get more people to listen to their music.

- ④ Hong Kong now has many more areas such as parks, shops and restaurants that welcome dogs. Some people feel that the city has gone too far in its efforts to be dog-friendly.

The *Hong Kong Times* is asking readers for their opinion. Write a letter to the editor expressing whether or not you support this new trend.



- ⑤ You posted a video on social media that went viral and gained 100,000 likes overnight. Write an article for the school magazine about your experience.

END OF QUESTIONS FOR PART B

**FOR PART B ONLY**

Put an 'X' inside the question number box to indicate the question (Q.2-Q.5) that you have chosen.

試題編號	Question No.		
2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

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Answers written in the margins will not be marked.



Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

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Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

**SUPPLEMENTARY ANSWER SHEETS FOR PART B**

Use pages 11-12 if you need more space to answer the question in Part B.

Answers written in the margins will not be marked.

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Answers written in the margins will not be marked.





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**Answers written on this page will not be marked.**

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**Part A**

In Part A, you will have a total of four tasks to do related to the theme of human migration. Follow the instructions in the Question-Answer Book and in the recording to complete the tasks. You will find all the information you need in the Question-Answer Book and the recording. You now have two minutes to familiarise yourself with Tasks 1-4.

**Task 1 (12 marks)**

Grace and Stephen are visiting a museum to decide which exhibitions they can recommend for their school history field trip. Listen to their conversation and complete the information in the spaces below. The first one has been provided as an example. You now have 30 seconds to study the task. At the end of the task, you will have one minute to tidy up your answers.

Exhibition they visit: The Great Human Migration (example)

Date exhibition will end: (1) \_\_\_\_\_

Cost to enter the exhibition: (2) \_\_\_\_\_

Day of the week it is closed: (3) \_\_\_\_\_

What you are not allowed to do in the exhibition: (4) \_\_\_\_\_

**Location of exhibition**

C	Early Transportation Exhibition	D
Great Hall		
Egyptian Room	A	B

(5) Look at the map above. Where is the Great Human Migration Exhibition?

- A      B      C      D
- 

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Please stick the barcode label here.

When humans left Africa: (6) \_\_\_\_\_

Where humans went after Asia:

Destination	Means of transport	Route of travel
Australia	(7) _____	(9) _____
America	(8) _____	land bridge

Two possible reasons for migrating:

- (10) \_\_\_\_\_
- (11) \_\_\_\_\_

(12) Things that they learnt to do as they reached new environments: (Tick (✓) FOUR)

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> Use a compass | <input type="checkbox"/> Use money    |
| <input type="checkbox"/> Grow food     | <input type="checkbox"/> Make clothes |
| <input type="checkbox"/> Make fire     | <input type="checkbox"/> Swim         |
| <input type="checkbox"/> Build houses  | <input type="checkbox"/> Make weapons |

Answers written in the margins will not be marked.

**END OF TASK 1**

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Answers written in the margins will not be marked.

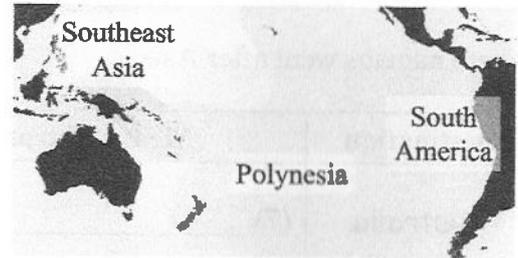
**Task 2 (14 marks)**

Listen to a lecture from Professor Elsa Larssen, an expert in human migration, on a famous expedition. Complete the information in the spaces below. The first one has been provided as an example. You now have 30 seconds to study the task. At the end of the task, you will have one minute to tidy up your answers.

Name of lecture series: Museum Experiences (example)

Topic of the lecture:

The (13) \_\_\_\_\_ Expedition



People in Polynesia share similar:

- (14) \_\_\_\_\_
- (15) \_\_\_\_\_

(16) The route of Jenson's expedition:

- A. From Polynesia to Southeast Asia
- B. From Polynesia to South America
- C. From South America to Polynesia
- D. From South America to Southeast Asia

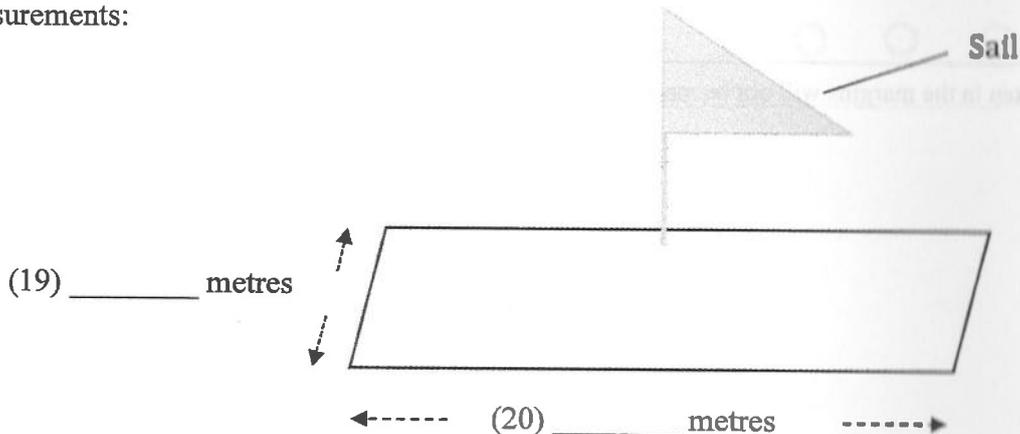
- A      B      C      D
- 

**Jenson's Boat:**

Qualities of the wood Jenson used for his boat:

- (17) \_\_\_\_\_
- (18) \_\_\_\_\_

Measurements:



Answers written in the margins will not be marked.

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Answers written in the margins will not be marked.

**The expedition:**

Month and year they set off: (21) \_\_\_\_\_

Navigation method: (22) \_\_\_\_\_

What they ate: (23) \_\_\_\_\_

How water was stored: (24) \_\_\_\_\_

(25) Problems caused by the storm	(Tick (✓) THREE)
Lost food source	
Lost navigation tools	
Lost crew members	
Lost water	
Lost journal	
Lost sail	

Modern research shows that modern Polynesians share similar (26) \_\_\_\_\_ to South Americans.

- A. languages
- B. religions
- C. culture
- D. genes

- A      B      C      D
- 

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

**END OF TASK 2**

**Task 3 (14 marks)**

Listen to a podcast interview with Philip, Charles and Anna, who are talking about their experiences as language learners. Complete the information in the spaces below. You now have 30 seconds to study the task. At the end of the task, you will have one minute to tidy up your answers.

Heritage Language Learning is:

Learning a language that is (27) \_\_\_\_\_.

**Learner profiles**

	<b>Charles</b>	<b>Anna</b>	<b>Philip</b>
<b>Language they are learning:</b>	Spanish	Mandarin Chinese	French
<b>Family originated from:</b>	Peru	(28) _____	Belgium
<b>Reasons for learning:</b>	(29) _____ _____ _____ _____	(30) _____ _____ _____ _____	(31) _____ _____ _____ _____
<b>Methods of learning:</b>	(32) _____ _____ _____	(33) _____ _____ _____	Textbook

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

### Problems and solutions

What difficulty did each learner experience and what was their solution?

	Problem	Solution
<b>Charles</b>	Learning vocabulary	(34) _____ _____ _____
<b>Anna</b>	(35) _____ _____	(36) _____ _____ _____
<b>Philip</b>	No opportunity to practise listening	(37) _____ _____ _____

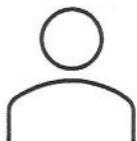
Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

### Messages

Write each learner's message in the correct speech box:

(38) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Charles**

(39) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Anna**

(40) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Philip**

Answers written in the margins will not be marked.

**END OF TASK 3**

**Task 4** (13 marks)

Listen to a radio programme about *Chunyun*, the period where millions of people travel during the Chinese Spring Festival and answer the questions below. Please note that you do not need to answer in complete sentences. You now have 30 seconds to study the task. At the end of the task, you will have three minutes to tidy up your answers.

Answers written in the margins will not be marked.

What is special about *Chunyun*?

(41) \_\_\_\_\_

How many people are likely to travel during the Spring Festival each year?

(42) \_\_\_\_\_

Why do many more people travel during the Spring Festival now, when **compared to the past**?

Reason 1: (43) \_\_\_\_\_

\_\_\_\_\_

Reason 2: (44) \_\_\_\_\_

\_\_\_\_\_

What are the two main issues that people face travelling by train in *Chunyun*?

• (45) \_\_\_\_\_

because \_\_\_\_\_

• (46) \_\_\_\_\_

because \_\_\_\_\_

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

**Three stories about *Chunyun***

Complete the table by summarising the outcome from each of the stories.

Story 1	Outcome
A drunk man falls asleep and misses his stop	(47) _____ _____
Story 2	Outcome
A student has his money stolen by a pickpocket	(48) _____ _____
Story 3	Outcome
A young woman sits opposite a student on the train	(49) _____ _____

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

What are the three ways suggested about how to cope with the problems of *Chunyun*?

- (50) \_\_\_\_\_
- (51) \_\_\_\_\_
- (52) \_\_\_\_\_

According to the presenter, how do most Chinese feel about *Chunyun*?

- (53) \_\_\_\_\_
- \_\_\_\_\_

Answers written in the margins will not be marked.

**END OF TASK 4**

**End of Part A**

**Now go on to Part B**

Sources of materials used in this paper will be acknowledged in the *HKDSE Question Papers* booklet published by the Hong Kong Examinations and Assessment Authority at a later stage.

Candidate Number										
------------------	--	--	--	--	--	--	--	--	--	--

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**HKDSE 2024  
ENGLISH LANGUAGE  
PAPER 3 PART B1  
Question-Answer Book**



**Task 5: Email to participants (17 marks)**

Complete the email template for participants of the Guided Nature Walk. Use the information from the B1 Data File and your notes.

Dear participants,

Thank you for signing up for our Guided Nature Walk at the Hong Kong Wetland Park! To make sure you are ready for this adventure, please read the following carefully.

<b>Date of walk:</b>	1. _____	<b>Meeting time:</b>	2. _____
<b>Meeting venue:</b>	3. _____	<b>Length of tour:</b>	4. _____
<b>Language:</b>	5. _____, with 6. _____ on request.		

<b>What to wear:</b>	7. _____ 8. _____
<b>What to bring:</b>	9. _____ 10. _____ 11. _____ 12. _____

**Important warning:** If you are a 13. \_\_\_\_\_ or a 14. \_\_\_\_\_, then 15. \_\_\_\_\_

We look forward to having an adventurous and educational morning with you!

World City Travel

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

END OF TASK 5



**Task 6: Email** (18 marks)

Write an email to the manager of the Hong Kong Botanical Gardens regarding the Bird Watching Tour using information from the B1 Data File and your notes. Write around 150 words.

Subject:

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Answers written in the margins will not be marked.

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Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

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Answers written in the margins will not be marked.

**END OF TASK 6**

**Task 7: Blog Post** (18 marks)

Write a blog post promoting the new Insects and Reptiles Exhibition. Use the information from the B1 Data File and your notes. Write around 120 words.

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Answers written in the margins will not be marked.

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Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

**END OF TASK 7**  
**END OF PART B1**

HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY  
HONG KONG DIPLOMA OF SECONDARY EDUCATION EXAMINATION 2024

## ENGLISH LANGUAGE PAPER 3

### PART B1

### DATA FILE

#### GENERAL INSTRUCTIONS

- (1) Refer to the General Instructions on Page 1 of the Question-Answer Book for Part A.

#### INSTRUCTIONS FOR PART B1

- (1) The Question-Answer Book for Part B1 is inserted into this Data File.
- (2) For Part B, attempt **EITHER** those tasks in Part B1 (Tasks 5 – 7) **OR** those in Part B2 (Tasks 8 – 10).
- (3) You are advised to use a pen for Part B.
- (4) The Data Files will **NOT** be collected at the end of the examination. Do **NOT** write your answers in the Data Files.
- (5) Hand in only **ONE** Question-Answer Book for Part B, either B1 or B2, and tie it with the Question-Answer Book for Part A.

Not to be taken away before the  
end of the examination session

## Part B

### Situation

You are Nico Lin. You work for World City Travel, a company which organises wildlife tours in Hong Kong and around the world. You are a secretary to the manager at World City Travel, Ms Avery Goh. Ms Goh has asked you to do some tasks.

You will listen to a Zoom meeting between Ms Avery Goh, the CEO of World City Travel Mr Shane Lee, and biologist Dr David Atkinson.

Before the recording is played, you will have five minutes to study the Question-Answer Book and the Data File to familiarise yourself with the situation and the tasks.

Complete the tasks by following the instructions in the Question-Answer Book and on the recording. You will find all the information you need in the Question-Answer Book, the Data File and on the recording. As you listen you can make notes on Page 3 of the Data File.

You now have five minutes to familiarise yourself with the Question-Answer Book and the Data File.

## Contents

	Page
1. Listening note-taking sheet for the World City Travel Zoom meeting .....	3
2. Email from Avery Goh to Nico Lin .....	4
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4. Kowloon Park website – Insects and Reptiles Exhibition page .....	5
5. Social media advertisement for the Insects and Reptiles Exhibition .....	6
6. SMS messages between David Atkinson and Avery Goh .....	7
7. WhatsApp chat between Avery Goh and Shane Lee .....	8
8. Skype chat between David Atkinson and Shane Lee .....	9
9. Emails from Shane Lee to Avery Goh .....	10
10. Email enquiry from Karen Ken .....	11

## **Listening note-taking sheet for the World City Travel Zoom meeting**

Listen to the recording of a Zoom meeting between World City Travel manager Ms Avery Goh, the CEO of World City Travel Mr Shane Lee, and biologist Dr David Atkinson.

### **Guided Nature Walk**

### **Bird Watching Tour**

### **Sydney Whale Watching Cruise – Catamaran Accident**

– Findings of the Review Board

– Compensation for participants of the cancelled cruise

### **Insects and Reptiles Exhibition**

### **Adventure Fishing Tour**

Email from Avery Goh to Nico Lin

File		Message					
 Junk	 Delete	 Reply	 Reply All	 Forward	 Move ▼	 Mark Unread ▼	 Follow up ▼
To: Nico Lin				Sent: Saturday 13 <sup>th</sup> April 10:05AM			
From: Avery Goh							
Subject: List of things to do							
<p>Good Morning Nico,</p> <p>It's migration season, and as the birds and insects get busy, so should we: I have a number of tasks for you to work on.</p> <p>First, complete the email to the participants of the Guided Nature Walk at the Hong Kong Wetland Park. You can use the email template provided. You should be able to find all the information in the Hong Kong Wetland Park visitor guide, my WhatsApp chat with Shane Lee, and the screenshot of the Skype chat between David Atkinson and Shane Lee.</p> <p>Next, write an email to Peter Chan, the manager of the Hong Kong Botanical Gardens. We have some questions to ask him and a change we are making to the Bird Watching Tour we need to inform him about. Make sure you are polite and clearly give reasons for the change and questions. You can refer to the enquiry we received from Karen Ken and the emails I received from Shane Lee.</p> <p>Finally, write a blog post for the new Insects and Reptiles Exhibition at Kowloon Park we are launching soon. We really want to promote the exhibition, so try to make it sound fun. You can look at our social media advertisement, the exhibition page on the Kowloon Park website, and the screenshot of my SMS messages with David Atkinson for the details.</p> <p>The recording of the Zoom meeting between me, Shane Lee and David Atkinson contains information on all the tasks above. Have a listen and try not to miss anything.</p> <p>Regards,</p> <p>Avery Goh World City Travel Manager</p>							

## Plan Your Visit!

With such a wide variety of fish and other aquatic life, find out why the Hong Kong Wetland Park is such a popular migration destination! But be careful: the Wetland Park can have very high temperatures and bright sunshine.



We suggest the following to make the most out of your trip:

1. Make sure you wear light clothing.
2. Bring along your sunglasses - it can get bright out there!
3. Carry a big bottle of water with you!

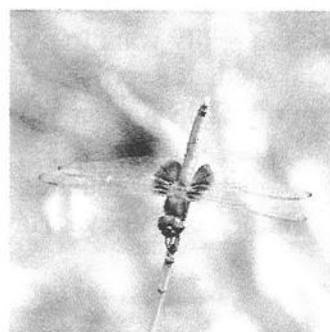
### Kowloon Park website – Insects and Reptiles Exhibition page

Read up on the variety of **Dragonflies** in Hong Kong so you don't miss them! The ones on this page are all very rare as they migrate during the winter. But which ones can you see at the Exhibition? Click on the photos to find out more.

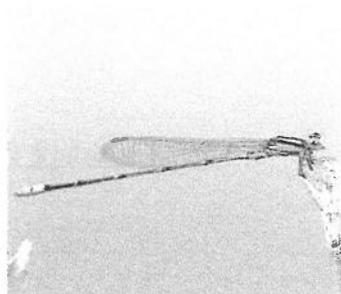
Asian Baller



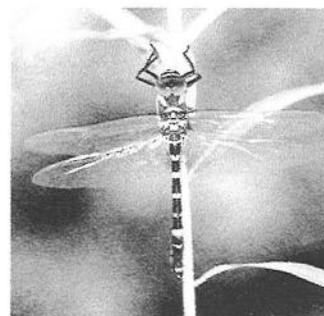
Red Baller



Blue Tail



Blue Stripe



## The Insects and Reptiles Exhibition

by World City Travel



Now with big savings for you and your family!

-I got a 30% discount on my ticket!

-No way! How come?

-I took the World City Travel early booking offer and bought my ticket two weeks in advance. It was easy!

-Mom! Is it true I can go for free if you and dad buy tickets??

-Sure, son! You're under six years old, so we can get the offer!

-Awesome!

See you at Kowloon Park!

SMS messages between David Atkinson and Avery Goh

Friday 12<sup>th</sup> April

**Avery Goh**

3:12pm

Hi David! Need your advice: we're drafting the blog post for the Insects and Reptiles Exhibition at Kowloon Park. Of course we'll mention that people will get to learn about different insects and reptiles, but what was the other selling point? People will experience a different Hong Kong?

**David Atkinson**

3:18pm

A different *side* of Hong Kong. That's the wording we agreed on. But you're missing the most important thing! They can also meet Oddie!

**Avery Goh**

3:32pm

That's right – Oddie the salt water crocodile! Thanks for the reminder. I'm sure that will be a completely unique experience. I'll also make sure we include the special offers we have for the exhibition. They're already in our social media advert, but it can't hurt to repeat them in the blog post. Thanks David!

WhatsApp chat between Avery Goh and Shane Lee

Friday 12<sup>th</sup> April

**Shane:** Hi Avery! Do you have a minute?

**Avery:** Hi Shane. Of course. How can I help?

**Shane:** I was looking through the information for the Guided Nature Walk and I wanted to double check a few things.

**Avery:** Sure, go ahead. I'll be asking Nico to write the email to participants soon.

**Shane:** OK, great: this is good timing, then! So, will the walk be conducted in English this time? I noticed we had quite a few comments on this after the last event.

**Avery:** No, the walk this time will still be in Chinese, but English audio guides will be provided on request. This should be sufficient, I think.

**Shane:** OK. Make sure we state that clearly in the email.

**Avery:** Sure. I'll also make sure we include a reminder for the participants to wear walking or running shoes. Last time we had someone show up in high heels and we don't want that happening again!

**Shane:** No we do not! That couldn't have been fun for them.

**Avery:** Exactly. In the email we'll also remind participants of the basic necessities people need to prepare, just to be safe.

**Shane:** You mean things like sunscreen?

**Avery:** Not sunscreen – our sponsor provides that free for participants – but they tend to forget mosquito repellent. There are a lot of mosquitoes around at this time of year, so we'll remind them about that.

**Shane:** Of course. Nobody likes coming home with itchy bites! Anyway – thanks for the chat. I'll let you get back to work.

**Avery:** Thanks Shane. Let me know if there's anything else you want to include.

Skype chat between David Atkinson and Shane Lee

Thursday 11<sup>th</sup> April

**David:** Hi Shane. I have some urgent information to pass on regarding the Guided Nature Walk at the Hong Kong Wetland Park. Do you have a minute?

**Shane:** This doesn't sound good. Everything is okay, I hope?

**David:** I just talked to the legal team, and we need to include a warning in the email to participants because of the extreme hot weather we have been getting recently.

**Shane:** What kind of warning?

**David:** Well, the Guided Nature Walk may not be suitable for pregnant women and people with serious health issues.

**Shane:** I don't think we have sent out the email to participants yet. So pregnant women and people with serious health issues cannot join the walk?

**David:** They can still join the walk, but the warning should be included just to protect ourselves. We need to recommend that they consult a doctor first if they want to join.

**Shane:** Understood. I will make sure Avery and Nico are aware of this. We don't want to be getting sued by anyone after all. Thanks David.

**David:** One last thing: remind everyone to bring a hat! It can get hot out there!

**Shane:** Sure. Will do.

Emails from Shane Lee to Avery Goh

File		Message									
 Junk	 Delete	 Reply	 Reply All	 Forward	 Move ▼	 Mark Unread ▼	 Follow up ▼				
To: Avery Goh				Sent: Thursday 11 <sup>th</sup> April 8:37AM							
From: Shane Lee											
Subject: Re: Email to Peter Chan re: Bird Watching Tour											
<p>Avery,</p> <p>I forgot to mention: we received an email from Karen Ken, a participant in an upcoming Bird Watching Tour. She had an interesting question about the tour. Let's include her question in the email to Peter Chan as well.</p> <p>About those who complained: I'm sure Peter will think of many different solutions, but we should tell him that although we provided them with coupons and discounts for future tours, the participants were still not happy. They said these won't make up for the time they lost and only a refund would be suitable.</p> <p>I tend to agree with them, and I don't want any more negative reviews! So please tell Peter.</p> <p>Thanks, Shane</p> <hr/> <p>Original Message:</p> <p>To: Avery Goh</p>								Sent: Thursday 11 <sup>th</sup> April 8:02AM			
From: Shane Lee											
Subject: Email to Peter Chan re: Bird Watching Tour											
<p>Morning Avery,</p> <p>In the email to Peter Chan at the Hong Kong Botanical Gardens, ask about the possibility of a refund to participants if there are not sufficient bird sightings or there is poor weather during the Bird Watching Tour.</p> <p>I know we can't always rely on the migrating birds to show up on cue, but I've been thinking about this for a while. You see, some people who joined the tour previously have left us negative reviews. There are a few types of complaint, but the one that stands out is that they didn't see many birds.</p> <p>Thanks, Shane</p>											

## Email enquiry from Karen Ken

File		Message					
 Junk	 Delete	 Reply	 Reply All	 Forward	 Move ▼	 Mark Unread ▼	 Follow up ▼
To: comments@worldcitytravel.com				Sent: Tuesday 9 <sup>th</sup> April 11:07AM			
From: Karen Ken							
Subject: Questions about the Bird Watching Tour							
<p>Dear World City Travel,</p> <p>My name is Karen Ken and I have signed up for your Bird Watching Tour at the Hong Kong Botanical Gardens on 12<sup>th</sup> May. I'm so excited to see all of the migratory birds!</p> <p>I went on a similar tour in Singapore. It was so hot, just like here in Hong Kong (the weather here has been extremely hot recently). We still enjoyed looking at the birds and learning all about their migration. What's more, the staff there were really very sweet. They saw that we were struggling in the conditions and that it was difficult for us to walk for such a long time. Do you know what they did? They provided us all with free refreshments! They started off by giving us cool water. Then – we couldn't believe their generosity – they brought out some ice cream for us all to enjoy. I know that some gardens don't allow food, but can I ask if the staff on the Hong Kong Botanical Gardens Bird Watching Tour will also do the same? As I say, the conditions here seem just as uncomfortable and I'm sure we'll also be doing a lot of walking.</p> <p>I would also like to take this opportunity to thank your office staff who helped guide me around your website over the phone. They were very patient and kind to me, and it is wonderful to see such responsive customer service still exists. Thank you!</p> <p>I will look forward to your reply and the Tour.</p> <p>Best regards,</p> <p>Karen Ken</p>							

### THIS IS THE LAST PAGE OF THE PART B1 DATA FILE

Sources of materials used in this paper will be acknowledged in the *HKDSE Question Papers* booklet published by the Hong Kong Examinations and Assessment Authority at a later stage.



Answers written in the margins will not be marked.

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**END OF TASK 8**

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**Task 9: Follow-up email** (18 marks)

Write a **follow-up email** to the participants of the cancelled cruise using information from the B2 Data File and your notes. Write around 180 words.

Subject:

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Answers written in the margins will not be marked.

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Answers written in the margins will not be marked.

**END OF TASK 9**

**Task 10: Script for YouTube Advertisement** (18 marks)

Write a script for a YouTube advertisement about the new Adventure Fishing Tour using information from the B2 Data File and your notes. Write around 180 words.

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Answers written in the margins will not be marked.

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Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

**END OF TASK 10**

**END OF PART B2**

HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY  
HONG KONG DIPLOMA OF SECONDARY EDUCATION EXAMINATION 2024

## ENGLISH LANGUAGE PAPER 3

### PART B2

### DATA FILE

#### GENERAL INSTRUCTIONS

- (1) Refer to the General Instructions on Page 1 of the Question-Answer Book for Part A.

#### INSTRUCTIONS FOR PART B2

- (1) The Question-Answer Book for Part B2 is inserted into this Data File.
- (2) For Part B, attempt **EITHER** those tasks in Part B1 (Tasks 5 – 7) **OR** those in Part B2 (Tasks 8 – 10).
- (3) You **are** advised to use a pen for Part B.
- (4) The Data Files will **NOT** be collected at the end of the examination. Do **NOT** write your answers in the Data Files.
- (5) Hand in only **ONE** Question-Answer Book for Part B, either B1 or B2, and tie it with the Question-Answer Book for Part A.

Not to be taken away before the  
end of the examination session

## Part B

### Situation

You are Nico Lin. You work for World City Travel, a company which organises wildlife tours in Hong Kong and around the world. You are a secretary to the manager at World City Travel, Ms Avery Goh. Ms Goh has asked you to do some tasks.

You will listen to a Zoom meeting between Ms Avery Goh, the CEO of World City Travel Mr Shane Lee, and biologist Dr David Atkinson.

Before the recording is played, you will have five minutes to study the Question-Answer Book and the Data File to familiarise yourself with the situation and the tasks.

Complete the tasks by following the instructions in the Question-Answer Book and on the recording. You will find all the information you need in the Question-Answer Book, the Data File and on the recording. As you listen you can make notes on Page 3 of the Data File.

You now have five minutes to familiarise yourself with the Question-Answer Book and the Data File.

## Contents

	Page
1. Listening note-taking sheet for the World City Travel Zoom meeting.....	3
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## **Listening note-taking sheet for the World City Travel Zoom meeting**

Listen to the recording of a Zoom meeting between World City Travel manager Ms Avery Goh, the CEO of World City Travel Mr Shane Lee, and biologist Dr David Atkinson.

### **Guided Nature Walk**

### **Bird Watching Tour**

### **Sydney Whale Watching Cruise – Catamaran Accident**

- Findings of the Review Board**
  
  
  
  
  
  
  
  
  
  
- Compensation for participants of the cancelled cruise**

### **Insects and Reptiles Exhibition**

### **Adventure Fishing Tour**

Email from Avery Goh to Nico Lin

File		Message					
 Junk	 Delete	 Reply	 Reply All	 Forward	 Move ▼	 Mark Unread ▼	 Follow up ▼

To: Nico Lin  
From: Avery Goh  
Subject: Tasks for our Sydney tours

Sent: Saturday 13<sup>th</sup> April 10:05AM

Hi Nico,

As you know, we run two main activities in Sydney, Australia that follow the big marine migration seasons: the Sydney Whale Watching Cruise held on a catamaran, and the Adventure Fishing Tour held on a luxury yacht. Things have not been great there recently due to the accident the World City Travel catamaran was involved in. I need you to work on a number of tasks for me as we try to fix the fallout and move on.

First, complete the internal incident report for the catamaran accident. I've attached the guidelines from the company handbook for what we include in incident reports, so start there. It seems you've got all the other documents related to the accident.

Moving on, I need you to write a follow-up email to the participants of the cancelled Sydney Whale Watching Cruise. We've recently made quite a few decisions on what this should include—start by looking at Shane Lee's email to me.

Finally, I need you to draft a script for a YouTube advertisement promoting the Adventure Fishing Tour. Make sure it sounds fun and exciting! We have spent a lot of money on a new luxury yacht for the tour, so I think our CEO will be happy if you explain how this will enhance the customer experience. The Sydney Times article mentioned the tour as well.

Also refer to the recording of the Zoom meeting between me, Shane Lee and Dr David Atkinson: we discussed all of the above. Dr Atkinson sent me his SMS messages with Captain Moby, which should be useful for all of these tasks as well.

Thanks,

Avery Goh  
World City Travel Manager

**Transcript of radio communication between Captain Moby and control centre**

**Date:** 27<sup>th</sup> March

**Time:** 4:37pm

**Control centre:** Control centre to Captain Moby. How are you enjoying your day out? Over.

**Captain Moby:** Captain Moby to control... It's been smooth sailing so far. And sounds like you guys have some free time. Over...

**Control centre:** Just making sure our favourite captain is having fun... Seems like we have some static over the radio...

**Captain Moby:** ... All good mate. I can still hear you ... Over and out...

**Date:** 27<sup>th</sup> March

**Time:** 5:00pm

**Captain Moby:** Captain Moby to control... We are currently in Sydney Harbour. How are conditions looking ... Over.

**Control centre:** Control centre to Captain Moby. We hear you. Traffic is low. Seems like some clouds are rolling in... We suggest you... Over.

**Captain Moby:** Please repeat instruction, control. Over.

**Control centre:** We suggest you wait it out. Over.

**Captain Moby:** That's good to know. We will wait... Over and out.

**Date:** 27<sup>th</sup> March

**Time:** 5:50pm

**Captain Moby:** Captain... to control centre. We are being pushed by... Losing... Over.

**Control centre:** ... centre to... Moby. Try to regain control and keep the catamaran ... Over.

**Captain Moby:** No use, control. The ... are too ... We have crashed!...

29<sup>th</sup> March

## Catamaran Caught by the Weather

If you thought you were having a bad day, it probably wasn't as bad as the day World City Travel just experienced!

A catamaran owned by World City Travel had a nasty mishap as it crashed on Wednesday evening.

Renowned for its luxury Sydney Whale Watching Cruise, World City Travel will be tasked with rescuing its reputation after the pride of its fleet crashed into rocks in the harbour.

A spokesperson for World City Travel stated that due to the accident, participants of the next Sydney Whale Watching Cruise have been informed of its cancellation and that they will be provided with a full refund.



*Photo: The World City Travel catamaran before the crash*

Police were seen to be interviewing Captain Moby, who was in charge of the vessel at the time of the accident. They will be sure to take a look at any communications between the captain and the shore. World City Travel is reported to be undertaking its own investigation in tandem.

Initial reports are that, ruling out human error, the accident was likely to have been caused by bad weather. Although the skies have generally been lovely and clear in the past few days, a sudden change in conditions was recorded in the area around the time of the crash.

Amidst all this negative publicity, World City Travel is also launching pre-booking for its Adventure Fishing Tour, which will run from 15<sup>th</sup> November to 27<sup>th</sup> January. Will this have better luck? Only time will tell.

In the meantime, enjoy the rest of the whale migration season!

SMS messages between David Atkinson and Captain Moby

31<sup>st</sup> March

David Atkinson

10:53am

Morning Moby! How are you these days? I've got some great news: I'll be giving live commentary on the Adventure Fishing Tour. It's being held on my favourite yacht!

Captain Moby

11:01am

Oh wow! I saw some drafts of the promotional materials. They only mention "commentary by a famous biologist". They should really add your name as well: use your star power! I, on the other hand, won't be on any tours anytime soon...

David Atkinson

11:05am

They should add my name! I also think there should be a little reminder about what I'm most famous for as well... I'll send this chat to Avery for the future promotions.

Yes, I heard about your little incident in Sydney Harbour. I hope the tabloid newspapers didn't make a mountain out of a molehill. Were any passengers hurt?

Captain Moby

11:07am

Yes, include the reminder. It's fine – no passengers onboard. Not a cruise: we were mainly out there to train new crew members. I'm more worried about the participants of the next Whale Watching Cruise, which was cancelled. The company is putting together an additional compensation package as I type.

Captain Moby

11:08am

That day, we had also planned to scout the whale migration routes. We wanted to add another 50% to the duration of the cruises starting in May, but that's been postponed until the June and July cruises now because of the accident.

David Atkinson

11:31am

Well, all's well that ends well. I'm just happy you're all OK.

**Email from Shane Lee to Avery Goh**

File	Message						
Junk	Delete	Reply	Reply All	Forward	Move ▾	Mark Unread ▾	Follow up ▾
To: Avery Goh				Sent: Tuesday 2 <sup>nd</sup> April 09:32AM			
From: Shane Lee							
Subject: Compensation for participants of cancelled Sydney Whale Watching Cruise							
<p>Avery,</p> <p>The accident with the catamaran is an absolute disaster. Priority one is that the participants of the cancelled cruise keep booking with us. We're working out a killer compensation package, in addition to what we've already announced, that'll hopefully mean they won't even dream of choosing another cruise provider. In the follow-up email, tell them exactly how much we value our customers, then let them know about the compensation package. Word will get around and that'll bring in new customers as well.</p> <p>It's particularly bad timing as we're trying to push hard on promoting the new Adventure Fishing Tour. Let's try to make it an even better deal: we will now include a free buffet lunch as part of the tour package. Mention this in any new advertisements. We've hooked up with the caterers at <i>Chez Poisson</i>, so this buffet will be a real treat – tuna, scallops, and lobster! Contractually, though, we still have to mention that there will be a break from the Tour on Christmas Day, so keep that in the promotions.</p> <p>Also, I'm sure you know I want to book the pop band Bubblegum to perform live music on the yacht. Get them to confirm, then add this to the promotions. They'll reel in a boatload of new customers – ha!</p> <p>Cheers,</p> <p>Shane</p>							

**World City Travel cruise booking calendar**

<b>Key</b>	
Dates available	<input checked="" type="checkbox"/>
Dates unavailable	<input checked="" type="checkbox"/>

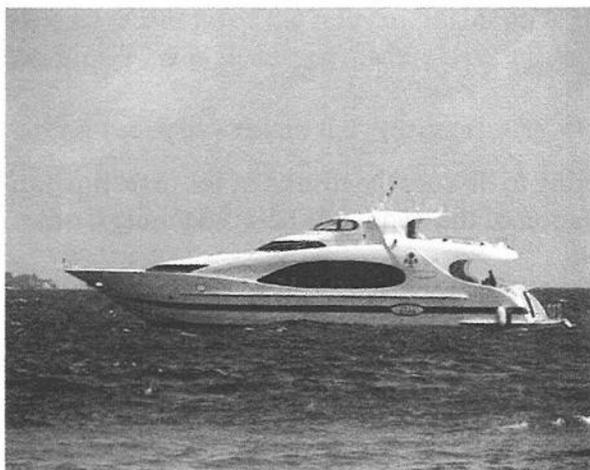
<b>April</b>	
Week 1	<input checked="" type="checkbox"/>
Week 2	<input checked="" type="checkbox"/>
Week 3	<input checked="" type="checkbox"/>
Week 4	<input checked="" type="checkbox"/>
<b>June</b>	
Week 1	<input checked="" type="checkbox"/>
Week 2	<input checked="" type="checkbox"/>
Week 3	<input checked="" type="checkbox"/>
Week 4	<input checked="" type="checkbox"/>

<b>May</b>	
Week 1	<input checked="" type="checkbox"/>
Week 2	<input checked="" type="checkbox"/>
Week 3	<input checked="" type="checkbox"/>
Week 4	<input checked="" type="checkbox"/>
<b>July</b>	
Week 1	<input checked="" type="checkbox"/>
Week 2	<input checked="" type="checkbox"/>
Week 3	<input checked="" type="checkbox"/>
Week 4	<input checked="" type="checkbox"/>

## YOUR NEW TOP-OF-THE-LINE LUXURY YACHT AWAITS

2023-2026 MODELS - VISIT A SHOWROOM NEAR YOU TODAY!



### D69X

*The D69X has the distinction of being the most fuel-efficient luxury yacht in the world, offering huge savings over long distances. This pocket-rocket hits the magical top speed of 55 knots, but you'd never know this beast was saving you real money! On arrival to exotic locales, enjoy the ensuite bedroom with smart jacuzzi. You deserve it! The D69X also has an oversized terrace, perfect for relaxing. Look no further – you've found paradise!*

### D79X

*The D79X. It's finally here, the long-awaited sister ship to the D69X.*

*Want to throw a party where guests can't wait for the ride home (or there!)? You'll see why the "supercar of the sea" is a nickname that sticks, a whole 10 knots faster than its sister ship! Don't feel like an adventure? Take the slow road: we've kept the popular terrace from the D69X, but with the added luxury of a built-in spa. There is no better five-star cruiser.*



### D79XF Fishing Cruiser

*We know you – and your guests – love to fish in the lap of luxury, so we've been working extra hard on the XF, the latest member of the family. With a top speed of 70 knots, could this become the new "supercar of the sea"?! But shhh... it's a secret: see the brand new D79XF at the 2025 Luxury Yacht Expo; sales begin in 2026. You'll have to contain your excitement until then.*

\*photos are for reference only\*

## Minutes of World City Travel Staff Meeting

**Date and time:** Wednesday 10<sup>th</sup> April, 10am  
**Venue:** Main Office Conference Room

**Chairperson:** Shane Lee, CEO  
**Members:** Avery Goh, Manager  
Captain Moby  
**Secretary:** Nico Lin

### Minutes of meeting

Mr Lee announced that he'd called this special meeting to discuss the results of the investigation into the catamaran incident which led to the cancellation of the Sydney Whale Watching Cruise.

Ms Goh stated that the Review Board had interviewed everyone onboard the catamaran at the time of the incident and had also inspected the damage to the catamaran. The Review Board had ruled that Captain Moby's actions kept the crew onboard safe. After a brief round of applause, Ms Goh announced that Captain Moby, according to the Review Board, had been instrumental in minimising damage to the catamaran.

Captain Moby expressed relief at the results and that he planned to return to work at the end of the month.

Mr Lee agreed that Captain Moby could now return to work after a well-deserved break. He also voiced concerns that World City Travel needed to do more to compensate the participants of the cancelled cruise to ensure they would continue to use the company when booking tours.

Ms Goh agreed to this idea. She suggested that participants be given the choice of another cruise in this migration season as part of the compensation package.

Captain Moby concurred as this would allow these participants to experience a World City Travel cruise. He also insisted it be emphasised that the cruise would be complimentary, agreed to by all. However, he suggested that the booking calendar be consulted first before contacting participants, to ensure availability.

Mr Lee affirmed that booking availability for this season should be clearly communicated to the participants, as well as the change in cruise duration. He also added that participants should be informed of the details of the available cruises.

Ms Goh suggested that participants should be referred to the company website for the itineraries.

Mr Lee made the announcement that *Chez Poisson* could no longer provide the buffet for the Adventure Fishing Tour. *iSea Caterers* would take over and had committed to serve the same dishes. The new Tour schedule would now start on 6<sup>th</sup> December due to the change, but would finish on the same date announced previously. The contractual break day would not be affected.

Ms Goh stated that, due to the intervention of Dr David Atkinson, the live music on the yacht had been cancelled. Dr Atkinson's concern was that it would scare away the fish.

The meeting ended at 11:45am.

**Extract from World City Travel company handbook**

**Chapter 3: Contents of an incident report**

When writing an incident report, employees should include the following to ensure a comprehensive record is kept for future reference.

Generally, a report should cover factual information, including but not limited to details such as the date and time of the relevant incident, location of the incident, and what was involved in the incident. This is to ensure readers have all the necessary background information.

A report should explain the reason(s) why those involved were present at the location, and any known cause(s) of the incident, no matter how preliminary. Such information is usually available after initial investigations and interviews, or taken from other relevant sources.

If a Review Board investigation has been conducted, the report should clearly present the results, including any relevant comments or evaluations made by the Review Board. If appropriate, the report should assign any blame or responsibility for the incident.

**Biography of David Atkinson on the World City Travel website**

Dr David Atkinson was born in Taunton, Somerset in 1967. As the son of two academics, he had an interest in aquatic life from an early age, eventually studying Marine Biology at the universities of Oxford, Liverpool and the Sorbonne in Paris, specialising in migration.

Most people will know Dr Atkinson from his TV wildlife documentaries. These inspired a whole generation of nature enthusiasts. Who can forget “The Life of Whales”? Screened in over 80 countries and 20 different languages, this 2013 series stands as his most famous work and is the natural history breakthrough that really put his name on the map.

We’re proud to say that Dr Atkinson has been working with World City Travel since 2019. “I love the camaraderie here. Everyone gets along well. On top of that, we really do provide some excellent travel products,” said Dr Atkinson.

Many do not know that Dr Atkinson is also a keen wildlife photographer. His dramatic “Aqua Vita” photo prints, of aquatic mammals in the wild, are among the most popular in our online shop and would light up any home or office. One print is given free of charge to all of those with lifetime membership of World City Travel.

Dr Atkinson is a keen yachtsman. His current favourite: the “supercar of the sea”, of course! He’s delighted that this will be the vessel to carry him and our guests on the new Adventure Fishing Tour.

Likewise, we’re delighted to have Dr Atkinson on board!

**THIS IS THE LAST PAGE OF THE PART B2 DATA FILE**

Sources of materials used in this paper will be acknowledged in the *HKDSE Question Papers* booklet published by the Hong Kong Examinations and Assessment Authority at a later stage.

**Hong Kong Diploma of Secondary Education Examination 2024  
English Language Paper 3 Listening and Integrated Skills**

Time: (57:33)

**Tapescript**

**Track 1**

Announcer:

Hong Kong Diploma of Secondary Education 2024, English Language Paper 3, Listening and Integrated Skills.

Instructions to Candidates. You should have on your desk a Part A Question-Answer Book, a Part B1 Data File with a Part B1 Question-Answer Book inserted and a Part B2 Data File with a Part B2 Question-Answer Book inserted. Do not open them until you are told to do so. I repeat, do not open the Question-Answer Books or the Data Files until you are told to do so.

Now write your Candidate Number in the space provided on Page 1 of your Part A Question-Answer Book.

(10 second pause)

Now look at the Part A Question-Answer Book. Check that the Part A Question-Answer Book has no missing pages. Look for the words 'End of Part A. Now go on to Part B' on the last page.

(10 second pause)

Now stick your barcode labels in the spaces provided on Pages 1, 3 and 5. Close your Part A Question-Answer Book when you have finished.

(10 second pause)

Now look at your Part B1 Data File. Take out the inserted Part B1 Question-Answer Book. Check that your Part B1 Data File has no missing pages. Look for the words 'This is the last page of the Part B1 Data File' on the last page.

(10 second pause)

Now write your Candidate Number in the space provided on Page 1 of your Part B1 Question-Answer Book.

(10 second pause)

Check that the Part B1 Question-Answer Book has no missing pages. Look for the words 'End of Part B1' on the last page.

(10 second pause)

Now stick your barcode label in the space provided on Page 1. Close the Part B1 Question-Answer Book when you have finished.

(10 second pause)

Now look at your Part B2 Data File. Take out the inserted Part B2 Question-Answer Book. Check that the Part B2 Data File has no missing pages. Look for the words 'This is the last page of the Part B2 Data File' on the last page.

(10 second pause)

Now write your Candidate Number in the space provided on Page 1 of your Part B2 Question-Answer Book.

(10 second pause)

Now check that the Part B2 Question-Answer Book has no missing pages. Look for the words 'End of Part B2' on the last page.

(10 second pause)

Now stick your barcode labels in the spaces provided on Pages 1 and 3. Close the Part B2 Question-Answer Book when you have finished.

(10 second pause)

You are reminded that all examination materials will be played ONCE only. This paper is divided into two parts: Part A and Part B. For Part A, you should use a pencil to answer all questions. For Part B, you can use a pen or a pencil. Put up your hand now if you have any difficulties. It is not possible to handle complaints after you have taken the paper.

(10 second pause)

The listening component is about to begin. Keep your earphones on until you are told to take them off.

(3 second pause)

Open your Part A Question-Answer Book at Page 3. Part A is about to begin.

(3 second pause)

**Track 2**

Announcer:

Part A.

In Part A, you will have a total of four tasks to do related to the theme of human migration. Follow the instructions in the Question-Answer Book and in the recording to complete the tasks. You will find all the information you need in the Question-Answer Book and the recording. You now have two minutes to familiarise yourself with Tasks 1-4.

(2 minutes of Greensleeves)

(Tone)

**Track 3****Announcer: Task 1.**

Grace and Stephen are visiting a museum to decide which exhibitions they can recommend for their school history field trip. Listen to their conversation and complete the information in the spaces below. The first one has been provided as an example.

You now have 30 seconds to study the task. At the end of the task, you will have one minute to tidy up your answers.

(30 seconds of Greensleeves)

(Tone)

- Grace: Hi! Sorry I'm late.
- Stephen: That's OK.
- Grace: So, what have you found out while you have been waiting?
- Stephen: Well, it seems they have a big exhibition about the great human migration from Africa. It's on for another few weeks, until the end of April.
- Grace: Sounds good. So, how much does it cost?
- Stephen: Well, it's only 50 dollars to enter. I bought us two tickets already.
- Grace: Oh, OK. I'll give you the money later. What else did you find out?
- Stephen: Well, it's closed on Mondays. Oh, and importantly, we can't take photos.
- Grace: OK, let me make a note of all this. I've brought my iPad. (pause) OK, so you say we can't go on Mondays or take photos. Right. (pause) OK, but I agree, it's a really interesting topic. And 50 dollars seems very reasonable. Plus, if it's on until April Thirtieth that's perfect for our field trip. OK, we can go and check it out.
- Stephen: Great.
- Grace: OK, so where are we now?
- Stephen: Right, so, we're standing in the Great Hall... Oh, look: there's the exhibition on the great human migration. You see? There, next to the exhibition on early transportation.
- Grace: Where? Opposite the Egyptian Room?
- Stephen: What? No, no. On the other side.
- Grace: Where do you see it? I still can't see it.
- Stephen: There. Look. See the sign.

Grace: Ah, OK. I see it now.... Right, well, let's go and have a look. Have you got my ticket?

Stephen: Here you are.

Grace: (pause) OK, this looks great. (pause) Where do we start?

Stephen: Look over here. (pause) Wow, it says that early modern humans lived in Africa for a really long time. Then around 70,000 years ago they began to migrate, from Africa.

Grace: Right, so, apparently, they started in Africa and then they started to move to other continents, and all this happened 70,000 years ago! And how do you think they travelled? There were no cars or aeroplanes back then!

Stephen: Well, it says here that they travelled mostly on foot to reach Asia. They needed to use canoes to cross the water to Australia.

Grace: Yeah, but what route did they take? I mean, how did they actually get to Australia? It's such a long way.

Stephen: Good question. (pause) Well it says here they got there in stages by going from island to island.

Grace: Oh, I see. So, they used their canoes to travel from island to island before reaching Australia. Right, and presumably they did the same going from Asia to America. Or maybe they just swam?

Stephen: Nooo! Look at this part of the map. You see? Early humans reached America on foot, using a land bridge from Asia during the Ice Age. Now the ice has melted, the bridge has disappeared.

Grace: I'm noting this down. So, they used canoes from island to island to get to Australia, and walked across a land bridge to get to the American continent. Interesting!

Stephen: Right? Now we know where these early migrants came from and more or less when it happened, but we still don't know why they chose to move away from their homes in Africa.

Grace: Look, the display next to the map might help. It says that possible reasons for migration include lack of food or fighting with other humans.

Stephen: Ah, I see, so they needed to move to find food and escape from other humans who they were fighting with.

Grace: Yeah. Right, let's have a look at the last bit of this exhibit. It looks like it's about some of the effects of the great migration and what humans learned to do. Look at this display here about how humans adapted to their new environments. You know, by clothing themselves, designing weapons for hunting, building homes, and learning how to farm for food.

Stephen: Yeah, this is all amazing. I mean, we have never learned about any of this in school.

Grace: Yeah, I know.

Announcer: That is the end of Task 1. You now have one minute to tidy up your answers.

*(2 second pause)*

*(60 seconds of Greensleeves)*

*(Tone)*

#### Track 4

Announcer: Task 2.

Listen to a lecture from Professor Elisa Larssen, an expert in human migration, on a famous expedition. Complete the information in the spaces below. The first one has been provided as an example.

You now have 30 seconds to study the task. At the end of the task, you will have one minute to tidy up your answers.

*(30 seconds of Greensleeves)*

*(Tone)*

Prof  
Larssen:

Hello, and welcome to today's 'Museum Experiences' lecture in which I'm going to talk about the Paqua Monna expedition. For those of you who are taking notes, let me spell that out for you. That's two words – P-a-q-u-a, and M-o- double n - a. This is a very interesting example of how one man set out to explore one of the great mysteries of human migration. That is, how Polynesia, a huge area of islands in the Pacific Ocean, came to be home to people with similar language and customs.

At that time, most experts thought that people from Polynesia had originally come from Southeast Asia. However, one Danish explorer who wasn't convinced by this idea decided to take action. His name was Lars Jenson and it's his story I want to talk about today.

Jenson was sure that the Polynesian islands were settled by people travelling from South America. And his theory was that people from South America travelled to Polynesia in boats and sailed from South America across the Pacific Ocean to Polynesia. So, he decided to build a wooden boat and prove his theory by sailing the boat from South America himself.

He set about the task by thinking carefully about the materials he needed to build his boat and planning the route he'd take. He also had to think about how many people he'd need on his team. He realised that his boat needed to be light and strong. So, he used a native South American wood which was known for its lightness and strength. His wooden boat measured fourteen metres long and five metres wide, that's fourteen in length by five in width, and it had a big sail to catch the wind.

He named the boat 'Paqua Monna' after an Inca god and left with a crew of six from Chile in May 1950. In order to show that ancient humans could've made this journey, the crew didn't use any modern equipment. Instead, they relied on the stars for navigation. Using the stars to navigate across vast stretches of ocean was, in fact, one of the remarkable skills of these early human migrants. To survive on their journey, Jenson and his crew caught fish for food and drank water from bamboo containers. He also took a journal with him to record the experiences of the journey.

They travelled west using the stars to guide them, and after almost three months at sea, sighted land. Unfortunately, a few days later the weather worsened and there was a big storm for four days and nights. The storm caused the crew a lot of problems. They couldn't fish for food and the bamboo water containers broke, leaving them with hardly any water to drink. Even worse, they lost their sail so they couldn't go any further. Eventually, they crashed on some rocks and had to be rescued by people from a nearby island.

Many scientists continue to disagree with Jenson's ideas, saying that his ideas can't be true because modern Polynesian culture is so different from what you find in South America. An example of this is religion, which is very different in the two places. Nevertheless, recent research in genetics has shown that some Polynesians living now have similar genes to South American people. This helps to prove that Jenson's theories were quite accurate, even if things like the languages the two groups speak have no connection whatsoever.

So that is the story of Lars Jenson and his expedition. Please join me next week for another museum experience.

*(2 second pause)*

Announcer: That is the end of Task 2. You now have one minute to tidy up your answers.

*(60 seconds of Greensleeves)*

*(Tone)*

#### Track 5

Announcer: Task 3.

Listen to a podcast interview with Philip, Charles and Anna, who are talking about their experiences as language learners. Complete the information in the spaces below.

You now have 30 seconds to study the task. At the end of the task, you will have one minute to tidy up your answers.

*(30 seconds of Greensleeves)*

*(Tone)*

- Interviewer:** Philip, Charles, Anna, many thanks for joining me on today's language learning podcast, in which we're going to discuss the topic of heritage language learning. First of all, and for all our listeners who may not know what this means, can you tell us, Philip – what is heritage language learning?
- Philip:** It's great to be here, thanks. So, I think we all know what language learning is. For example, we learn languages at school, from our friends from other countries, or because we need another language for work. Heritage language learning is a little bit different.
- Anna:** Yeah, it's different because it means we're all learning languages that are strongly connected to our cultural backgrounds.
- Interviewer:** I see. So, unlike those who just learn a language for work or because they're forced to, you're all learning a language from your cultural background. In other words, your heritage. Charles, is that how you understand it?
- Charles:** Yeah, that's right. Like, my family migrated to the US from Peru 100 years ago in the 1920s, so that's why I'm learning Spanish.
- Anna:** Yeah, I mean, I suppose I'm quite similar to Charles, but my family migrated to England rather than the USA in the Nineteen Sixties. They're a Chinese family from Singapore originally and so that's why I'm learning Mandarin.
- Interviewer:** So, Charles is learning Spanish. Anna, you're learning Mandarin. And Philip, how about you? What language are you learning?
- Philip:** My family are originally from Southern Belgium, before they moved to Yorkshire in the North of England. So, I am learning French.
- Interviewer:** OK, the south of Belgium so French. Can I ask then, apart from the strong cultural connection you have, what are some of the other reasons you have for learning your heritage language? Philip, can I start with you?
- Philip:** Sure. Well for me, I was asked to give a speech at my cousin's wedding in Belgium. I mean, I learned French at school in England and everything, but I didn't think that was enough. So, I needed to improve my speaking and grammar for the big day.
- Interviewer:** Ah, I see, so you needed to impress all your relatives at the wedding! How about you, Charles?
- Charles:** Well, um, I wanted to explore my identity. We all know that language is connected to identity, so I wanted to explore my Peruvian identity through learning Spanish. I guess that's the same for others, is it?
- Anna:** Um, for me, it wasn't really about identity, but it was more for speaking with my grandparents back in Singapore. I want to be able to speak Mandarin with them so I can get to know them better.
- Interviewer:** So, by learning Mandarin you can chat with your grandparents – sounds like a good reason to me. Oh, I almost forgot. How have you all been learning? I mean, what methods have you mainly been using? Anna?

- Anna:** I've found a language exchange partner where I live, who speaks to me in Mandarin.
- Interviewer:** OK, a language exchange partner seems like a good way to learn. How about you Philip?
- Philip:** I've been learning French with a textbook. This works well for me cause I want to learn lots of grammar and vocabulary. Plus, I quite like learning on my own.
- Interviewer:** A textbook huh? I hope you've found a good one. Charles, what methods have you been using?
- Charles:** Well, um, I have lessons every week with a private tutor. It's expensive, but she's a really, really good teacher. Um, so I'm pretty happy with that.
- Interviewer:** Every week with a private tutor? You must be speaking like a native by now! OK, so moving on to the next question. What are some of the difficulties you've found when learning your heritage language as an adult? Let's start with Charles.
- Charles:** Well, for me, I'd say the greatest difficulty is learning all the vocabulary – there are still so many words I don't know. But I'm trying to improve by using a language learning app on my way to work. Er, Anna?
- Anna:** I use an app as well to help me learn new words, but the biggest problem I have is with reading and writing Chinese characters. So, I really need to practise every day, and I do that by writing a daily diary in Chinese.
- Interviewer:** That's a great idea. I'm sure by writing your thoughts down in your diary every day you can really learn those Chinese characters in no time. How about you Philip?
- Philip:** My difficulty is a bit different from the others and it's to do with listening. No one in my family speaks much French, so I can't practise my listening with them. Luckily, though, I've found a really good YouTube series in French, which I watch every week. It helps me to hear, like, the natural rhythms of the language.
- Interviewer:** YouTube's really useful for language learners, isn't it?
- Philip:** Yes, but you have to watch it regularly, like every week. Otherwise it's not enough.
- Interviewer:** OK, so my final question is: what message would you have for those who are thinking of learning a heritage language? Charles?
- Charles:** Well, I'd say, it's never too late to learn. I didn't start until I was already in my thirties. I mean, most people say it's better to start young, but I disagree: I'm much better at learning Spanish as an adult than as a child. How about you, Anna?
- Anna:** I agree with Charles, but I guess my message would be: motivation is everything. Without motivation you'll never succeed. Connecting with my Chinese heritage motivates me so much, not least being able to visit and talk with my relatives in Singapore.

Interviewer: Motivation is everything – a strong and important message, Anna, thanks. How about you Philip?

Philip: Hmm, that's a hard one. I suppose my message would be: there's not one right way of learning. It's hard learning a new language, especially if you haven't got much opportunity to practise. I mean, you have to be ready to try out lots of new ways to learn, as well as what you've always done.

Interviewer: Good messages from you all and Philip hits the nail on the head I think: there's no single right way to learn a language and we should all try out different ways to succeed. Well, that's about all we have time for today. Join us next time for another exciting podcast.

(2 second pause)

Announcer: That is the end of Task 3. You now have one minute to complete your answers.

(60 seconds of Greensleeves)

(Tone)

**Track 6**  
Announcer: Task 4.

Listen to a radio programme about Chunyun, the period where millions of people travel during the Chinese Spring Festival and answer the questions below. Please note that you do not need to answer in complete sentences. You now have 30 seconds to study the task. At the end of the task, you will have three minutes to tidy up your answers.

(30 seconds of Greensleeves)

(Tone)

Presenter: It's a long-held tradition for Chinese people to travel to their hometowns and reunite with their families during the Spring Festival. This annual migration is known as Chunyun in Chinese and it's the largest annual human migration on Earth. More people travel at that time than the entire population of the United States. In fact, an estimated 400 million people travel during this period each year. In today's programme, we'll find out how Chinese people prepare for this mass migration, along with some of the problems they encounter as they move across the country.

In the past, most Mainland Chinese people didn't have to travel far to be with their relatives during Spring Festival, as most ordinary people lived in the towns in which they were born. However, economic reforms in the 1980's meant that many people left their hometowns to work in the big cities. The Spring Festival became the only time they could return home. In addition, in recent decades, the number of university students studying outside their hometowns has increased, adding even more to this mass migration of people.

Moreover, as air travel within China is still too expensive for many, the railway and road networks have to cope with most of these travellers. Looking specifically at travellers who use the trains, there are two main issues which these travellers have to face. The first hurdle those travelling by train must face is simply buying a ticket because they sell out so quickly, especially nowadays that they are on sale online. Secondly, there's the risk of accidents as overcrowded trains inevitably mean that many people have to stand. With both these difficulties – the scarcity of tickets, along with safety issues due to the crowded trains – Chunyun is certainly a stressful time for all.

Given these issues and the stress it all entails, you might expect people's experiences to be entirely negative. However, what you find is that people are often supportive of each other and try their best to help their fellow travellers. For instance, one traveller heading to Inner Mongolia, tells of how a drunk man on his train fell asleep and couldn't be woken up in order to get him off at his stop. The next station was only 30 minutes away, so the other passengers found his phone and called his family to come and meet him at the next stop.

A student travelling during Chunyun also tells of people's kindness, despite the stress of their journeys. Standing on a crowded train, he noticed that his money had been stolen by a pickpocket. Without any money to buy food during the twelve-hour journey to Wuhan, he called his parents telling them what had happened and how hungry he was. A stranger overheard his phone conversation. Then the stranger offered to share his lunch box. "I know how tough it is travelling as a student. This is my way of paying it forward", the stranger said.

By bringing so many people together as they travel across the country, stories of romance also emerge from Chunyun. A young woman travelling home from Shanghai noticed a student sitting opposite her as he was reading one of her favourite books. When the other passengers left the train, a seat opened up beside the student, so she decided to make her move. They got chatting about their love of reading and decided to keep in touch. They are now husband and wife.

So, with these three stories we can see that Chunyun isn't all about stress and hardship. Finally, we asked our listeners for their suggestions as to how best to cope with travelling during this period. The responses were quite interesting, so here they are. First, people said to just avoid Chunyun altogether. In fact, a growing number of people are doing just that, by staying where they are. Other listeners said that they choose to reduce the cost of travelling by sharing their car with friends and strangers. Another listener commented that international travel during Spring Festival is also increasingly popular, as people try to escape the crowds back home.

For most, however, Chunyun's simply part and parcel of the Spring Festival. In the same way that many people in Europe and the US battle traffic to see grandma at Christmas, many Chinese are willing to battle the crowds at the bus depot, train station or airport. In the end, the reward of spending time with loved ones who they haven't seen all year makes all the stresses of Chunyun worth it.

(2 second pause)

Announcer: That is the end of Task 4 and of Part 3A. You now have three minutes to complete your answers to Task 4 and to tidy up all your other answers.

(3 minutes of Greensleeves)

(Tone)

**Track 7**  
Announcer: Part B

Look at page 2 of your Data File.

Situation

You are Nico Lin. You work for World City Travel, a company which organises wildlife tours in Hong Kong and around the world. You are a secretary to the manager at World City Travel, Ms Avery Goh. Ms Goh has asked you to do some tasks.

You will listen to a Zoom meeting between Ms Avery Goh, the CEO of World City Travel, Mr Shane Lee, and biologist Dr David Atkinson.

Before the recording is played, you will have five minutes to study the Question-Answer Book and the Data File to familiarise yourself with the situation and the tasks.

Complete the tasks by following the instructions in the Question-Answer Book and on the recording. You will find all the information you need in the Question-Answer Book, the Data File and on the recording. As you listen you can make notes on Page 3 of the Data File.

You now have five minutes to familiarise yourself with the Question-Answer Book and the Data File.

(5 minutes of Greensleeves)

(Tone)

The recording is about to begin. Turn to Page 3 of the Data File.

(5 second pause)

**Track 8**

Shane: Morning everyone. Welcome to our monthly Zoom meeting. How are we all doing today?

David: Morning Shane. I am feeling great so far. Thank you.

Avery: I wish I could say the same, David. We have quite a bit going on at the moment, so it's been a busy period for me.

Shane: Let's get right into it then, shall we? The Guided Nature Walk at the Hong Kong Wetland Park is coming up soon. Have we finalised all the details yet?

Avery: Yes. The Guided Nature Walk will be held on the 27<sup>th</sup> of April at 10am.

Shane: OK, April 27<sup>th</sup> at 10am. A very sensible time to meet.

- Avery: And, as usual, the walk will be 2 hours long.
- Shane: 2 hours? Sounds about right. Is the meeting venue still the main entrance of the park?
- Avery: No, we decided that the main entrance is much too busy. The meeting venue this time will be the visitor centre.
- Shane: I agree: the visitor centre is a much better choice. Another sensible decision!
- Avery: We'll email all the details to the participants soon.
- David: Now that all the details of The Guided Nature Walk are finalised, shall we move on to the Bird Watching Tour at the Hong Kong Botanical Gardens? I think we're planning to write an email to Peter Chan, the manager of the Botanical Gardens.
- Shane: Yes. I remember that this is a tour we tend to start bright and early in the morning. 7:30am, isn't it?
- David: I believe that's not the case anymore, Shane. Am I right, Avery?
- Avery: Yes David, you're right. We are changing the time of the Bird Watching Tour from 7:30am to 9:30am. We need to inform Peter Chan of this change in the email.
- Shane: From 7:30am to 9:30am? Hmm... that's quite a big change. I'm sure Peter will want to know why. What will you tell him in the email?
- Avery: Well, we have some important reasons for the change in time. Quite simply, not enough people are signing up to join the Bird Watching Tour.
- Shane: Clearly it's a big problem if there are not enough people signing up to join the Bird Watching Tour. We definitely want to increase the number of people signing up. So, you think this is because the Tour starts too early?
- Avery: Exactly right. Actually, we've had complaints from participants in previous tours that the Bird Watching Tour starts too early.
- Shane: OK, I see. Well, if we've had complaints that the Tour starts too early, then changing the time is the right decision. I suppose an early start isn't for everyone! That's settled, then. Anything else I need to know about the tour?
- Avery: No, I think that's it.
- Shane: Alright then. Let's move on to a slightly less fortunate topic.
- David: Are you referring to the accident the World City Travel catamaran was involved in? Captain Moby is a good friend and I heard a little bit about it from him.
- Shane: Yes David, you're right. I was referring to the catamaran accident in Sydney Harbour.
- David: Such a shame. The catamaran is such a beautiful boat. I hope the damage wasn't too bad.

- Avery: Well, speaking of which, we need to write the incident report. How's the Review Board's investigation on Captain Moby going? Have they reached a conclusion yet?
- Shane: That's the good news. I've been sent the results of the Review Board's investigation and the conclusion is that Captain Moby is not at fault.
- David: "Captain Moby not at fault". He will be so relieved to hear that.
- Shane: That's not all, David. The Review Board has also insisted that we explicitly mention in the incident report that Captain Moby was extremely professional in handling the situation.
- David: Oh wow, he must have done an amazing job for them to say that. But then, knowing Captain Moby, I'm not surprised. He is indeed 'extremely professional'.
- Shane: We're lucky to have him with our company.
- Avery: The accident also caused the cancellation of the next Sydney Whale Watching Cruise. We've informed the participants about the cancellation, but we need to write a follow-up email to them. We should talk about compensation.
- Shane: Of course. Reputation is everything in our business. And I don't want people to have a bad impression of us because of this incident. So, I want to go the extra mile for this. As part of the additional compensation package, on top of what we've pledged already, we'll be giving participants of the cancelled cruise lifetime membership of World City Travel.
- David: Lifetime membership of World City Travel? What does that include?
- Avery: It's a great deal. With lifetime membership, participants can get a 30% discount on all tours that we provide. For life!
- David: 30% off is an amazing deal. *(laughs)* How can I get lifetime membership?!
- Shane: Well, hopefully that will help us put all this behind us. We have a lot to look forward to with our new Insects and Reptiles Exhibition.
- Avery: Yes, that's right. We need to continue promoting the new Insects and Reptiles Exhibition. David: you had an idea about the dragonflies in the exhibition. Can you tell us a bit more?
- David: Of course. Generally people see a lot of dragonflies around Hong Kong, especially in parks. But we have two very special ones people will encounter at the exhibition. And they are?
- Avery: Well, first we will have the Red Baller at the exhibition. And along with that, people will get to see the Blue Tail. You can see pictures of them on the website.
- Avery: Red Baller and Blue Tail. Those are very interesting names for very interesting dragonflies!

- David: They are. And to encourage people to look out for them, we will also have a photo-taking competition.
- Avery: Oh yes, you told me about this photo-taking competition when we were at lunch last week. I think you said the best dragonfly photo wins 500 dollars.
- David: Yes, that's right: the participant with the best dragonfly photo wins 500 dollars! This should add a little excitement for the participants.
- Shane: I didn't know you two were meeting for lunch now! What next?!? Anyway, there is one last thing I want to talk about before we wrap up the meeting. Our new Adventure Fishing Tour starts soon in Sydney. Last time, we discussed adding stops along the route. What became of that, Avery?
- Avery: Right. So, during the Adventure Fishing Tour, the yacht will stop at two white sand beaches.
- Shane: Two white sand beaches? Any particular reason for this choice? Why not on some sort of outlying islands?
- Avery: That's because participants can catch shellfish at these stops. We chose these two beaches especially for that.
- Shane: That's very clever, Avery; choosing places where participants can catch shellfish. I'm sure they'll love this idea. Anything to add, David?
- David: Only that we are very lucky to have Avery with us!
- Shane: I know David, we certainly are. Alright, I think we are good for now. Let's get to work and prepare the necessary documents. We'll meet again on Zoom next month, but let's keep in touch in the meantime. Goodbye for now.
- Avery: Goodbye!
- David: Goodbye!
- (2 second pause)*
- Announcer: That is the end of the listening component of this paper. You will now have one hour and fifteen minutes to complete the written tasks in either Part B1 or Part B2. An announcement will be made when time is up. Take off your earphones now and turn off the radio.

## ENGLISH LANGUAGE PAPER 4

### PART A Group Interaction

This article appeared on a website:



#### Digital museums

Can't afford a trip to Paris to see the *Mona Lisa* at the Louvre? Good news! Technology is helping to make art available to everyone. By putting their collections online, museums are bypassing geographic barriers and preserving art and culture.

One institute already doing this is Google Arts & Culture. They work with more than 1000 museums around the world to digitise and display their art collections for all to enjoy.

Their open access online platform includes more than 6 million digitalised photos and videos of artworks, cultural artifacts and historical documents.

With just a few mouse clicks, viewers can experience art in new ways. They can tour partner museum collections and galleries to explore the artworks in detail with Google's high-resolution image technology. The platform includes advanced search capabilities and educational tools.

So, why not enjoy interactive games such as searching for hidden details in artwork or solving artistic puzzles with family or friends? Better yet, download Google's AR (augmented reality) app: you can play with the art filter and turn yourself into the *Mona Lisa*!



Your group is doing a project on digital museums. You are meeting to discuss the topic. You may want to talk about:

- why some museums want to put their art collections online
- how viewing art online is different from viewing it in person
- how local museums can compete with digital museums to attract visitors
- anything else you think is important

### PART B Individual Response

1. Do you enjoy going to museums?
2. Should there be more art lessons in schools?
3. Who visits museums more: young people or the elderly?
4. Do you think digital museums will become more popular?
5. Should students be encouraged to visit art museums?
6. Do you prefer looking at art or making your own art?
7. Should all museums be free to the public?
8. What can people learn by viewing art?

## ENGLISH LANGUAGE PAPER 4

### GENERAL INSTRUCTIONS

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

### PART A Group Interaction

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- anything else you think is important

### PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

## ENGLISH LANGUAGE PAPER 4

### PART A Group Interaction

This article appeared in an international newspaper:

#### Food delivery workers

Getting food home delivered has always been one of modern life's greatest luxuries, but over the last couple of years it's gotten even better. The arrival of food delivery services like Deliveroo and Foodpanda has reshaped the whole concept of eating in. Now we can get our favourite meals delivered straight to us. It's so convenient and sounds almost too good to be true – which, it turns out, it actually is.

A published report found that many food delivery workers are paid below minimum wage and lack basic protections such as paid leave, sick pay and other benefits that regular employees enjoy. They are not paid extra for petrol or to maintain their vehicles and job security is poor as the work is irregular and so are the tips.

The food companies argue that the delivery workers aren't their employees and that most of them are casual workers. However, two-thirds of delivery workers polled said they worked a minimum of six days per week, and it was always on weekends and holidays.

The situation opens up an ethical dilemma. Millions of us regularly order home-delivered food because it's pretty affordable. But now it's clear why it's affordable – many of the workers are being exploited.

In New York City, a bill was proposed to improve the working conditions for delivery workers including a minimum per-trip payment and a measure requiring restaurants to provide bathroom access to food delivery workers.

Your group is doing a project on home food delivery. You are meeting to discuss the topic. You may want to talk about:

- the popularity of food delivery apps
- the changes of working as a food delivery worker
- how to improve the working conditions of food delivery workers
- anything else you think is important

### PART B Individual Response

1. Do you prefer food delivery or home-cooked food?
2. Do you like to order food online?
3. Would you like to work as a food delivery worker?
4. Would you be interested in working in the food industry?
5. Do food delivery apps encourage unhealthy eating habits?
6. How can food delivery be more environmentally-friendly?
7. Do you think home food delivery will continue to be popular?
8. Do you think technology will replace food delivery workers in the future?

## ENGLISH LANGUAGE PAPER 4

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- the challenges of working as a food delivery worker
- how to improve the working conditions of food delivery workers
- anything else you think is important

### PART B Individual Response

*The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.*

## ENGLISH LANGUAGE PAPER 4

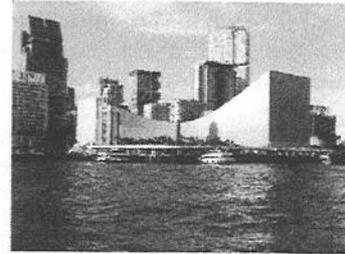
### PART A Group Interaction

This article appeared in a local newspaper:

#### 'Ugly' buildings

Every city has 'ugly' buildings – buildings that most citizens consider unattractive or even horrible. 'Ugly' buildings might have strange shapes, be made from unattractive materials, or simply not fit in with the other buildings around them.

In Hong Kong, the Cultural Centre in Tsim Sha Tsui was voted one of the city's ugliest buildings. Critics have said it is 'toilet-coloured', and point out that it has no windows and blocks the view of Victoria Harbour. One critic even said it should be knocked down and rebuilt.



Whether such 'ugly' buildings should be knocked down is a common subject of debate in cities. Here are two opinions on the subject in an online forum:

#### **Yes, Ugly Buildings Should Be Knocked Down**

Yes! A single ugly building can ruin a neighbourhood. We don't need to preserve everything: things change and we should move on and improve our lives, not continue the suffering of those who have to look at these architectural disasters!

#### **No, Ugly Buildings Should Stay**

Many buildings need time for people to learn to like them. People thought the Eiffel Tower was ugly when it was first built; now it's considered one of the most beautiful structures on earth. If we destroy old buildings because we think they're ugly, our city will lose its character.

Your group is working on a project about 'ugly' buildings. You are meeting to discuss the issue. You may want to talk about:

- whether it is important for buildings to look attractive
- reasons for keeping buildings that many people consider ugly
- how to decide whether a building should stay or be replaced
- anything else you think is important

### PART B Individual Response

1. Do you like old buildings?
2. Do you have a favourite building in Hong Kong?
3. Which district in Hong Kong has the most beautiful buildings?
4. Should Hong Kong build even taller buildings?
5. Should a building be approved by the public before it is built?
6. Why do some people consider old buildings more beautiful than new buildings?
7. Do you think Hong Kong looks different to other big cities?
8. In your opinion, what makes a building beautiful?

## ENGLISH LANGUAGE PAPER 4

### GENERAL INSTRUCTIONS

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### PART A Group Interaction

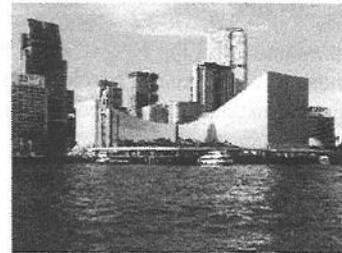
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### PART B Individual Response

*The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.*

## ENGLISH LANGUAGE PAPER 4

### PART A Group Interaction

This article appeared in an online newspaper:

#### Tourism Management

Tourism is growing fast globally. To manage the impact of tourism on the environment, culture and local way of life, popular travel destinations have developed their own strategies:

##### A tax on tourists

Venice, the beautiful city in Italy, was built on water and has been dealing with problems caused by tourists for a long time. In 2019, Venice started to impose a tax of €10 on each visitor to pay for the maintenance of the city and the repair works made necessary by the large number of tourists.

##### Locals first

In Amsterdam, the Netherlands, the government wants to prioritise the needs of the 1 million locals before those of the tourists. Developments of new hotels and tourist attractions have all been stopped. Tourists are also constantly reminded of the importance of respecting the locals through city-wide campaigns, advertisements and signs.

##### Timed entry tickets

Since July 2017, tourists have been required to book a time to visit the ruins of the ancient city of Machu Picchu, Peru. Booking of tickets sometimes has to be made months in advance. Entry tickets are either valid from 6:00am to 12:00pm or from 12:00pm to 5:30pm.

##### A total ban

Since October 2019, all travellers have officially been banned from climbing Uluru, a natural wonder considered sacred by native Australians. Previously, many climbers were told to leave for disrespecting the environmental and spiritual significance of the site.

Your group is doing a project on the impact of tourism in different parts of the world. You may want to talk about:

- benefits tourism can bring to a city
- problems tourism can bring to a city
- whether Hong Kong should follow any of the above management strategies
- anything else you think is important

### PART B Individual Response

1. What do tourists like to do in Hong Kong?
2. What can people learn from visiting another country?
3. What makes Hong Kong a good place to visit?
4. Would you like to work in the tourism industry?
5. Is it better to plan your own trip or join a tour?
6. Do you prefer to travel alone or with friends and family?
7. Why do so many people travel these days?
8. How can you be a responsible tourist?

## ENGLISH LANGUAGE PAPER 4

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##### A total ban

Since October 2019, all travellers have officially been banned from climbing Uluru, a natural wonder considered sacred by native Australians. Previously, many climbers were told to leave for disrespecting the environmental and spiritual significance of the site.

Your group is doing a project on the impact of tourism in different parts of the world. You may want to talk about:

- benefits tourism can bring to a city
- problems tourism can bring to a city
- whether Hong Kong should follow any of the above management strategies
- anything else you think is important

### PART B Individual Response

*The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.*

## ENGLISH LANGUAGE PAPER 4

### PART A Group Interaction

This article appeared in a newspaper:

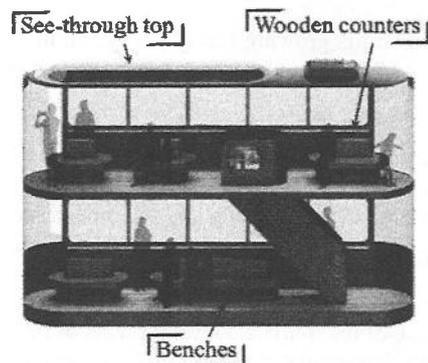
#### Driverless tram concept for Hong Kong

A design studio has revealed a concept design of an electric double-decker driverless tram to hit the roads of Hong Kong. The giant vehicle, named “Island”, won the 2020 GIDA Design Award. The goal of this new concept is to have people use public transport instead of private transport.

In terms of safety, LED lights act as brake lights and headlights to make sure the tram can be seen in all weather conditions. There is no one driving the vehicle, so sensors which can detect surrounding traffic and pedestrians make sure the tram is aware of its surroundings.

The vehicle has a see-through top which lets the sunlight in during the day and lets passengers enjoy the city view at night. There are also bar-like wooden counters on each level, and circular benches inside where passengers sit facing outwards. There are handrails for passengers to hold and enjoy the passing views. The front and back of the tram feature rounded glass windows. This allows for natural light to fill the inside of the tram during the day.

The designer said, “Island represents the forward-thinking spirit of Hong Kong. It tries to introduce a new concept for public transport. Trams are one of the city’s icons and this design celebrates their 115th anniversary.”



You are members of your school’s technology club. Your group has been asked to discuss the driverless tram concept. You may want to talk about:

- whether driverless trams are a good idea for Hong Kong
- whether the public would like this design
- other features which could be added to the tram
- anything else you think is important

### PART B Individual Response

1. Do you often take the tram?
2. Would you ride on a driverless tram?
3. Is public transport in Hong Kong too crowded?
4. Are trams a good mode of transport?
5. Are trams getting less popular in Hong Kong?
6. Should more people use public transport?
7. Will driverless vehicles become more common in Hong Kong?
8. How can the tram company make more money?

## ENGLISH LANGUAGE PAPER 4

### GENERAL INSTRUCTIONS

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### PART A Group Interaction

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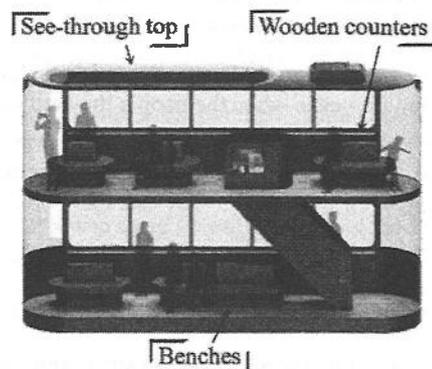
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DO NOT TAKE AWAY

## ENGLISH LANGUAGE PAPER 4

### PART A Group Interaction

This article appeared on a website:

#### Comfort food

For many people, the idea of 'comfort food' means food on the heavy side: big on carbs, fatty or rich, like a bucket of deep-fried chicken or a warm bowl of instant noodles. The notion of 'guilty pleasures' is never far away. However, comfort food can also be food that brings us back to our childhood, like mother's chicken soup or home-made congee.

Studies suggest that when we associate foods with the security of childhood, it gives us warm and happy feelings. This also explains why, when we feel stressed, we often turn to comfort food to make ourselves feel better, even if the feeling is only temporary.

What counts as comfort food is different from person to person. In one study of American preferences, males preferred warm, hearty, meal-related comfort foods such as steak and potatoes because these foods reminded them of being 'cared for' or spoiled. In contrast, females preferred comfort foods that are snack-related such as chocolate and ice cream because these foods were associated with low amounts of work and less 'clean up'.

In a recent survey conducted in Hong Kong during the pandemic, the top three favourite snacks of locals were potato chips, biscuits and ice cream.

Humans have a fundamental need to belong and comfort food is a way for people to obtain a sense of belonging even when the people they are close to are not close by.

Your group is doing a project on comfort food. You are meeting to discuss this topic. You may want to talk about:

- reasons why people eat comfort food
- whether comfort food can be part of a healthy diet
- other ways to reduce stress and improve mental health
- anything else you think is important

### PART B Individual Response

1. What is your favourite comfort food?
2. When do you eat comfort food?
3. Should snacks be banned from school?
4. Do young and old people like the same kind of comfort food?
5. Did your eating habits change during the pandemic?
6. Should companies provide comfort food for their employees?
7. Should comfort food come with health warnings?
8. Do you think you could live without comfort food?

## ENGLISH LANGUAGE PAPER 4

### GENERAL INSTRUCTIONS

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## ENGLISH LANGUAGE PAPER 4

### PART A Group Interaction

This article appeared in a local blog:

#### Multi-functional cafés in Hong Kong

The newest trend in Hong Kong is multi-functional cafés, where customers can combine coffee drinking with other activities. Read on to learn more about four multi-functional cafés in Hong Kong.

**Café-coding academy:** Cafés and education is a popular mix, and *Preface Coffee* offers a quiet place to work, providing ample seating, power sockets, and fast Wi-Fi. Better yet, they have courses in website development and computer programming.

**Café-massage parlour:** *Yau Café* is a new social enterprise café and massage parlour operated by the Hong Kong Blind Union. Besides employing visually-impaired workers and massage therapists, its cakes and biscuits are made by visually-impaired bakers. Enjoy a coffee and book a head, shoulder, or neck massage with one of their therapists.

**Café-hair salon:** At *Duet*, a café and a hair salon blend together in perfect harmony. The café side serves the finest espresso plus a menu of savoury fusion dishes and creative sweets. Over on the salon side, a hairstylist works his magic cutting, dyeing, and treating customers' hairdos.

**Café-laundromat:** Wash your clothes and enjoy a cup of coffee at the same time at *Clean*, a new sustainable laundromat and coffee shop. *Clean* offers delicious coffee options along with self-service washing machines, while being eco-friendly and resource-efficient.

You are members of your school's Business Club. You are doing a project on multi-functional cafés. You are meeting to discuss this. You may want to talk about:

- why multi-functional cafés are popular
- which multi-functional café will attract the most customers
- what advice you have for people who want to open a multi-functional café
- anything else you think is important

### PART B Individual Response

1. Do you like going to cafés?
2. Is a café a good place to do homework?
3. Would you like to work at a café?
4. Do you like going to chain coffee shops, like Starbucks?
5. Why are coffee shops so popular in Hong Kong?
6. Do you think multi-functional cafés are a good idea?
7. Do you think multi-functional cafés will take over traditional coffee shops?
8. What other businesses could benefit from mixed use of space?

## ENGLISH LANGUAGE PAPER 4

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### PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

## ENGLISH LANGUAGE PAPER 4

### PART A Group Interaction

This article appeared on a website:

Podcasting		
<p>Podcasting has become an effective and popular way to share exciting stories, meaningful conversations and valuable information. Due to their growing popularity, podcasts have become a part of our daily lives. But what is podcasting and why is it so popular?</p> <p>A podcast is an audio program that is available for streaming or downloading on the Internet. It is a series of episodes, often focusing on a specific topic, that listeners can subscribe to and enjoy whenever they want. Unlike other media, podcasts offer a more personal and intimate experience, allowing listeners to choose what they want to hear and when they want to hear it.</p> <p>Listening to a podcast often feels like a conversation with a friend. Hosts and guests share personal stories, experiences and insights, creating a real connection with the audience. The world of podcasting is also diverse, with thousands of podcasts covering a wide range of genres and topics. The listener can discover new voices, perspectives and stories that would otherwise remain hidden.</p> <p>Here are three types of podcast which are very popular:</p>		
News 	Storytelling 	Conversation 
<p>News podcasts aim to bring the latest and biggest news stories to their listeners every day. They tend to be short, five to ten-minutes in length.</p>	<p>Storytelling podcasts often have a theme, such as crime or ghost stories. They have proven to be quite popular! Such stories are often told within 20 minutes.</p>	<p>In conversational podcasts, a host invites people, sometimes famous, onto the show to have a casual chat. Podcasts of this nature are often more than an hour long.</p>

The Tourism Board has invited students to promote Hong Kong to international visitors through podcasts. Your group is meeting to plan a series of podcasts. You may want to talk about:

- which type of podcast can best promote Hong Kong
- what to include in the podcasts
- how to keep listeners interested in the series
- anything else you think is important

### PART B Individual Response

1. Do you listen to podcasts?
2. When do you listen to a podcast?
3. What do you like to listen to on a podcast?
4. Do you think making a podcast would be fun?
5. If you created a podcast, what would you talk about?
6. Are podcasts a good way to learn about a place?
7. Why do some people prefer videos over podcasts?
8. What skills should a podcast host have?

## ENGLISH LANGUAGE PAPER 4

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**DO NOT TAKE AWAY**

## ENGLISH LANGUAGE PAPER 4

### PART A Group Interaction

This article appeared in a magazine:

Feeding Communities	
Although there are plenty of shops, restaurants and bakeries everywhere you go, not everyone can afford to buy the food they need. To help communities in need, two initiatives have been set up in Hong Kong.	
Blue Fridge Project	Food Angel Project
<p>On Woosung Street in Jordan, a small blue fridge stands outside with a sign that reads: "Give what you can give, take what you need to take."</p>  <p>Inside the fridge: instant noodles, biscuits, tins of food, and even socks and towels for anyone who may need them.</p> <p>Mr. Khan, the creator of the community fridge, says that "a fridge is part of your home, so even if it's on a street, it's part of a community. People can just open it and leave something or take what they need."</p>	<p>Food Angel is a food assistance programme launched in 2011 with the mission of "Waste Not, Hunger Not, With Love".</p>  <p>The programme collects leftover food from different sectors of the food industry that would otherwise be disposed of as waste. Following strict safety protocols, the food items are turned into nutritious meals and food packs in their central kitchens.</p> <p>The food is then distributed to serve communities in need in Hong Kong.</p>

You are members of the Social Service Club. You are meeting to discuss how to help communities in need. You may want to talk about:

- why it is important for young people to help communities in need
- which of the two projects above would be best to organise in your school
- what else your school can do to help communities in need
- anything else you think is important

### PART B Individual Response

1. Have you done any community service?
2. What kinds of food are good to donate?
3. Is a lot of food wasted in Hong Kong?
4. Why do businesses want to donate their leftover food?
5. Do you think the Blue Fridge project would work where you live?
6. Would you leave food in the Blue Fridge?
7. Should more be done to raise awareness for communities in need?
8. What should you consider before volunteering?

## ENGLISH LANGUAGE PAPER 4

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## ENGLISH LANGUAGE PAPER 4

### PART A Group Interaction

This article appeared on a website:

#### Vocational training in Germany

Did you know most German students don't want to go to university? Instead, vocational education and training (VET) is a very common pathway to gain skills and embark on a successful career. VET combines job-training and study, so students can both study and work at the same time. VET offers certifications for people who are interested in becoming an electrician, tax specialist, nurse, ambulance worker, dental technician, hairdresser, film and video editor, and product designer.

Depending on the job, trainees may work for three to four days a week in the company, factory, or shop to learn practical skills through on-the-job training. Trainees earn a modest salary which helps with student expenses.

On the other days, students go to school to learn both job-specific and general education subjects, such as English, maths, and physical education. The program usually lasts between two and four years. At the end of the training, students take an examination and are then given their certifications. They can continue to work in the place they were trained, study to obtain further qualifications or even become self-employed.

The VET program supplies Germany's companies with well-trained employees. It also helps trainees transition into work life. VET opens up a variety of promising career options for young people. Both young people and adults wanting to change careers can take part.

Your group is doing a project on job training for graduates of secondary school. You are meeting to discuss the topic. You may want to talk about:

- what vocational training offers that university does not
- how vocational training can benefit society
- what would attract more students to join a vocational training course
- anything else you think is important

### PART B Individual Response

1. What do you want to do after secondary school?
2. Why is going to university important to Hong Kong students?
3. How can young people learn more about different careers?
4. When should students start thinking about their career?
5. Would you ever work for no pay to get some job experience?
6. Would you like to go to a foreign country to gain work experience?
7. Which do you think is more important: qualifications or experience?
8. Why do you think employers value vocational training?

## ENGLISH LANGUAGE PAPER 4

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## ENGLISH LANGUAGE PAPER 4

### PART A Group Interaction

These are extracts taken from a Book Club's Facebook page:

About the Book Club	
<p><i>When and where do you meet?</i> Book Club meetings are held every Friday in the School Library from 4pm-5pm.</p> <p><i>How is it structured?</i> Every week, members will get a worksheet that highlights 10 important vocabulary items and 8 quotes from the text that we will discuss in our weekly meeting.</p>	<p><i>What kind of books do you read?</i> We just finished reading the classic, 'Pride and Prejudice' by Jane Austen. Next on our list is 'Wuthering Heights' by Emily Brontë, another female writer from 19<sup>th</sup> century England.</p> <p><i>How much does it cost?</i> It's free but you need to buy your own books.</p> <p><i>How many members are there?</i> We currently have eight members who attend regularly.</p>
Comments	
<ul style="list-style-type: none"><li>- "It was hard to stay awake. Maybe snacks might help...?"</li><li>- "I couldn't get myself to read the first book and then I felt bad, so I didn't come back."</li><li>- "I never had a chance to participate – always the same people who dominate the discussion."</li><li>- "Do we have to learn vocabulary and grammar? I'd rather just chat about the book."</li><li>- "We already read classics in English lessons! Can we read books that are more up to date?"</li></ul>	

Your group has been asked to suggest changes to improve the Book Club. You are meeting to discuss this. You may want to talk about:

- why students should join a book club
- why students may not be interested in joining a book club
- how to make meetings more interesting and enjoyable for students
- anything else you think is important

### PART B Individual Response

1. What types of books do you enjoy reading?
2. Do you prefer reading paper books or e-books?
3. Would you rather join a book club or a film club?
4. Are Hong Kong people too busy to read books?
5. Do you think a book club is a good place to make friends?
6. Would you join a book club that meets online?
7. Which do you learn more from: fiction or non-fiction books?
8. What's the difference between reading for pleasure and reading for study?

## ENGLISH LANGUAGE PAPER 4

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- anything else you think is important

### PART B Individual Response

*The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.*

## ENGLISH LANGUAGE PAPER 4

### PART A Group Interaction

This article appeared in a local newspaper:

#### The smells of Hong Kong

Hong Kong is 'fragrant harbour' in Cantonese. There are actually many different smells, not necessarily pleasant and fragrant, that can make people think of this city. The following are some examples.

##### Money

Hong Kong is a financial centre in Asia. It is no surprise that the smell of money, both banknotes and coins, is a symbolic smell of the city.

##### Seafood

One never forgets the strong smell of dried seafood in Sheung Wan and the smell of shrimp paste in Sai Kung. All over Hong Kong, in wet markets, the odour of fish stalls is another reminder of how close Hong Kong is to the sea.

##### Joss sticks and incense

In Chinese temples, burning joss sticks and incense gives off a relaxing and woody fragrance that reflects the cultural roots of Hong Kong.

##### Street food

Hong Kong people love street food, particularly food that has strong flavours and smells: curry fish balls, stinky tofu, egg tarts and fried chestnuts.

##### Exhaust fumes on the road

Unpleasant as it may be, the smell of the exhaust gases from cars, lorries and buses all year round just reflects the busy traffic and the energy of the city.

##### Greenery

Contrary to most people's first impression, 75 percent of Hong Kong's territory is actually green: country parks, agricultural or semi-rural land. The refreshing and calming scents of trees and grass always offer escape from the stress of city life.

The Tourism Board is organising an event called 'Discover Hong Kong'. Your group wants to set up a stall to introduce the different smells of Hong Kong. You may want to talk about:

- why introducing Hong Kong through smells is a good idea
- which three smells best represent Hong Kong and why
- ways to attract visitors to your stall
- anything else you think is important

### PART B Individual Response

1. What is your favourite smell?
2. What smell do you hate most?
3. What smells remind you of your school?
4. What smell do you like most in nature?
5. What smells remind you of your home?
6. Would you buy something because it smells good?
7. Should foods that have strong smells be banned in public areas?
8. Should movies incorporate smell in their production?

## ENGLISH LANGUAGE PAPER 4

### GENERAL INSTRUCTIONS

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### PART A Group Interaction

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DO NOT TAKE AWAY

## ENGLISH LANGUAGE PAPER 4

### PART A Group Interaction

This article appeared in a TV guide:

#### Talent-based reality TV shows

*Stars Academy* is a reality show and singing competition held in Hong Kong with a judging panel of 25 professional musicians. In the latest season, 15 young performers went through several rounds of performance competitions, with the lowest rated singers being sent home. Weeks had different themes, such as 'Cantonese golden songs' and duets with famous pop stars. The final episode was broadcast in several local shopping malls, and audience voting helped to determine the Grand Champion 'Legendary Rising Star'.

*MasterChef Junior* is a US cooking competition involving children from the ages of 8-13. Based on the UK show *MasterChef*, it features celebrity chef Gordon Ramsay, who judges the participants' cooking skills and techniques in various challenges. In the Skills Test, contestants must create a unique dish using only the special ingredients in the Mystery Box. In the Team Challenge, the cooks operate a pop-up restaurant, and real diners vote for their favourite meal.

*America's Got Talent* is a talent show competition that attracts a variety of participants from across the United States and abroad with various types of talent. Acts include singing, dancing, comedy, magic, stunts, variety and more. Each participant who auditions tries to impress a panel of celebrity judges and ultimately win a large cash prize.



A local TV company is inviting the public to share their views about TV talent shows. Your group has been invited to take part. You may want to talk about:

- why TV talent shows are popular
- how participants can benefit from being in TV talent shows
- what problems participants could face when taking part in TV talent shows
- anything else you think is important

### PART B Individual Response

1. Do you watch TV talent shows?
2. Would you like to be on a TV talent show?
3. Which do you like to watch more: people singing or people cooking?
4. How can young people develop their talents?
5. Do you agree that talent can be developed through hard work?
6. Do you think people can develop a new talent later in life?
7. Should students pursue artistic talents rather than academics?
8. Why does being talented not always lead to success?

## ENGLISH LANGUAGE PAPER 4

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DO NOT TAKE AWAY

## ENGLISH LANGUAGE PAPER 4

### PART A Group Interaction

This article appeared on a UK website:

#### Top jobs of the future

Experts are constantly trying to predict what the next top jobs will be. Here are just a few that are likely to be in demand over the next 15 years.



**Artist** – Are you creative? From video gaming, animation and virtual reality to packaging design, landscape design, fashion and advertising, a talent for art can be useful in a wide range of careers.



**Healthcare worker** – By 2039, the number of people aged 75+ will have doubled, meaning a huge demand for people to work in healthcare. These can be careers with plenty of opportunities to progress.



**Construction worker** – The construction industry needs thousands of people every year to take up both manual and non-manual roles. Apprenticeships can train people for jobs in wood trades, bricklaying and electrics.



**Nature conservation officer** – Protecting a particular habitat such as a mangrove forest or a stretch of coastline helps to improve the environment as well as encourage people to respect and enjoy it. These officers do work that we all benefit from in one way or another.



**Software developer** – Computer programming skills are needed everywhere, from cloud computing and artificial intelligence to business intelligence and gaming, and other possibilities yet to be imagined.

Your school is holding a job fair on the theme of 'Jobs of the Future'. Your group is discussing the topic. You may want to talk about:

- why there will be a demand for the jobs mentioned in the article
- which jobs will attract the most students
- how to promote the job fair
- anything else you think is important

### PART B Individual Response

1. What job would you like to do?
2. What jobs would you not like to do?
3. Who would you ask for advice when choosing a job?
4. Would you prefer a job in technology or the arts?
5. Is salary important to you when choosing a job?
6. Do you think it is important to try different jobs?
7. Should students start planning their careers in secondary school?
8. What jobs do you think will disappear in the future?

## ENGLISH LANGUAGE PAPER 4

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DO NOT TAKE AWAY

## ENGLISH LANGUAGE PAPER 4

### PART A Group Interaction

This article appeared in a lifestyle magazine:

#### Homeschooling

Homeschooling is a type of education where parents teach their children at home instead of sending them to school. There are different reasons why parents may choose to homeschool their kids: personal education beliefs, financial circumstances, health reasons, and so on.

#### Why is homeschooling so popular?

For some children, the pace of learning at school is simply too fast or too slow. At home, they get to set their own pace. It is also a flexible way of learning, giving families more time to spend together, as the kids can learn from anywhere. It can also be much cheaper than sending your child to a private school. Another benefit is that homeschoolers typically score 15-30% higher than public school students on tests. Here are some statistics.

#### Reasons for Homeschooling in the USA

Emphasis on family	8%
Health problems	4%
Moral/religious reasons	20%
Poor quality of education	15%
Safety	24%
Special educational needs	7%
Long commute to school	8%
Other reasons	14%

#### How about Hong Kong?

In Hong Kong, you won't hear of many students being homeschooled. While it isn't illegal, the government does push for parents to send their children to traditional schools.

Your group is discussing the idea of homeschooling in Hong Kong. You may want to talk about:

- pros of homeschooling
- cons of homeschooling
- whether homeschooling will become more popular in Hong Kong
- anything else you think is important

### PART B Individual Response

1. Do you like studying at home?
2. Would you like to be homeschooled?
3. Do you think homeschooling would be easier than going to school?
4. Why don't parents in Hong Kong homeschool their children?
5. Do parents make good homeschooling teachers?
6. Why do you think homeschoolers score higher on tests?
7. Who would benefit most from homeschooling?
8. Do you think homeschooling is the future of education?

## ENGLISH LANGUAGE PAPER 4

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## ENGLISH LANGUAGE PAPER 4

### PART A Group Interaction

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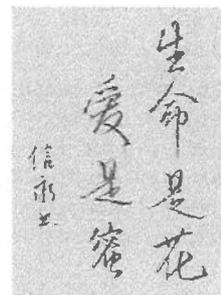
#### The Lost Art of Handwriting

Technology seems to have affected our handwriting ability. The digital age, with its typing and its texting, has left us unable to jot down the simplest of notes with anything like penmanship.



But does it matter? Some people think so. Many application forms are still completed the old-fashioned way. So are many school assignments. Both of them are judged by the way we form letters on the page. Writing also provides a means to practise hand-eye co-ordination and fine motor skills. Some experts even suggest a link between handwriting and learning ability.

Then there are the more subjective arguments from those who consider writing to be an art form, a historical tradition, a means of expression and even a part of cultural identity. In East Asia, for thousands of years, calligraphy has been regarded as an important art form. Today, in many Chinese and Japanese schools, calligraphy is still taught. In the West, penmanship might not have been quite so recognized as such a major form of art. Yet, calligraphy can still be often seen on Instagram. This shows exactly how relevant and alive beautiful handwriting still is, giving us a means to connect to our cultural roots and express our creativity, as well as some rare moments of silence.



Your school is setting up some new clubs. You are meeting to discuss whether a calligraphy club is a good choice. You may want to talk about:

- whether handwriting is still important today
- how students can improve their handwriting
- activities that can be held by the club
- anything else you think is important

### PART B Individual Response

1. Do you like to do your homework with pen and paper?
2. Do you usually take notes with pen and paper?
3. Should teachers give extra marks for good handwriting?
4. Is calligraphy more popular among young people or older people?
5. Should calligraphy be made a school subject?
6. Is it fair to judge a person by their handwriting?
7. Why do you think people collect art like calligraphy?
8. Do you think that handwriting can show someone's personality?

## ENGLISH LANGUAGE PAPER 4

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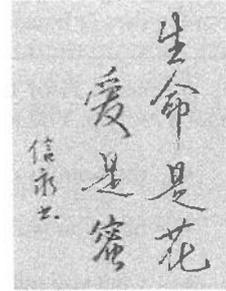
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The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

## ENGLISH LANGUAGE PAPER 4

### PART A Group Interaction

This article appeared in a magazine:

#### Urban farming

Around 90 percent of the food eaten in Hong Kong is imported from Mainland China and other locations. But while Hong Kong is one of the most crowded places on earth, there is still considerable space to grow food locally.

Urban farming promoters say growing food in unusual spaces – on mall rooftops, housing estate terraces, even in office buildings – could help the environment and improve local health.

“Growing your own food is a necessary skill that we all need to learn to ensure a sustainable and green planet,” said one urban farmer. “Nothing is more important than the education of the next generation of urban farmers. Now is the time.”

There are now more than 60 rooftop farms across Hong Kong, growing foods like carrots, radishes, and fruit. Yet more than 600 million square metres of rooftops are still unused. “This situation needs to change,” said the farmer. “Rooftops in Hong Kong are often empty, open spaces that are not in use. Why not take advantage of this?”

Benefits of local urban farming include lower pollution levels due to less shipping, better access to healthy fruits and vegetables, and a sense of community spirit among urban farmers. The food can also be given to poor families or homeless people to reduce the problem of hunger.

You are members of the school’s Cookery Club. Your group would like to start an urban farm on your school’s rooftop. You are meeting to discuss this. You may want to talk about:

- the benefits of having a farm on the school’s rooftop
- how you will organise the care of the farm
- what you will do with the food you grow
- anything else you think is important

### PART B Individual Response

1. Do you think farming is a good hobby?
2. Are you interested in visiting rooftop farms?
3. If you had a farm, what would you grow?
4. Why do people enjoy visiting farms?
5. Are young people more interested in farming these days?
6. Should schools offer after-school farming classes?
7. Other than farming, what else can rooftops be used for?
8. What are the possible problems of having a rooftop farm?

## ENGLISH LANGUAGE PAPER 4

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ENGLISH LANGUAGE PAPER 4

**PART A Group Interaction**

This article appeared on a business news website:

**Ways teens can earn money online**

With the Internet having a large influence over our lives and especially with the new normal of working from home, more people are looking for ways to earn money online. Secondary school students too have turned to the Internet for work, as taking up summer jobs may not be possible or ideal. Here are a few ways to earn some money and gain valuable experience.

<u>Job</u>	<u>Duties</u>	<u>How much you can earn</u>
<b>Instagram Influencer</b>	Promote your own products or advertise a company's products or services	HK\$675 per post for 5K followers or as much as HK\$5,000 per post for over 1 million followers.
<b>Blogging/Vlogging</b>	Blog or make videos about your passion or a topic of interest; do product reviews	HK\$2,000-11K\$13,000 per month (Teens starting out may earn less).
<b>Completing online surveys</b>	Get paid for completing surveys, watching videos and shopping	You can earn points which can be redeemed for cash or gift cards. To earn enough money, you may need to sign up to at least 8-10 sites.
<b>Online tutoring</b>	Tutor other students online and help them with their homework	HK\$100 per hour; up to HK\$500 as you gain experience.

Your careers teacher would like your group to discuss online job options for students. You may want to talk about:

- the advantages of working online
- the disadvantages of working online
- which online job Hong Kong teenagers would be most interested in
- anything else you think is important

**PART B Individual Response**

1. What online job would you like to do?
2. Does your school help students to find jobs?
3. Would you rather work online or work in an office?
4. Do you think having an online job might affect your studies?
5. How would your parents feel if you had an online job?
6. What kind of volunteer work could people do online?
7. Should people under sixteen be allowed to work online?
8. Do you think working online will be the trend of the future?

## ENGLISH LANGUAGE PAPER 4

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Blogging/Vlogging	Blog or make videos about your passion or a topic of interest; do product reviews	HK\$2,000-HK\$3,000 per month (Teens starting out may earn less).
Completing online surveys	Get paid for completing surveys, watching videos and shopping	You can earn points which can be redeemed for cash or gift cards. To earn enough money, you may need to sign up to at least 8-10 sites.
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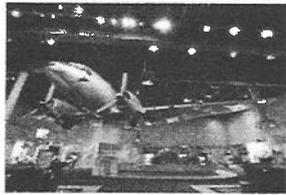
DO NOT TAKE AWAY

## ENGLISH LANGUAGE PAPER 4

### PART A Group Interaction

This advertisement for a local tour company appeared on an educational website.

*Get out of the classroom and into the real world! Hong Kong is packed with learning opportunities away from the textbooks. Here's just a sample of some of the amazing places the city has to offer. Enquire in store for a tailor-made educational tour experience at one of the following attractions:*



**The Hong Kong Science Museum** features the wonders of modern science and innovations in technology. Explore more than 500 exhibits featuring robotics, transportation, simulation, light, telecommunications, sound, motion, electronics and virtual reality. Come be amazed by the 22-metre-high Energy Machine and the real aircraft hanging from the ceiling.



**Tai Kwun** comprises 16 revitalised heritage buildings, including the former Central Police Station, Central Magistracy and Victoria Prison. Experience the past by sitting in the tiny, cramped cells and reading the stories of former prisoners. Then, enjoy an exciting mix of visual arts, music and theatre performances, film screenings, educational programmes and free concerts.



**Mai Po Nature Reserve** in Yuen Long offers a magical encounter with diverse ecosystems and thriving biodiversity. Enjoy a guided walk through stunning scenery such as marshes and wetlands. The best time for birdwatching is in spring and autumn when birds come to feed on fish, shrimp and crabs among the mangroves. Don't forget your binoculars and umbrella!

Your class is organising a school trip to a local attraction. Your group has been invited to help plan the trip. You may want to talk about:

- the benefits of learning outside of the classroom
- what to consider when deciding which attraction to choose
- which of these attractions your group would recommend
- anything else you think is important

### PART B Individual Response

1. Do you like going on school trips?
2. Would you like to join an overseas school trip?
3. When is the best time for a school trip?
4. What other local attractions do students like to visit?
5. Which do you like more: science or history?
6. Is walking in nature a waste of time?
7. Should schools offer more learning outside of the classroom?
8. How do you think school trips will change in the future?

## ENGLISH LANGUAGE PAPER 4

### GENERAL INSTRUCTIONS

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

### PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

This advertisement for a local tour company appeared on an educational website:

*Get out of the classroom and into the real world! Hong Kong is packed with learning opportunities away from the textbooks. Here's just a sample of some of the amazing places the city has to offer. Enquire in store for a tailor-made educational tour experience at one of the following attractions:*



**The Hong Kong Science Museum** features the wonders of modern science and innovations in technology. Explore more than 500 exhibits featuring robotics, transportation, simulation, light, telecommunications, sound, motion, electronics and virtual reality. Come be amazed by the 22-metre-high Energy Machine and the real aircraft hanging from the ceiling.



**Tai Kwun** comprises 16 revitalised heritage buildings, including the former Central Police Station, Central Magistracy and Victoria Prison. Experience the past by sitting in the tiny, cramped cells and reading the stories of former prisoners. Then, enjoy an exciting mix of visual arts, music and theatre performances, film screenings, educational programmes and free concerts.



**Mai Po Nature Reserve** in Yuen Long offers a magical encounter with diverse ecosystems and thriving biodiversity. Enjoy a guided walk through stunning scenery such as marshes and wetlands. The best time for birdwatching is in spring and autumn when birds come to feed on fish, shrimp and crabs among the mangroves. Don't forget your binoculars and umbrella!

Your class is organising a school trip to a local attraction. Your group has been invited to help plan the trip. You may want to talk about:

- the benefits of learning outside of the classroom
- what to consider when deciding which attraction to choose
- which of these attractions your group would recommend
- anything else you think is important

### PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

DO NOT TAKE AWAY

## ENGLISH LANGUAGE PAPER 4

### PART A Group Interaction

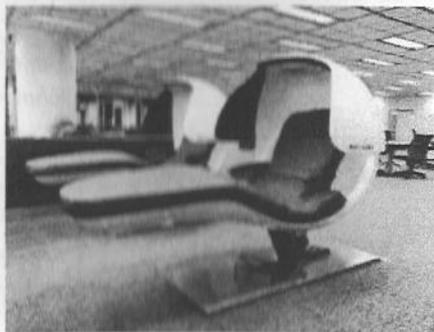
This article appeared on a local university website:

#### 'Take-A-Nap' campaign

Adults are recommended to get 7 to 9 hours of quality sleep every night, and teenagers and young adults may require even more rest time. But sometimes your schedule simply does not allow you to get a full night of sleep. Research suggests that a short nap for 20 minutes during the day has many benefits. It can relieve eye or brain fatigue and restore brain function including attention and memory. It can help you work better, think more clearly, and balance your emotions.

To improve students' wellbeing, the Wellness Centre is collaborating with the Library to launch the 'Take-A-Nap' campaign. Visit the Library to experience an energy-reviving nap in one of our sleeping pods that will boost both your health and your academic performance.

The sleeping pods are a special type of chair designed to give you a perfectly timed, energy-reviving nap for your health and enjoyment. They let you recline at a comfortable sleeping angle, while playing soft music through your headphones and emitting coloured lighting to help you relax and refresh. After 20 minutes, the pod will gently wake you up with increasing light and vibration.



You are committee members of your school's Health Club. Your club is thinking of buying sleeping pods for the school. You are meeting to discuss this topic. You may want to talk about:

- the benefits of taking afternoon naps
- how to promote the use of sleeping pods
- whether afternoon naps should be included in the school timetable
- anything else you think is important

### PART B Individual Response

1. Do you like taking naps?
2. How many hours of sleep do you need?
3. Do students get enough sleep?
4. Would you like to try the sleeping pods?
5. Where else would sleeping pods be useful?
6. Other than a nap, what are ways to re-energise yourself?
7. Does napping make you more productive?
8. Why do some people think napping is bad?

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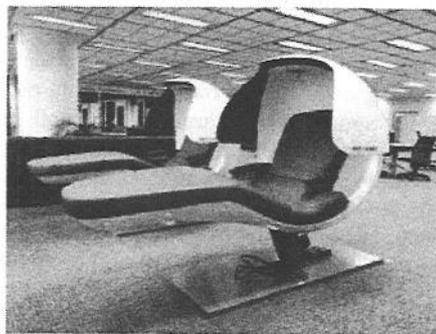
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### PART B Individual Response

*The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.*

## ENGLISH LANGUAGE PAPER 4

### PART A Group Interaction

This announcement appeared on a website:

#### Mascot Design Contest for Cross Harbour Race



The Cross Harbour Race is a popular Hong Kong sports event which attracts hundreds of swimmers and thousands of spectators each year. Swimming 1.8 km across the Victoria Harbour from Tsim Sha Tsui to Wan Chai, the race perfectly blends both nature and city experience together. The event has also attracted significant media attention with vibrant photos of athletes diving into Victoria Harbour against the picturesque backdrops of Hong Kong's mountain and skyscraper views. With its 70 years of history, the cross harbour swim advocates the strong Lion Rock Spirit which truly fosters the pride of Hong Kong.

The organisers of the race are inviting people to enter a contest to design a mascot for the Cross Harbour Race. Sport mascots are often animals with humanlike characteristics and distinct personalities who represent something meaningful or unique about the event.

The goal of the Mascot Design Contest is to design a character inspired by the Hong Kong Cross Harbour Race. The mascot image should appeal to people of all ages. It will be used to raise awareness and promote the race, and will be a symbol of the swimming race appearing on t-shirts, water bottles, and souvenirs.

Your teacher wants your class to enter this Mascot Design Contest. Your group is meeting to discuss ideas for designing a mascot. You may want to talk about:

- what qualities make a good mascot
- what to consider when choosing a mascot for the Cross Harbour Race
- whether you would recommend using any of the characters shown above
- anything else you think is important

### PART B Individual Response

1. Are sports events popular in Hong Kong?
2. Do you like watching sports events?
3. Is the Cross Harbour Race suitable for people of all ages?
4. Why do people like to buy toys and other souvenirs at sports events?
5. How else could the Cross Harbour Race be promoted in Hong Kong?
6. How can Hong Kong benefit from holding major sports events?
7. Why do large corporations sponsor major sports events?
8. Do mascots appeal to people of all ages?

## ENGLISH LANGUAGE PAPER 4

### GENERAL INSTRUCTIONS

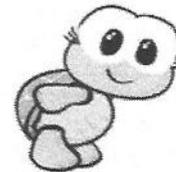
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### PART B Individual Response

*The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.*

DO NOT TAKE AWAY

## ENGLISH LANGUAGE PAPER 4

### PART A Group Interaction

This article appeared in an American newspaper:

#### Instant noodles have changed the world

When Japanese businessman Momofuku Ando died in January 2007, *The New York Times* devoted a page to a man who had earned “a place in the history of human progress”. This was not an inventor who had helped create the bullet train or an electronics firm that had grown to become the envy of every developed economy. He had perfected the humble dish of instant noodles.



His creation – 60 years ago this August – remains unmistakable around the world and even more so than brands like Sony, Honda or Sharp, which represent Japan’s recovery from the Second World War.

Ando watched his wife frying dinner and he realised that frying noodles quickly would remove the water they contained. The noodles could then be stored and when boiling water was added, the dry noodles would be ready to eat. He released the first packet of pre-cooked instant noodles in 1958. They were a huge hit straight away because they were quick, cheap and convenient.

Ando sought out new markets and travelled to the US in 1966 looking at ways of selling instant noodles to Americans and that prompted Ando’s second idea – to sell the noodles in a cup that was easy for anyone to eat.

Today, 100 billion portions of instant noodles are eaten around the world every year, all of this despite increasing concerns that instant noodles contain too much salt and chemical additives and are bad for the environment.

Your school is holding an exhibition on inventions that changed the world. Your group is thinking about including instant noodles in the exhibition. You may want to talk about:

- why instant noodles are popular
- whether instant noodles should be included in the exhibition
- other inventions that could be included
- anything else you think is important

### PART B Individual Response

1. Do you like instant noodles?
2. Do you often eat fast food?
3. Should students be allowed to eat any food they like at school?
4. Which fast food would you choose to represent Hong Kong?
5. Should the school tuck shop sell instant noodles?
6. Does eating instant noodles encourage poor eating habits?
7. Can students learn from past inventions?
8. What are the qualities of a successful inventor?

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## ENGLISH LANGUAGE PAPER 4

### PART A Group Interaction

This article appeared on a local university website:

#### Space Tourism

In 2021, Amazon founder Jeff Bezos became the second billionaire within a week to reach outer space. He travelled aboard his company's Blue Origin rocket on a spaceflight that lasted 10 minutes. Virgin Galactic founder Sir Richard Branson was the first billionaire to head up to the skies, reaching 88 km above Earth's surface and becoming weightless for several minutes.

Some experts say private space travel could bring about a new era of space exploration, where you no longer have to be a trained astronaut to fly. It's a pretty exciting idea, but what are the pros and cons?

On the positive side, some experts say private space travel speeds up the rate of research, meaning more cool new technologies will be invented. New technology could also make space travel cheaper, which could encourage more exploration of the universe. This could make it possible to return to the moon, or even reach Mars.

On the negative side, space travel can be damaging to the environment, as chemicals from rocket fumes pollute the air. So-called 'space junk' – damaged pieces of space vehicles floating through space – can also be a problem, potentially damaging satellites or even falling down to earth. And more space travel also means more potential for terrible accidents.



You are members of your school's Science Club. You have gathered to discuss the issue of private space travel. You may want to talk about:

- the benefits of private space travel
- the disadvantages of private space travel
- whether private space travel should be encouraged
- anything else you think is important

### PART B Individual Response

1. Would you like to go to outer space?
2. Are you interested in outer space?
3. Is going to outer space a good use of time and money?
4. Why are some rich people so interested in going to outer space?
5. Why are some people interested in studying outer space?
6. Do you think space travellers are heroes?
7. What qualities make a good space traveller?
8. Do you think humans will live on other planets one day?

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## ENGLISH LANGUAGE PAPER 4

### PART A Group Interaction

This article appeared on a business news website:

### Shopping on Social Media

**What is it?**

Shopping on social media allows users to directly buy products through platforms like Instagram and Facebook. It's done via specialised posts with links to product pages. Some social media platforms allow you to set up shop pages which give you access to all the e-commerce tools you need to sell on the platform.

In Hong Kong, the average user spends more than two hours a day on social media. This makes social media platforms the ideal place for businesses to find customers, engage with them, and let them buy all in one space.

**Do shoppers like it?**

Maybe not! For starters, just 41% of social media users feel comfortable buying products directly on social apps, and only 37% trust platforms with their credit card information. And when it comes to the products sold directly on social platforms, just 21% of social media users view them as high quality.

**What's stopping shoppers?**

By far, the biggest concern of consumers is that companies selling products directly on social media aren't real or could be scamming customers. As mentioned above, suspicions regarding the quality of the product and sharing card information with social platforms also play a huge role. If you are planning to start a shop on social media platforms, keep this in mind!



Your group is doing a project on shopping on social media. You are meeting to discuss this. You may want to talk about:

- the benefits of shopping on social media
- the benefits of selling on social media
- how shopping through social media may affect traditional businesses
- anything else you think is important

### PART B Individual Response

1. How much time do you spend on social media?
2. Do you buy things on social media?
3. Do you trust shops on social media?
4. Do you think you will buy more through social media in the future?
5. Have you had any bad experiences shopping on social media?
6. Do online reviews help you decide whether to buy something?
7. Will shopping through social media become the norm?
8. Should selling on social media be more regulated?

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The screenshot shows a social media post for sneakers. At the top, there are icons for 'Like', 'Comment', and 'Share'. Below that is the user's profile 'Michelle B' with a verified badge and a bio: 'I've been selling the best type of New York sneakers for over 10 years! Check out my shop page and delivery info!'. The main content features two images of sneakers: a black and white pair and a white pair. Below the images are two product listings: 'New Balance \$74.8 15% off' with a 'Shop now' button, and 'New Balance \$74.8 15% off' with a 'Shop now' button. At the bottom, there is a section titled 'here are groups you might like' with a note: 'Cannot add to your feed. You may want to check your privacy settings.'

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## Marking Schemes

*This document was prepared for markers' reference. It should not be regarded as a set of model answers. Candidates and teachers who were not involved in the marking process are advised to interpret its content with care.*

### Paper 1 (Reading)

#### Part A (compulsory section)

1. i) D [79]  
 ii) B [78]
2. the panel (advising the government on tree management) had not been consulted before removing the banyans [41]
3. cracks were found (in the wall behind the trees) [69]
4. (the) banyans // (the) banyan trees // (the) trees [70]
5. i) True [68]  
 ii) False [56]  
 iii) Not Given [83]
6. A [79]
7. transformed into a temple [28]
8. banyans // banyan trees [41]
9. banyans would grow everywhere // banyans are ubiquitous // banyans are tough [22]
10. i) ubiquitous [74]  
 ii) imposing [19]
- 11.
- | Summary  | Correction          |      |
|--|---------------------|------|
| i) Thin airborne <u>branches</u> seek food; making banyan trees easily identifiable. | roots               | [21] |
| ii) Over 1,100 banyans growing out of stone walls on Hong Kong Island                | ✓                   | [21] |
| iii) were recorded by Jim Chi-yung. Finding <u>protection</u> from another           | nutrition // water  | [11] |
| iv) tree or the soil enables it to produce a <u>thin</u> trunk. Since banyans        | thick // dense      | [51] |
| v) grow in <u>few</u> situations they are the most dominant form of greenery         | different // varied | [32] |
12. i) traditional // Hakka [77]  
 ii) mortar [74]  
 iii) seeds [57]  
 iv) grow [5]
13. i) B [51]  
 ii) A [22]  
 iii) B [58]
14. (a/the) root [50]

15. Negative + concreting over the roots defaces heritage [44]
16. chopping down / removal of (four) healthy banyans (nearby / in Bonham Road) [55]
17. because they were outraged // because they wanted to express anger for cutting down the trees / to show their support towards the banyans [15]
18. i) False [52]  
 ii) Not Given [59]  
 iii) False [47]
19. banyans are not suitable for burning / could not be used as timber [55]
20. the (bigger) tree wraps its branches around / embrace another (smaller) tree's body // when the two trees become one, they cannot be separated [76]
21. accommodation is made when building roads // Register of Old and Valuable Trees is set up (by the government) [67]
22. banyans grow / survive in diverse / difficult conditions [32]
23. i) D [72]  
 ii) F [73]  
 iii) G [52]  
 iv) E [74]  
 v) C [52]

**Part B1 (easier section)**

24. wares [57]
25. his native village // (in) Fujian [82]
26. B [83]
27. umbrellas [56]
28. (the) throw-away culture [46]
29. D [42]
30. His children support him financially [58]
31. i) C [86]  
 ii) B [43]  
 iii) D [79]
32. A [50]
33. rules to limit hawkers // rules to ban new licences // a ban on new licences [23]
34. i) True [61]  
 ii) False [67]  
 iii) True [58]  
 iv) Not Given [55]

35.	i) current	[5]
	ii) draw	[18]
	iii) tighter	[27]
36.	i) districts // areas	[32]
	ii) realised // believed	[72]
	iii) hawking // hawkers // licensing	[50]
	iv) commercial	[15]
	v) residents	[8]
	vi) unfair	[66]
37.	i) business	[49]
	ii) law	[13]
	iii) obtain // get	[33]
38.	i) True	[57]
	ii) Not Given	[45]
	iii) False	[65]
39.	hawkers	[41]
40.	i) B	[49]
	ii) C	[50]
	iii) A	[50]
41.	i) G	[57]
	ii) E	[38]
	iii) C	[44]
	iv) B	[45]
	v) A	[38]
	vi) F	[52]
42.	Yes + hawking is a tourist attraction / brings economic benefits //	[18]
	No + they cause hygiene hazard / safety hazard / unfair competition	

**Part B2 (more difficult section)**

43.	i) (the) general reader(s) / the (general) public	[84]
	ii) lead to widespread misconceptions	[72]
	iii) (use techniques to) make (bold) claims that are not scientific	[61]
	iv) readers need to be critical	[76]
44.	sarcastic // sceptical // questioning // is against / mocks the (Brain Gym) programme	[38]
45.	i) brain gym	[48]
	ii) Brain gym is (routinely) taught in British schools	[28]

46. i) They give credence to absurdities / claims that mislead the public [17]  
 ii) They have poor understanding of statistics and evidence [64]
47. Scientists and doctors are smaller in number (compared to individuals) // Scientists and doctors are fighting an uphill battle against individuals who are large in number [5]
48. i) obsessed [46]  
 ii) medicine [15]  
 iii) sciencey-sounding claims (and stories) [34]  
 iv) ultimate [45]  
 v) hole [29]  
 vi) taught [40]
49. rest of the text / book // the book [4]
50. bigger fish [47]
51. i) death // risk // statistics // science that will kill or cure you [62]  
 ii) evidence-based medicine had saved millions of lives [15]  
 iii) the (mainstream) media // sciencey-sounding claims and stories (with no scientific evidence) [22]  
 iv) homeopathy [34]  
 v) (Some) customers (of alternative therapists) might die // public understanding of nature of evidence is undermined [24]
52. B [73]
53. (to) pull the wool over the eyes (of) [16]
54. social problems / political problems are medicalised [31]
- 55.
- | Summary  | Correction              |      |
|--|-------------------------|------|
| i) those who <u>reject</u> great power and authority and those in the          | have / enjoy / accept   | [39] |
| ii) mainstream media. He considers the former more <u>prevalent</u>            | powerful / harmful      | [14] |
| iii) as their <u>pointless</u> mistakes have serious outcomes. He believes the | basic / fundamental     | [27] |
| iv) latter doggedly support <u>meaningful</u> stories about science            | meaningless / pointless | [28] |
| v) with such a fundamental misconception of the facts.                         | ✓                       | [20] |
56. They make basic mistakes with grave consequences [39]
57. seeing evidence behind popular deceptions // having knowledge about research / level of evidence [11]
58. C [59]
59. (as one continues) reading the book / Bad Science [24]
60. One can still be making mistakes but they will be more critical // Readers may not be convinced but they will be a more critical reader [4]

- |     |   |      |
|-----|---|------|
| 61. | i) C  | [54] |
|     | ii) F   | [36] |
|     | iii) D  | [52] |
|     | iv) B   | [39] |
|     | v) E  | [20] |
| 62. | Pessimistic + doctors and scientists are deceived by pharmaceutical industries / powerful people make basic mistakes and there can be grave consequences // | [6]  |
|     | Optimistic + the book can reduce readers' misconception on science and medicine   |      |

*Note: Figures in square brackets represent the percentage of candidates awarded a point for the item. Points within this } bracket can be in any order.*

/ = alternative acceptable word(s) / phrase(s) within an answer

// = alternative answer(s)

( ) = word(s) or phrase(s) which are **NOT** essential to the answer

\_\_\_ = underlined word(s) must be present in the answer

Paper 2 (Writing)

Marks	Content (C)	Language (L)	Organisation (O)
7	<ul style="list-style-type: none"> <li>• Content entirely fulfils the requirements of the question</li> <li>• Totally relevant</li> <li>• All ideas are well developed/supported</li> <li>• Creativity and imagination are shown when appropriate</li> <li>• Shows a high awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>• Very wide range of accurate sentence structures, with a good grasp of more complex structures</li> <li>• Grammar accurate with only very minor slips</li> <li>• Vocabulary well-chosen and often used appropriately to express subtleties of meaning</li> <li>• Spelling and punctuation are almost entirely correct</li> <li>• Register, tone and style are entirely appropriate to the genre and text-type</li> </ul>	<ul style="list-style-type: none"> <li>• Text is organised extremely effectively, with logical development of ideas</li> <li>• Cohesion in most parts of the text is very clear</li> <li>• Cohesive ties throughout the text are sophisticated</li> <li>• Overall structure is coherent, extremely sophisticated and entirely appropriate to the genre and text-type</li> </ul>
6	<ul style="list-style-type: none"> <li>• Content fulfils the requirements of the question</li> <li>• Almost totally relevant</li> <li>• Most ideas are well developed/supported</li> <li>• Creativity and imagination are shown when appropriate</li> <li>• Shows general awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>• Wide range of accurate sentence structures, with a good grasp of simple and complex sentences</li> <li>• Grammar mainly accurate, with occasional common errors that do not affect overall clarity</li> <li>• Vocabulary is wide, with many examples of more sophisticated lexis</li> <li>• Spelling and punctuation are mostly correct</li> <li>• Register, tone and style are appropriate to the genre and text-type</li> </ul>	<ul style="list-style-type: none"> <li>• Text is organised effectively, with logical development of ideas</li> <li>• Cohesion in most parts of the text is clear</li> <li>• Strong cohesive ties throughout the text</li> <li>• Overall structure is coherent, sophisticated and appropriate to the genre and text-type</li> </ul>
5	<ul style="list-style-type: none"> <li>• Content addresses the requirements of the question adequately</li> <li>• Mostly relevant</li> <li>• Some ideas are well developed/supported</li> <li>• Creativity and imagination are shown in most parts when appropriate</li> <li>• Shows some awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>• A range of accurate sentence structures, with some attempts to use more complex sentences</li> <li>• Grammatical errors occur in more complex structures but overall clarity not affected</li> <li>• Vocabulary is moderately wide and used appropriately</li> <li>• Spelling and punctuation are sufficiently accurate to convey meaning</li> <li>• Register, tone and style are mostly appropriate to the genre and text-type</li> </ul>	<ul style="list-style-type: none"> <li>• Text is mostly organised effectively, with logical development of ideas</li> <li>• Cohesion in most parts of the text is clear</li> <li>• Sound cohesive ties throughout the text</li> <li>• Overall structure is coherent and appropriate to the genre and text-type</li> </ul>
4	<ul style="list-style-type: none"> <li>• Content just satisfies the requirements of the question</li> <li>• Relevant ideas but may show some gaps or redundant information</li> <li>• Some ideas but not well developed</li> <li>• Some evidence of creativity and imagination</li> <li>• Shows occasional awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>• Simple sentences are generally accurately constructed</li> <li>• Occasional attempts are made to use more complex sentences</li> <li>• Structures used tend to be repetitive in nature</li> <li>• Grammatical errors sometimes affect meaning</li> <li>• Common vocabulary is generally appropriate</li> <li>• Most common words are spelt correctly, with basic punctuation being accurate</li> <li>• There is some evidence of register, tone and style appropriate to the genre and text-type</li> </ul>	<ul style="list-style-type: none"> <li>• Parts of the text have clearly defined topics</li> <li>• Cohesion in some parts of the text is clear</li> <li>• Some cohesive ties in some parts of the text</li> <li>• Overall structure is mostly coherent and appropriate to the genre and text-type</li> </ul>

Marks	Content (C)	Language (L)	Organisation (O)
3	<ul style="list-style-type: none"> <li>Content partially satisfies the requirements of the question</li> <li>Some relevant ideas but there are gaps in candidate's understanding of the topic</li> <li>Ideas not developed, with possible repetition</li> <li>Does not orient reader effectively to the topic</li> </ul>	<ul style="list-style-type: none"> <li>Short simple sentences are generally accurate</li> <li>Only scattered attempts at longer, more complex sentences</li> <li>Grammatical errors often affect meaning</li> <li>Simple vocabulary is appropriate</li> <li>Spelling of common words is correct, with basic punctuation mostly accurate</li> </ul>	<ul style="list-style-type: none"> <li>Parts of the text are generally defined</li> <li>Some simple cohesive ties used in some parts of the text but cohesion is sometimes fuzzy</li> <li>A limited range of cohesive devices are used appropriately</li> </ul>
2	<ul style="list-style-type: none"> <li>Content shows very limited attempts to fulfil the requirements of the question</li> <li>Intermittently relevant</li> <li>Some ideas but few are developed</li> <li>Ideas may include misconception of the task or some inaccurate information</li> <li>Very limited awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>Some short simple sentences accurately structured</li> <li>Grammatical errors frequently affect meaning</li> <li>Very simple vocabulary of limited range, often based on the prompt(s)</li> <li>A few words are spelt correctly, with basic punctuation being occasionally accurate</li> </ul>	<ul style="list-style-type: none"> <li>Parts of the text reflect some attempts to organise topics</li> <li>Some use of cohesive devices to link ideas</li> </ul>
1	<ul style="list-style-type: none"> <li>Content inadequate and heavily based on the task prompt(s)</li> <li>A few ideas but none developed</li> <li>Some points/ ideas are copied from the task prompt or the reading texts</li> <li>Almost total lack of awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>Multiple errors in sentence structures, spelling and/or word usage, which make understanding impossible</li> </ul>	<ul style="list-style-type: none"> <li>Some attempt to organise the text</li> <li>Very limited use of cohesive devices to link ideas</li> </ul>
0	<ul style="list-style-type: none"> <li>Totally inadequate</li> <li>Totally irrelevant or memorised</li> <li>All ideas are copied from the task prompt or the reading texts</li> <li><b>No awareness of audience</b></li> </ul>	<ul style="list-style-type: none"> <li>Not enough language to assess</li> </ul>	<ul style="list-style-type: none"> <li>Mainly disconnected words, short note-like phrases or incomplete sentences</li> <li>Cohesive devices almost entirely absent</li> </ul>

**Paper 3 (Listening and Integrated Skills)**

**Part A (compulsory section)**

**Task 1 (12 marks)**

1. April 30th // end of April [67]
2. (only) 50 dollars [67]
3. Monday [93]
4. take photos [64]
5. D [74]
6. (around) 70,000 years ago [50]
7. (by) canoe [8]
8. on foot // walking [57]
9. (from) island to island [59]
10. lack of food // to find food [79]
11. fighting (with) other humans // escape from other humans [33]
12.  Grow food  Make clothes  Build houses  Make weapons [50]

**Task 2 (14 marks)**

13. Paqua Monna [37]
14. languages [71]
15. customs [27]
16. C [74]
17. light [68]
18. strong [67]
19. 5 [82]
20. 14 [44]
21. May 1950 [24]
22. (the) stars [44]
23. fish [77]
24. in bamboo (water) containers [28]
25. Lost food source ✓ Lost water ✓ Lost sail ✓ [70]
26. D [81]

**Task 3 (14 marks)**

- |     |   |      |
|-----|---|------|
| 27. | (strongly) connected to (your / our / one's) cultural background  | [23] |
| 28. | Singapore   | [37] |
| 29. | explore his (Peruvian) identity   | [34] |
| 30. | speak with her grandparents // get to know her grandparents   | [49] |
| 31. | give a speech at his cousin's wedding   | [8]  |
| 32. | lesson(s) every week with a private tutor   | [18] |
| 33. | language exchange partner   | [36] |
| 34. | use a language learning app (on his way to work)  | [33] |
| 35. | reading and writing Chinese characters  | [30] |
| 36. | write a daily diary in Chinese  | [17] |
| 37. | watch YouTube series in French every week / regularly   | [9]  |
| 38. | it's never too late to learn  | [53] |
| 39. | motivation is everything // without motivation you'll never succeed   | [60] |
| 40. | not one / no single (right) way of learning // have to be ready to try out lots of ways to learn // try out different ways to succeed | [48] |

**Task 4 (13 marks)**

- |     |   |      |
|-----|---|------|
| 41. | largest annual human migration (on Earth) // more people travel than the population of the United States  | [8]  |
| 42. | (estimated) 400,000,000   | [68] |
| 43. | (economic reforms meant that) they left their hometowns to work (in the city) // (before) most people lived in towns in which they were born                                | [24] |
| 44. | the number of university students studying outside their hometown has increased   | [13] |
| 45. | buying a ticket ... they sell out (quickly) (especially online) // the scarcity of tickets  | [46] |
| 46. | risk of accidents // safety issues ... of (over) crowded trains // many people have to stand (on train)   | [29] |
| 47. | passengers called his family to (come and) meet him at next stop / station  | [21] |
| 48. | a stranger shared / offered to share his lunch box  | [48] |
| 49. | they (got chatting about their love of reading and later) got married // became husband and wife  | [37] |
| 50. | stay where they are // avoid Chunyun (altogether)   | [24] |
| 51. | reduce cost by sharing their car (with friends and strangers)   | [10] |
| 52. | international travel  | [11] |
| 53. | (they feel that) (despite the stress) it is worth it to spend time with loved ones / family // (the reward of) spending time with loved ones / family makes it all worth it | [9]  |

*Note: Figures in square brackets represent the percentage of candidates awarded a point for the item. Points within this } bracket can be in any order.*

**Part B1 (easier section)**

**Task 5 (17 marks)**

**Task Completion = 15 marks**

*Note: unless stated, candidates must place the information in the correct section to be awarded a point.*

Item		DF page reference
5.1	27th April	3*
5.2	10am	3*
5.3	Visitors' Centre	3*
5.4	2 hours	3*
5.5	Chinese	8
5.6	English audio guides	8
5.7	light clothing / clothes	5
5.8	walking or running shoes	8
5.9	water	5
5.10	sunglasses	5
5.11	mosquito repellent	8
5.12	(a) hat	9
5.13	pregnant woman	9
5.14	person with serious health issues	9
5.15	(we recommend you) consult a doctor (before joining the walk)	9

*\* Information from page 3 of the Data File is from the tapescript*

**Note: Points within this } bracket can be in any order**

**Task 5: Language (L) = 2 marks**

Marks	Language
2	<ul style="list-style-type: none"> <li>• Generally understandable though may be some errors.</li> <li>• Most words are spelt correctly.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Grammatical errors sometimes affect understanding.</li> <li>• Spelling of simple words is correct, more complex ones not.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Multiple errors throughout, spelling and/or word usage which <b>make understanding impossible</b>.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

**Task 6 (18 marks)**

**Task Completion = 9 marks**

Item		DF page reference
6.1	the start time has been changed (from 7:30am) to 9:30am	3*
6.2	because not enough people are signing up to join the tour	3*
6.3	because the tour starts too early	3*
6.4	Request: Will the staff give out (free) refreshments / cool water <b>and ice cream?</b>	11
6.5	Reason: (the) hot weather (in Hong Kong)	11
6.6	Reason: participants will be doing a lot of walking	11
6.7	Request: Will there be a refund if there are not sufficient bird <b>sightings or there is</b> poor weather?	10
6.8	Reason: previous participants left negative reviews due to not <b>seeing many</b> birds	10
6.9	Reason: coupons and discounts won't make up for the time they <b>lost (so only a</b> refund would be suitable)	10

\* Information from page 3 of the Data File is from the tapescript

**Task 6: Language (L) = 5 marks**

Marks	Language
5	<p><b>Data File Manipulation</b> Generally successful in adapting phrases from the Data File to create grammatically correct sentences through: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with a grasp of simple and complex sentences.</li> <li>• Grammar mainly accurate with occasional common errors that do not affect overall clarity.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
4	<p><b>Data File Manipulation</b> Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with some attempts to use more complex sentences.</li> <li>• Grammatical errors occur in more complex structures but overall clarity not affected.</li> <li>• Spelling and punctuation are sufficiently accurate to convey meaning.</li> </ul>
3	<p><b>Data File Manipulation</b> Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences, though more often errors occur due to failing to change the original texts to the requirements of his/her own text.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature.</li> <li>• Grammatical errors sometimes affect meaning.</li> <li>• Most common words are spelt correctly, with basic punctuation being accurate.</li> </ul>
2	<p><b>Data File Manipulation</b> Writing characterised by occasional attempts to adapt language from the Data File or by chunks taken verbatim from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.</li> </ul>
1	<p><b>Data File Manipulation</b> Writing characterised by being mostly a series of chunks taken verbatim from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences may be accurate.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Writing characterised by being a series of chunks taken verbatim from the Data File.</li> <li>• Multiple errors in sentence structures, spelling and/or word usage which make understanding impossible.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

**Task 6: Coherence and Organisation (C) = 2 marks**

Marks	Coherence and Organisation
2	<ul style="list-style-type: none"><li>• Overall coherence of the text is very good with a clear focus on the task throughout.</li><li>• Relations between main points and supporting points is always clear.</li><li>• Strong cohesive ties are used to enhance coherence when necessary.</li></ul>
1	<ul style="list-style-type: none"><li>• Overall coherence of the text is reasonable with a reasonably clear focus on the task throughout.</li><li>• The relations between main points and supporting points are generally clear.</li><li>• Cohesive ties used generally enhance coherence, although these may occasionally be fuzzy.</li></ul>
0	<ul style="list-style-type: none"><li>• Overall coherence of the text is weak.</li><li>• Supporting details are generally not clearly related to main points.</li><li>• Cohesive ties used contribute little to the coherence of the text.</li></ul> OR <ul style="list-style-type: none"><li>• Not enough evidence in the candidate's work to be able to award '1'.</li></ul>

**Task 6: Appropriacy (A) = 2 marks**

Marks	Appropriacy
2	<ul style="list-style-type: none"><li>• Register, tone and style are generally appropriate through manipulation of parts of the Data File and own language.</li><li>• The candidate has produced a text appropriate for the task.</li></ul>
1	<ul style="list-style-type: none"><li>• Register, tone and style are reasonably appropriate to the text through some manipulation of parts of the Data File and through own language.</li><li>• Tone may be inconsistent due to parts being copied verbatim from the Data File.</li></ul>
0	<ul style="list-style-type: none"><li>• Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.</li><li>• The candidate has written a text which is characterised by having copied chunks of the Data File indiscriminately. Does not give the impression of the writer's own text written to fulfil the task.</li></ul>

**Task 7 (18 marks)**

**Task Completion = 9 marks**

Item		DF page reference	
7.1	At the Insects and Reptiles Exhibition, you can...	learn about (different) insects and reptiles	7
7.2		experience a different side of Hong Kong	7
7.3		meet Oggie, the salt water crocodile	7
7.4		dragonflies at the exhibition: Red Baller and Blue Tail	3* / 5
7.5		(some of) the dragonflies at the exhibition are rare (in Hong Kong) as they migrate during the winter	5
7.6		there will be a dragonfly photo-taking competition (at the exhibition)	3*
7.7		the best dragonfly photo wins \$500	3*
7.8		(World City Travel early booking offer:) book your ticket two weeks in advance for a 30% discount	6
7.9		tickets are free for children under 6 years old when accompanied by parents	6

*\* Information from page 3 of the Data File is from the tapescript*

**Task 7: Language (L) = 5 marks**

Marks	Language
5	<p><b>Data File Manipulation</b> Generally successful in adapting phrases from the Data File to create grammatically correct sentences through: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with a grasp of simple and complex sentences.</li> <li>• Grammar mainly accurate with occasional common errors that do not affect overall clarity.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
4	<p><b>Data File Manipulation</b> Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with some attempts to use more complex sentences.</li> <li>• Grammatical errors occur in more complex structures, but overall clarity is not affected.</li> <li>• Spelling and punctuation are sufficiently accurate to convey meaning.</li> </ul>
3	<p><b>Data File Manipulation</b> Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences, though errors often occur due to failing to change the original texts to the requirements of his/her own text.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature.</li> <li>• Grammatical errors sometimes affect meaning.</li> <li>• Most common words are spelt correctly, with basic punctuation being accurate.</li> </ul>
2	<p><b>Data File Manipulation</b> Writing characterised by occasional attempts to adapt language from the Data File or by chunks taken verbatim from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.</li> </ul>
1	<p><b>Data File Manipulation</b> Writing characterised by being mostly a series of chunks taken verbatim from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences may be accurate.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Writing characterised by being a series of chunks taken verbatim from the Data File.</li> <li>• Multiple errors in sentence structures, spelling and/or word usage which make understanding impossible.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

**Task 7: Coherence and Organisation (C) = 2 marks**

Marks	Coherence and Organisation
2	<ul style="list-style-type: none"><li>• Overall coherence of the text is very good, with a clear focus on the task throughout.</li><li>• Relations between main points and supporting points is always clear.</li><li>• Strong cohesive ties are used to enhance coherence when necessary.</li></ul>
1	<ul style="list-style-type: none"><li>• Overall coherence of the text is reasonable, with a reasonably clear focus on the task throughout.</li><li>• The relations between main points and supporting points generally clear.</li><li>• Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.</li></ul>
0	<ul style="list-style-type: none"><li>• Overall coherence of the text is weak.</li><li>• Supporting details are generally not clearly related to main points.</li><li>• Cohesive ties used contribute little to the coherence of the text.</li></ul> OR <ul style="list-style-type: none"><li>• Not enough evidence in the candidate's work to be able to award '1'.</li></ul>

**Task 7: Appropriacy (A) = 2 marks**

Marks	Appropriacy
2	<ul style="list-style-type: none"><li>• Register, tone and style generally appropriate through manipulation of parts of the Data File and own language.</li><li>• The candidate has produced a text appropriate for the task.</li></ul>
1	<ul style="list-style-type: none"><li>• Register, tone and style reasonably appropriate to the text through some manipulation of parts of the Data File and own language.</li><li>• Tone may be inconsistent due to parts being copied verbatim from the Data File.</li></ul>
0	<ul style="list-style-type: none"><li>• Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.</li><li>• The candidate has written a text which is characterised by having copied chunks of the Data File indiscriminately. Does not give the impression of the writer's own text written to fulfil the task.</li></ul>

**Part B2 (more difficult section)**

**Task 8 (17 marks)**

**Task Completion = 8 marks**

<b>Item</b>		<b>DF page reference</b>
8.1	the incident occurred on 27 <sup>th</sup> March at 5:50pm in Sydney Harbour	3*/5/7
8.2	the catamaran crashed into rocks	6
8.3	Reason for accident: a sudden change in weather (conditions)	6
8.4	no passengers were on board: the catamaran was training new crew members	7
8.5	and scouting whale migration routes	7
8.6	Review Board conclusion: Captain Moby (was) not at fault	3*
8.7	(Review Board conclusion:) he kept the crew onboard safe and was instrumental in minimising damage to the catamaran	10
8.8	(Review Board conclusion:) he was / is extremely professional	3*

*\* Information from page 3 of the Data File is from the tapescript*

Task 8: Language (L) = 5 marks

Marks	Language
5	<p><b>Data File Manipulation</b> Successful manipulation of phrases from the Data File to create grammatically correct sentences, achieved through a wide variety of changes made to the original texts.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A wide range of accurate sentence structures using own language, with an excellent grasp of more complex structures.</li> <li>• Grammar extremely accurate with very occasional slips.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
4	<p><b>Data File Manipulation</b> Generally successful in adapting phrases from the Data File to create grammatically correct sentences through some of: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with a grasp of simple and complex sentences.</li> <li>• Grammar mainly accurate with occasional common errors that do not affect overall clarity.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
3	<p><b>Data File Manipulation</b> Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with some attempts to use more complex sentences.</li> <li>• Grammatical errors occur in more complex structures but overall clarity not affected.</li> <li>• Spelling and punctuation are sufficiently accurate to convey meaning.</li> </ul>
2	<p><b>Data File Manipulation</b> Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences, though more often errors occur due to failing to change the original texts to the requirements of his/her own text.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature.</li> <li>• Grammatical errors sometimes affect meaning.</li> <li>• Most common words are spelt correctly, with basic punctuation being accurate.</li> </ul>
1	<p><b>Data File Manipulation</b> Writing characterised by occasional attempts to adapt language from Data File or by chunks taken <i>verbatim</i> from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.</li> </ul>
0	<p><b>Data File Manipulation</b> Writing characterised by being mostly a series of chunks taken <i>verbatim</i> from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences may be accurate.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

**Task 8: Coherence and Organisation (C) = 2 marks**

Marks	Coherence and Organisation
2	<ul style="list-style-type: none"><li>• Overall coherence of the text is very good.</li><li>• It is clearly on topic and congruent with the subject.</li><li>• Relations between main points and supporting points are always clear.</li><li>• Strong cohesive ties are used to enhance coherence when necessary.</li></ul>
1	<ul style="list-style-type: none"><li>• Overall coherence of the text is reasonable.</li><li>• It is generally on topic and congruent with the subject.</li><li>• Relations between main points and supporting points are generally clear.</li><li>• Cohesive ties used generally enhance coherence, although these may occasionally be fuzzy.</li></ul>
0	<ul style="list-style-type: none"><li>• Overall coherence of the text is weak.</li><li>• It is mostly off topic and not clearly congruent with the subject.</li><li>• Supporting details are generally not clearly related to main points.</li><li>• Cohesive ties used contribute little to the coherence of the text.</li></ul> OR <ul style="list-style-type: none"><li>• Not enough evidence in candidate's work to be able to award '1'.</li></ul>

**Task 8: Appropriacy (A) = 2 marks**

Marks	Appropriacy
2	<ul style="list-style-type: none"><li>• Register, tone and style are generally appropriate to the text through manipulation of parts of the Data File and own language.</li><li>• Consistently demonstrates audience awareness.</li></ul>
1	<ul style="list-style-type: none"><li>• Register, tone and style are reasonably appropriate to the text through some manipulation of parts of the Data File and through own language.</li><li>• The tone may be inconsistent.</li></ul>
0	Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.

**Task 9 (18 marks)****Task Completion = 9 marks**

<b>Item</b>		<b>DF page reference</b>
9.1	we value our customers // we put (our) customers first	8
9.2	in addition to a full refund, we are offering a compensation package	6 / 7 / 8
9.3	Compensation includes: lifetime membership of World City Travel	3*
9.4	a 30% discount on all tours (for life)	3*
9.5	a free photo print by (Dr) David Atkinson // an "Aqua Vita" photo print	11
9.6	participants can also choose another, complimentary, cruise	10
9.7	(for the complimentary cruise:) the first two weeks of May are available	8
9.8	June and July are available and include an additional 50% duration	7 / 8
9.9	details of the available cruises are on the World City Travel website	10

\* Information from page 3 of the Data File is from the tapescript

**Task 9: Language (L) = 5 marks**

Marks	Language
5	<p><b>Data File Manipulation</b> Successful manipulation of phrases from the Data File to create grammatically correct sentences, achieved through a wide variety of changes made to the original texts.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A wide range of accurate sentence structures using own language, with an excellent grasp of more complex structures.</li> <li>• Grammar extremely accurate with very occasional slips.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
4	<p><b>Data File Manipulation</b> Generally successful in adapting phrases from the Data File to create grammatically correct sentences through some of: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with a grasp of simple and complex sentences.</li> <li>• Grammar mainly accurate with occasional common errors that do not affect overall clarity.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
3	<p><b>Data File Manipulation</b> Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with some attempts to use more complex sentences.</li> <li>• Grammatical errors occur in more complex structures, but overall clarity is not affected.</li> <li>• Spelling and punctuation are sufficiently accurate to convey meaning.</li> </ul>
2	<p><b>Data File Manipulation</b> Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences, though more often errors occur due to failing to change the original texts to the requirements of his/her own text.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature.</li> <li>• Grammatical errors sometimes affect meaning.</li> <li>• Most common words are spelt correctly, with basic punctuation being accurate.</li> </ul>
1	<p><b>Data File Manipulation</b> Writing is characterised by occasional attempts to adapt language from Data File or by chunks taken <i>verbatim</i> from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.</li> </ul>
0	<p><b>Data File Manipulation</b> Writing characterised by being mostly a series of chunks taken <i>verbatim</i> from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences may be accurate.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

**Task 9: Coherence and Organisation (C) = 2 marks**

Marks	Coherence and Organisation
2	<ul style="list-style-type: none"> <li>• Overall coherence of the text is very good.</li> <li>• It is clearly on topic and congruent with the subject.</li> <li>• Relations between main points and supporting points are always clear.</li> <li>• Strong cohesive ties are used to enhance coherence when necessary.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Overall coherence of the text is reasonable.</li> <li>• It is generally on topic and congruent with the subject.</li> <li>• Relations between main points and supporting points are generally clear.</li> <li>• Cohesive ties used generally enhance coherence, although these may occasionally be fuzzy.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Overall coherence of the text is weak.</li> <li>• It is mostly off topic and not clearly congruent with the subject.</li> <li>• Supporting details are generally not clearly related to main points.</li> <li>• Cohesive ties used contribute little to the coherence of the text.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

**Task 9: Appropriacy (A) = 2 marks**

Marks	Appropriacy
2	<ul style="list-style-type: none"> <li>• Register, tone and style generally are appropriate to the text through manipulation of parts of the Data File and own language.</li> <li>• Consistently demonstrates audience awareness.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Register, tone and style are reasonably appropriate to the text through some manipulation of parts of the Data File and through own language.</li> <li>• The tone may be inconsistent.</li> </ul>
0	<p>Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.</p>

**Task 10 (18 marks)****Task Completion = 9 marks**

Item		DF page reference
10.1	the Adventure Fishing Tour runs from 6th December to 27th January, with a break on Christmas Day	6 / 8 / 10
10.2	the Tour will take place on the D79X yacht, known as the "supercar of the sea"	7 / 9 / 11
10.3	the D79X has a top speed of 65 knots	9
10.4	and an oversized terrace with a built-in spa	9
10.5	the Tour stops at 2 white sand beaches	3*
10.6	where participants can catch shellfish	3*
10.7	commentary is by biologist (Dr) David Atkinson	7
10.8	famous for the 2013 TV wildlife documentary series / wildlife documentaries such as "The Life of Whales"	7 / 11
10.9	includes a free buffet lunch by iSea Caterers, featuring tuna, scallops and lobster	8 / 10

\* Information from page 3 of the Data File is from the tapescript

**Task 10: Language (L) = 5 marks**

Marks	Language
5	<p><b>Data File Manipulation</b>            Successful manipulation of phrases from the Data File to create grammatically correct sentences. Achieved through a wide variety of changes made to the original texts.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A wide range of accurate sentence structures using own language, with an excellent grasp of more complex structures.</li> <li>• Grammar extremely accurate with very occasional slips.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
4	<p><b>Data File Manipulation</b>            Generally successful in adapting phrases from the Data File to create grammatically correct sentences through some of: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with a grasp of simple and complex sentences.</li> <li>• Grammar mainly accurate with occasional common errors that do not affect overall clarity.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
3	<p><b>Data File Manipulation</b>            Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with some attempts to use more complex sentences.</li> <li>• Grammatical errors occur in more complex structures but overall clarity not affected.</li> <li>• Spelling and punctuation are sufficiently accurate to convey meaning.</li> </ul>
2	<p><b>Data File Manipulation</b>            Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences, though more often errors occur due to failing to change the original texts to the requirements of his/her own text.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature.</li> <li>• Grammatical errors sometimes affect meaning.</li> <li>• Most common words are spelt correctly, with basic punctuation being accurate.</li> </ul>
1	<p><b>Data File Manipulation</b>            Writing characterised by occasional attempts to adapt language from the Data File or by chunks taken <i>verbatim</i> from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.</li> </ul>
0	<p><b>Data File Manipulation</b>            Writing characterised by being mostly a series of chunks taken <i>verbatim</i> from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences may be accurate.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

**Task 10: Coherence and Organisation (C) = 2 marks**

Marks	Coherence and Organisation
2	<ul style="list-style-type: none"><li>• Overall coherence of the text is very good.</li><li>• It is clearly on topic and congruent with the subject.</li><li>• Relations between main points and supporting points are always clear.</li><li>• Strong cohesive ties are used to enhance coherence when necessary.</li></ul>
1	<ul style="list-style-type: none"><li>• Overall coherence of the text is reasonable.</li><li>• It is generally on topic and congruent with the subject.</li><li>• Relations between main points and supporting points are generally clear.</li><li>• Cohesive ties used generally enhance coherence, although these may occasionally be fuzzy.</li></ul>
0	<ul style="list-style-type: none"><li>• Overall coherence of the text is weak.</li><li>• It is mostly off topic and not clearly congruent with the subject.</li><li>• Supporting details are generally not clearly related to main points.</li><li>• Cohesive ties used contribute little to the coherence of the text.</li></ul> OR <ul style="list-style-type: none"><li>• Not enough evidence in candidate's work to be able to award '1'.</li></ul>

**Task 10: Appropriacy (A) = 2 marks**

Marks	Appropriacy
2	<ul style="list-style-type: none"><li>• Register, tone and style are generally appropriate to the text through manipulation of parts of the Data File and own language.</li><li>• Consistently demonstrates audience awareness.</li></ul>
1	<ul style="list-style-type: none"><li>• Register, tone and style are reasonably appropriate to the text through some manipulation of parts of the Data File and through own language.</li><li>• The tone may be inconsistent.</li></ul>
0	Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.

Paper 4 (Speaking)

	<b>I. Pronunciation &amp; delivery</b>	<b>II. Communication strategies</b>	<b>III. Vocabulary &amp; language patterns</b>	<b>IV. Ideas &amp; organisation</b>
7	Projects the voice appropriately. Pronounces all sounds/sound clusters and words clearly and accurately. Speaks fluently and naturally, with very little hesitation using intonation with some sophistication to enhance communication.	Uses appropriate body language to display and encourage interest. Uses a full range of strategies skilfully to initiate and maintain interaction and to respond to others.	Makes accurate use of an impressive range of vocabulary. Uses varied and highly accurate language patterns. Rephrases skilfully when necessary.	Expresses an impressive range of well-developed complex ideas clearly and fluently. Expands and elaborates with impressive detail. Consistently responds effectively to others, sustaining and extending conversational exchanges effortlessly.
6	Projects the voice appropriately. Pronounces all sounds/sound clusters and words clearly and accurately. Speaks fluently and naturally, with only occasional hesitation using suitable intonation to enhance communication.	Uses appropriate body language to display and encourage interest. Uses a full range of strategies effectively to initiate and maintain interaction and to respond to others.	Makes accurate use of a wide range of vocabulary. Uses varied and accurate language patterns; only minor slips made, which do not impede communication. Rephrases effectively when necessary.	Expresses a wide range of well-developed relevant ideas clearly and fluently. Expands and elaborates in detail. Consistently responds effectively to others, sustaining and extending conversational exchanges.
5	Projects the voice appropriately. Pronounces almost all sounds/sound clusters and words clearly and accurately. Speaks fluently and naturally, with only occasional hesitation using intonation appropriately to enhance communication.	Uses appropriate body language to display and encourage interest. Uses a wide range of strategies to initiate and maintain interaction and to respond to others.	Makes varied and generally appropriate use of vocabulary. Makes use of generally accurate and appropriate language patterns. Self-corrects effectively when necessary.	Expresses a range of relevant ideas clearly and fluently. Most ideas developed and linked. Expands and elaborates appropriately. Responds appropriately to others, sustaining and extending conversational exchanges.
4	Usually projects the voice satisfactorily. Pronounces most sounds/sound clusters and words clearly and accurately; less common words usually comprehensible. Speaks reasonably fluently although with some hesitation in longer utterances. Uses intonation sufficiently to convey meaning.	Uses some features of body language to support communication. Uses a range of appropriate strategies to initiate and maintain interaction and to respond to others.	Makes generally appropriate use of vocabulary. Makes use of generally accurate language patterns. Errors do not generally impede communication. Self corrects when concentrating carefully or when asked to do so.	Expresses some relevant ideas clearly. Most ideas are developed and linked. Elaborates on most contributions appropriately. Generally responds appropriately to others. Sustains most and may extend some conversational exchanges.

	<b>I. Pronunciation &amp; delivery</b>	<b>II. Communication strategies</b>	<b>III. Vocabulary &amp; language patterns</b>	<b>IV. Ideas &amp; organisation</b>
3	<p>Poor voice projection may cause difficulties for the listener. Pronounces simple sounds clearly but may have some problems with sound clusters.</p> <p>Less common words may be misunderstood unless supported by contextual meaning.</p> <p>Uses intonation and pacing sufficiently well to be understood by a supportive listener.</p>	<p>Uses some features of body language to support communication.</p> <p>Uses some simple strategies to participate in, and occasionally initiate, interaction mainly by using formulaic expressions.</p>	<p>Usually makes appropriate use of simple vocabulary.</p> <p>Sometimes uses simple language patterns accurately and appropriately. Errors do not usually impede communication.</p> <p>May show some ability to self correct but done inconsistently or only partially successfully.</p>	<p>Expresses some relevant ideas clearly. These may be linked.</p> <p>Responds to some simple questions and may expand on these if asked directly.</p>
2	<b>PRODUCTION MAY BE TOO LIMITED TO ALLOW ACCURATE AWARDDING OF HIGHER MARKS</b>			
2	<p>Poor voice projection may cause difficulties for listener.</p> <p>Pronounces simple sounds and some sound clusters well enough to be understood most of the time.</p> <p>Produces familiar stretches of language with sufficiently appropriate intonation and pacing to be understood.</p>	<p>Uses restricted features of body language when prompted to respond.</p> <p>Uses some simple formulaic expressions, generally in response to others.</p> <p>Participates briefly in conversation, generally when prompted, but tends to use formulaic expressions to do so.</p>	<p>Makes appropriate use of vocabulary from limited and familiar range, often derived from context.</p> <p>May use some very basic language patterns accurately in brief exchanges. Errors may impede communication.</p> <p>May be unable to self correct.</p>	<p>Attempts to express simple relevant ideas, sometimes successfully.</p> <p>Attempts to expand on some responses briefly.</p> <p>Makes some contribution when prompted.</p>
1	<p>Poor voice projection is likely to be a problem.</p> <p>Pronounces some simple and common words accurately enough to be understood.</p> <p>Uses intonation appropriately in the most familiar of words and phrases.</p> <p>Hesitant speech is likely to be a problem.</p>	<p>Uses restricted features of body language when prompted to respond.</p> <p>Can use only simple and narrowly-restricted formulaic expressions, and only to respond to others.</p>	<p>Makes use of a narrow range of simple vocabulary, sometimes appropriately.</p> <p>Uses a narrow range of language patterns, usually in short and rehearsed utterances.</p> <p>Errors often impede communication.</p>	<p>Occasionally produces brief ideas relevant to the topic.</p> <p>Makes some brief responses when prompted.</p>
0	<p>Does not produce any comprehensible English speech.</p>	<p>Does not use any interactional strategies.</p>	<p>Does not produce recognizable words or sequences.</p>	<p>Does not produce relevant material.</p>

## Candidates' Performance

### Paper 1

Paper 1 tests candidates' reading skills, and consists of three parts: Part A, Part B1 and Part B2. Candidates have 1.5 hours to complete Part A, which is compulsory, and either Part B1 (consisting of items of a lower level of difficulty than Part A) or Part B2 (consisting of items of a higher level of difficulty than Part A). The weighting for Part A and Part B is 50% per part. The total number of candidates who attempted Paper 1 was 45,357, of whom around 48% chose B1 and around 52% chose B2. Candidates who attempt Parts A and B2 are able to attain the full range of levels, while Level 4 is the highest level attainable for candidates who attempt Parts A and B1.

### Overall Results

A statistical analysis of Paper 1 was carried out. The overall results are given in Table 1 below.

Table 1: Paper 1 overall results

	Full Mark	Mean Score (%)	Standard Deviation (%)
Part A	42	51.5	22.1
Part B1	42	47.2	21.7
Part B2	42	35.8	17.4

### Part A (Compulsory section)

Part A consisted of two reading passages on the theme of banyan trees in Hong Kong. The first passage was a newspaper article on public safety related to specific cases of banyans in Hong Kong. The second passage was an online article considering the physical, social and cultural significance of Hong Kong banyans. A range of items such as multiple choice, short responses, gap-fill, True/False/Not Given, and proofreading were included. Candidates were also required to identify and match the views of people / organisations included in Text 2.

The items in Part A that were most successfully answered by 70% or more of candidates were: Q.1(i) and (ii), Q.4, Q.5(iii), Q.6, Q.10(i), Q.12(i) and (ii), Q.20, Q.23(i)-(ii) and (iv). These represented a range of questions identifying relatively simple factual information, identifying straightforward references, identifying examples from the text, and understanding attitudes and opinions. This suggested that a good majority of candidates possessed an acceptable range of fundamental reading skills in English. Indeed, approximately two-thirds of the question items in Part A were answered correctly by at least 50% of candidates, suggesting a good grounding in their reading skills.

A number of examiners and markers noted that some candidates lost marks due to grammatical issues in their responses, notably with singular / plural forms. For example, the reference questions Q.4 and Q.8 required a plural noun and Q.14 a singular noun as indicated in the question prompt. Also, in the gap-fill text, Q.12(iii) required the plural 'seeds' not 'seed' (not included in the stated paragraph) and subject-verb agreement in Q.12(iv) required 'grow' not 'grows'. Examiners and markers also noted that candidates apparently overlooked the need to complete the sentence stem in a grammatically correct manner in sentence completion questions (e.g. Q.7). This resulted in a loss of marks.

It was noted that candidates at the lower range appeared to struggle with Q.11, a proofreading question. Candidates often chose vocabulary they apparently did not fully understand (e.g. Q.11(i) 'aerial' and (ii) 'masonry'). However, over 50% of candidates corrected Q.11(iv) appropriately.

As in previous years, there were candidates who produced answers with spelling errors when copying words from the text into their question-answer book, for example, when completing gap-fill items (e.g.

Q.12(ii) 'mortar' versus 'motor'). This led to a loss of marks. It was also apparent that some candidates did not read the question with care, such as Q.15 requiring candidates to first state whether Jim's attitude was positive / negative / neutral before including a reason from the text.

Finally, examiners and markers felt that the more open questions / inference questions helped distinguish candidates in the higher range, such as Q.9, Q.15 and Q.22, with only 20-40% of candidates answering correctly.

#### Part B1 (Easier section)

Part B1 comprised two reading passages linked by the theme of hawking in Hong Kong, a theme and discourse considered to be accessible for most readers. The first passage was a collection of three brief biographies of hawkers in Hong Kong. The second text was an online news article outlining the history of hawking in Hong Kong from the 1950s onwards. Candidates were required to identify factual information in a range of item types such as gap-fill, True/False/Not Given, multiple choice and short responses. Candidates were also required to match paragraph headings and identify and match the views and opinions of the people in Text 4.

Q.25, Q.26, Q.31(i) and (iii) and Q.36(ii) were all answered correctly by at least 70% of candidates. Almost all of these items were related to the brief biographies of the first text demonstrating a similar range of skills as the Part A items mentioned above. Success in these items further strengthened the impression of a satisfactory level of fundamental reading skills amongst candidates. Q.40 and Q.41 tested more global understanding of the longer Text 4 and were moderately well answered with between 38%-57% of candidates answering correctly.

Many candidates had greatest difficulty with Q.35(i) and (ii), Q.36(iv) and (v) and Q.37(ii). With Q.35(i) candidates apparently looked for alternatives with the same word form '-ing' (e.g. 'exploring' and 'maintaining') rather than also considering the meaning. Lower-range candidates often adopted the strategy of selecting unfamiliar vocabulary in the gap-fill questions (e.g. Q.36(iv) 'hygiene', Q.36(v) 'hazards', Q.37(iii) 'rummaging') rather than considering the context and meaning.

Examiners and markers identified Q.33 and Q.42 as questions helpful in distinguishing candidates in the higher range. Q.33, a sentence completion item, required some kind of textual manipulation from the passage rather than just straight copying from the passage. Only 18% of candidates answered Q.42 appropriately. Many candidates responded with rather generic reasons not explicitly stated in the text rather than specific reasoning drawn from the text.

#### Part B2 (More difficult section)

Part B2 comprised one text taken from the introduction of the book *Bad Science*, a criticism of the lack of critical thinking in society in relation to the public's understanding of science. Candidates were required to work out the metaphors used and respond to a range of items including identifying the implied meaning of phrases and identify examples of, causes of and consequences of the issues relating to the public's current understanding and misunderstanding of science.

In Part B2, candidates were more successful in answering items asking for specific detail and information from the text with between 50%-84% of candidates responding correctly. These included Q.43(i)-(iv) Q.46(ii), Q.51(i) and Q.58. Candidates were also relatively successful when answering questions on global understanding of the text, (e.g. Q.61(i)-(iv)), where between 36% and 54% of candidates answered correctly.

Examiners and markers noted that candidates of a lower-range of ability seemed to struggle with Q.55, a proofreading question, with only between 14% and 39% of candidates appropriately identifying the corrections.

Examiners and markers felt that Q.44-47, Q.49, Q.51(ii)-(v), Q.56, Q.59, Q.60 and Q.62 were a good test of the higher-range candidates. These, as would be expected, included assessing candidates' understanding of more figurative language (e.g. Q.44, Q.47, Q.49, Q.59 and Q.60), candidates' ability to

select and manipulate ideas from the text as well as distinguish specific detail from more general ideas (e.g. Q.51 and Q.62). In both these cases, more indiscriminate lifting from the text often resulted in over-copying, where an answer often lacked focus or incorporated inaccurate / irrelevant content. Between 4% and 39% of candidates answered these items successfully. The complex ideas tested in such items were at the heart of Part B2's text, and the questions successfully probed understanding of the very highest-order elements of the paper.

### Recommendations

This year, there were far fewer cases of candidates using letters more than once in matching questions. However, as in previous years, candidates are reminded to read instructions carefully. There are a number of issues candidates should consider here:

- (i) Candidates should comply with instructions for a word or a phrase to be taken from specific paragraphs in the passages (e.g. Q.48(v) 'gap').
- (ii) Candidates also need to ensure spelling is correct when lifting language from the passages.
- (iii) Candidates need to include all the required elements such as when asked to identify a person's attitude / opinion and provide a reason from the text. Candidates should first state positive / negative / neutral in the case of Q.15, yes / no in the case of Q.42, optimistic / pessimistic in the case of Q.62 before then including a reason from the text rather than just presenting a rather general point not explicitly based on ideas from the text.

Candidates also need to recognise when a question calls for a more specific response and avoid copying excessively (e.g. Q.22 and Q.51). Additionally, candidates need to be aware that they may need to manipulate language lifted from the text such as amending pronouns (e.g. Q.33 and Q.45(ii)).

Candidates are also reminded to pay attention to the grammatical features of the sentence stem such as plurality in sentence-completion items and in gap-fill texts.

### Paper 2

Paper 2 tests candidates' writing skills and consists of two parts: Part A and Part B. Candidates have 2 hours to complete both parts of the paper. The total number of candidates attempting Paper 2 was 45,131.

#### Overall Results

Parts A and B were assessed in three domains: content, language and organisation on a scale between 0 and 7 for each domain. A statistical analysis of Paper 2 was carried out. The overall results are given in Table 2.

Table 2: Paper 2 overall results

	Full Mark	Mean Score (%)	Standard Deviation (%)
Part A	42	51.6	18.8
Part B	42	51.0	19.9

#### Part A

Part A was a short writing task. Candidates assumed the role of a guest who had seen an advertisement for the Seaside Hotel and had booked to stay for one night at the hotel. Upon arrival at the hotel they found that their room was very different from that shown in the advertisement. Their task was to write an email to the manager of the hotel explaining why they were disappointed with the stay and what they wanted the manager to do about it. They were provided with an image from the hotel website showing what a room in the hotel was supposed to look like and what amenities were provided.

Most candidates were able to draw on the information provided in the website and then describe how the room they had been given was different, i.e. worse. They were able to write about the bed, the view and the decoration (from the picture) as well as the amenities advertised (Wi-Fi, air conditioning, room service and the fact that the room was meant to be non-smoking). Candidates were not required to discuss everything in the advertisement. However, some explanation of how the room failed to meet expectations should have been given. Some complaints included no ocean view, cleanliness problems and faulty amenities. Most candidates asked for a refund or partial refund on the fee they had paid for the room. Good answers also requested that the manager update the information on the website. Content considered not relevant to the required answer was such details as the hotel dining should be improved or staff retrained. Better answers also showed an awareness of audience by making it clear that they were writing from the perspective of a hotel guest to the hotel manager.

Some candidates were able to make use of appropriate language to describe their experience (e.g. contrasting the use of the past simple and past perfect tenses), describing their feelings and the issues (adjectives and adverbs), and use vocabulary appropriate to the context. Top marks were gained by candidates who were able to vary the language they used and who were able to adopt a style and tone appropriate to the context, i.e. an email indicating dissatisfaction while retaining a polite and respectful tone.

The task prompt guided candidates to write the email addressing the two parts of describing their experience and requesting follow-up action and most candidates followed this structure. Stronger candidates were able to use a variety of cohesive devices within and across paragraphs to effectively link ideas. The examiners were looking for clear and concise descriptions that prioritised the problems that the writer felt were most concerning. A lot of information was given in the prompt and some candidates tended to write too much. The examiners were looking for the ability to write concisely, which is both a feature of the genre and a quality more appropriate to the purpose of the email than an overly-long piece.

#### Part B

Part B comprises four questions (Q.2-Q.5).<sup>1</sup> In this part of the examination, candidates were required to choose one question and write about 400 words.

The mean score achieved for each question is given in Table 3.

Table 3: Summary of Paper 2 Part B statistics

Question	Text type and Topic	Mean (%)	Popularity (%)
2	Essay: why smaller family size is more desirable now than in the past	55.8	42
3	Blogpost: how aspiring musicians can promote their music	48.8	15
4	Letter to the Editor: whether to support dog-friendly public spaces	46.0	26
5	School magazine article: a video that went viral overnight on social media	48.4	17

The most popular question was Question 2, which was attempted by 42% of the candidature (see Table 3).

The following is a summary of candidates' general performance in each question.

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<sup>1</sup> After the implementation of the optimising measures of the English Language curriculum and assessment, the number of questions in Paper 2 Part B has been reduced from 8 to 4.

### *Question 2: Essay*

Candidates were provided with the information that a hundred years ago families had on average five children while now that number is less than one. They were required to write an essay on why having fewer children is more desirable now than in the past.

Most candidates wrote relatively long answers and described in detail the possible reasons why families choose to have fewer children than in the past. Reasons given were related to economics, cultural norms, the desire to focus more on a career or for more leisure time, while some candidates wrote about changes in society and social norms. The examiners were looking for ideas that were relevant to the topic at hand and well developed with logical reasoning.

Candidates showed an ability to use a range of linguistic forms to discuss the issue and elaborate on their opinions. This included using different sentence structures and appropriate adjectives and adverbs to express their viewpoint. Stronger essays were marked by greater grammatical accuracy, more varied vocabulary and more complex sentence structures. Stronger candidates were able to show a logical development of ideas and to write persuasively. Generally speaking, most candidates were able to produce an essay which followed a logical structure with an introduction, a body which provided their ideas with elaboration and a concluding paragraph.

### *Question 3: Blogpost*

Question 3 required candidates to assume that they were a successful musician and writer of a music blog. From this perspective they had to write a blogpost on how musicians can get more people to listen to their music.

Candidates seemingly had few problems understanding the requirements of the task. They were expected to offer advice and suggestions on how musicians can promote their music (e.g. following your dream, being passionate about what you do, not living with regrets) or being active in promotion (e.g. via social media, by busking or playing in local clubs and bars). Candidates also included suggestions about personal approaches like being persistent or creating music they love. There was scope for many different ideas to be included and stronger candidates were able to do this both creatively and with imagination (e.g. competing in a talent show like 'Britain's Got Talent' or organising giveaways at a music event). Weaker candidates tended to write the text as though it were an essay and not a blogpost, thereby not writing in the engaging tone that was required for the task.

Candidates showed an ability to use a range of linguistic forms to provide advice in an upbeat and constructive way. This included using appropriate vocabulary to describe different approaches to promotion such as marketing, social media, streaming and live performance. As candidates were meant to be writing from the position of a successful musician, some candidates wrote in the first person describing their personal experiences and offering advice on this basis thus enlivening their piece beyond the prosaic essay-type pieces of weaker candidates.

### *Question 4: Letter to the Editor*

The question required candidates to write a letter to the editor of a local newspaper providing their opinions on whether the current trend of more public areas allowing people to bring their dogs should be encouraged. They had to take a position in support of or against this trend.

Most candidates showed that they understood the purpose of the task and were able to write the letter expressing their views on the issue and elaborating on them using logical reasoning and exemplification. Most of those who supported the dog-friendly trend cited reasons such as people's desire to take their dogs wherever they go, people's need for support dogs to be with them, dogs' needs for exercise and human companionship, and businesses (e.g. restaurants) wanting to increase custom by allowing dog owners to bring their pets. Those who argued against (who were fewer) included points related to hygiene, safety and some people's preference not to be near dogs. There were other innovative ideas and these were rewarded so long as they were relevant and logical.

Most candidates were able to structure the letter appropriately, with an opening to describe the situation and their motivation for writing, a statement and elaboration of their points and a closing with some kind of call for either more or fewer dog-friendly venues. Most candidates had a good grasp of the tone and style for a letter of this nature, i.e. one which would be published in the public domain. They were able to use language accordingly, making good use of vocabulary specific to the issues. Weaker candidates seemingly regarded the question as simply a discursive essay and included points both in favour and against, often incoherently. In other cases, ideas were not well elaborated or supported.

#### *Question 5: Magazine Article*

For this question, candidates had to imagine that a video they had posted on social media had gone viral and received 100,000 likes overnight. They were required to write an article for their school magazine describing their experience. The purpose of the article was to share their story and give inspiration to and connect with others.

Most candidates were able to structure their article with an opening describing what happened, a description of what the video was composed of and why the video was posted, why they thought it had become so popular, and what kind of comments had been received (positive or negative). Candidates also wrote about how the experience had affected them (e.g. the challenges or opportunities that might arise from sudden fame). The candidates who best fulfilled the task requirements gave some descriptions of the video's content and how or why it went viral.

In terms of language, examiners were expecting varied sentence structures and the use of suitable vocabulary related to the topic of social media posting, such as *trending*, *buzzworthy*, *phenomenon*, *hype* and *impactful*. Better articles were able to engage the audience, who was expected to be their peers, and provide some kind of evaluation of how and what they might learn from such an experience in terms of their use of social media. While some candidates chose to write in a more formal tone and register, others' approach was more informal tinged with humour so as to connect with readers on a personal level.

#### Recommendations

When responding to a writing prompt, candidates should choose a topic and text type that they are familiar with. They should take time to brainstorm ideas, think about how to express them through the text type, and who the intended audience is. For instance, the tone of a letter to the editor of a newspaper, where the audience would be adult readers looking for a mature treatment of the topic, may well be different to an opinion piece for a school magazine, where the audience is fellow secondary school students. Both aim to persuade and convince the reader, but the writer may well use different strategies and rhetorical devices to do so.

Weaker candidates are best advised to spend sufficient time on the generation of ideas and of appraising which of these ideas are most relevant to the task requirements. While complexity of syntax and lexis is an important criterion in judging the piece of writing, the fundamental consideration should always be to express the ideas clearly and accurately. Too often, examiners see candidates' scripts which have been over-ambitious in the language used thus making it difficult for the reader to follow. Candidates with stronger writing proficiency should first and foremost focus on achieving the purpose of the task effectively. They should beware of the temptation to write overly-long texts or to decorate their writing with low frequency vocabulary in an attempt to impress the examiner to the detriment of the overall clarity, structure and organisation of the piece.

Finally, good time management is needed to complete one short and one long writing task, with the longer and more complex task requiring more time to articulate, develop and elaborate ideas with detail. One of the positive outcomes of the reduction in the number of questions to choose from in Part B is the decrease in cognitive load on candidates. With more resources dedicated to choosing, planning, writing and proofreading, it is hoped that every candidate can produce their best performance even under strict examination conditions.

### Paper 3

Paper 3 consisted of three parts: Part A, Part B1 and Part B2. All candidates were required to complete Part A and then choose either Part B1 or Part B2. Part B1 was designed to be the easier section, while Part B2 was designed to be the more difficult section. The total number of candidates attempting Paper 3 was 44,777, of whom around 28% chose B1 and around 72% chose B2.

#### Overall Results

A statistical analysis of Paper 3 was carried out. The overall results are given in Table 4 below.

Table 4: Paper 3 overall results

	Full Mark	Mean Score (%)	Standard Deviation (%)
Part A	53	43.4	23.8
Part B1	53	38.0	23.2
Part B2	53	35.8	19.6

#### Part A (Compulsory section)

In Part A, candidates had to listen to four recordings related to the theme of human migration. Unless otherwise stated, synonyms or similar wordings were accepted as correct answers to those stated here.

##### Task 1 (Mean = 58.4%)

Candidates were required to listen to a conversation between two school friends, who were visiting a museum to decide which exhibitions to recommend for a school field trip.

Items 1-4 asked candidates to write short phrases regarding details of a museum exhibition called *The Great Human Migration*. These items proved to be straightforward for most candidates (67%, 67%, 93% and 64% correct respectively).

Item 5 was a multiple choice item, in which candidates had to choose the location of the exhibition on a map, which proved to be relatively easy (74% correct).

Items 6-12 were related to the content of the exhibition. For Item 12, candidates were required to tick three options from a list of things that ancient humans learnt to do as they reached new environments. To do so, candidates had to listen to the recording for synonyms and paraphrases of the phrases that appeared in the list. This proved to be moderately challenging for candidates (50% correct).

##### Task 2 (Mean = 56.7%)

For Task 2, candidates were required to listen to a lecture on a famous expedition.

For Items 13-15, candidates were required to write short phrases related to the topic of the traits shared by Polynesian people. For Item 13, candidates were required to listen to the spelling of the name of the expedition. This proved to be challenging (37% correct). Many candidates wrote the name as one word despite the fact that the speaker explicitly stated on the recording that the name consisted of two separate words. Item 15 (27% correct) proved to be significantly more challenging for candidates than Item 14 (71% correct). For Item 15, some candidates incorrectly wrote 'cultures' (not the same meaning as 'customs') or the singular form 'custom', the correct answer being the plural form 'customs'.

For Item 16, candidates had to complete a multiple-choice question, selecting the route of the expedition. A map of the locations was provided to give context for candidates. Most candidates found this item straightforward (74% correct).

For Items 19-20, candidates were required to write figures for the dimensions of the boat. Item 19 (82% correct) proved to be more straightforward for candidates than Item 20 (44% correct). For Item 20, some candidates incorrectly wrote 'forty', the correct answer being 'fourteen'.

For Items 21-24, candidates were required to write a short phrase relating to information about the expedition. For Item 24 (28% correct), many candidates did not write an answer or incorrectly wrote the singular form 'container' instead of the plural form 'containers'. The use of the singular noun here rendered the answer factually incorrect.

#### Task 3 (Mean = 32.6%)

For Task 3, candidates were required to listen to a podcast interview with three people (Charles, Anna and Philip) about their experiences as language learners.

For Item 27, candidates were required to write a short phrase regarding a definition of heritage language learning. As expected, this proved to be challenging for most candidates (23% correct), as, by its nature, a definition often contains abstract ideas and complex phrasing.

For Items 29-31, candidates were required to write the reasons why Charles, Anna and Philip were learning a foreign language. Items 29 and 30 were challenging for some candidates (34% and 49% correct respectively). For Item 29, some candidates incorrectly wrote 'explore my identity' rather than 'explore his identity', referring, as it does, to Charles. For Item 30, candidates needed to provide the plural form 'grandparents' in their answer. Many incorrectly wrote the singular form 'grandparent'. Item 31 proved to be extremely challenging for most candidates (8% correct). Some candidates incorrectly wrote 'speech on cousin's wedding' (meaning a speech on the topic of the cousin's wedding) rather than 'speech at his cousin's wedding'.

For Items 32-33, candidates were required to write the methods which Charles, Anna and Philip used to learn a foreign language. Both items were challenging for candidates (18% and 36% correct respectively). For Item 32, many candidates omitted the frequency of the private lessons ('every week') and in Item 33, many candidates omitted the fact that the language exchange was with a partner or another person.

For Items 34-37, candidates were required to complete a table with short phrases regarding a difficulty Charles, Anna and Philip encountered when learning a foreign language and the solution they found. Items 34 and 35 were challenging for many candidates (33% and 30% correct respectively). For Item 34, some candidates omitted some of the key information, writing 'app' rather than 'language learning app' or wrote 'language learning apps' (i.e. multiple apps), which was factually incorrect. Items 36 and 37 proved to be extremely challenging for candidates (17% and 9% correct respectively). For Item 36, some candidates simply wrote 'a daily diary' thus omitting the critical piece of information that it was in Chinese. Similarly, in Item 37, many candidates omitted that the YouTube series was in French.

#### Task 4 (Mean = 26.7%)

For Task 4, candidates were required to listen to a radio programme about *Chunyun*, the period when millions of people travel during the Chinese Spring Festival. Item 41 was an extremely challenging item for candidates (8% correct). Candidates had to include three main elements for the migration which were (i) largest, (ii) annual, and (iii) human. Many candidates did not include 'annual' or 'human', meaning the answer was incomplete.

For Items 43-44, candidates were required to write short phrases regarding two reasons why many more people travel during the Spring Festival now, when compared to the past. These were very challenging for most candidates (24% and 13% correct respectively).

For Item 43, candidates needed to include three elements which were (i) people, (ii) the idea of leaving their hometown (or travelling to the city), and (iii) a purpose (i.e. to work). Candidates tended to omit one of the three elements. For Item 44, candidates needed to include three elements: (i) the number of university students, (ii) studying outside their hometown, and (iii) has increased. Many candidates omitted one of these three elements or did not include that the students were university students.

For Items 45-46, candidates were required to write short phrases regarding the two main issues that people face when travelling by train during *Chunyun*. For each item, candidates had to write the issue and the reason for the issue. Candidates found Item 45 to be more straightforward than Item 46 (46% and 29% correct respectively).

For Item 45, candidates needed to include the idea of (i) buying a ticket and (ii) the tickets selling out quickly or being scarce. Most candidates managed to correctly include the first idea but often wrote ungrammatical answers such as 'sale out', which rendered the answer unclear. Other candidates wrote 'sold', omitting the adverb 'out' and hence did not convey the idea that all the tickets were sold. For Item 46, candidates needed to include the idea of (i) there being a risk of accidents and (ii) trains being overcrowded or a lot of people having to stand. Some candidates just wrote 'accidents' for the first part rather than 'risk of accidents', thus failing to include the idea of the accidents being potential.

For Items 47-49, candidates were required to summarise the outcome for three stories. In order to do so, candidates were required to follow the narrative, distinguish between the main points and minor details and summarise the outcome of the story in one short sentence or phrase. Item 47 (21% correct) was more challenging for candidates than items 48-49 (48% and 37% correct respectively).

For Item 47, candidates needed to include the following elements: (i) passengers, (ii) called the man's family, and (iii) to meet him at the next station. Many candidates omitted some of the above elements.

For Item 49, candidates needed to capture the idea of getting married. Some candidates included other elements from the story such as chatting about their love of reading but did not include the central idea of the story (i.e. that they got married).

For Items 50-52, candidates were required to write short phrases regarding three suggested ways for how to cope with the problems of *Chunyun*. These items proved to be very challenging for most candidates (24%, 10%, and 11% correct respectively).

For Item 51, candidates needed to include two elements: (i) reduce costs and (ii) by sharing cars. Many candidates included the optional information 'with friends and strangers' writing answers such as 'reduce costs by travelling with friends and strangers' or 'sharing cars with friends and strangers', thus failing to include both elements of the necessary information.

For Item 53 candidates were required to write a short phrase regarding how most Chinese feel about *Chunyun*, according to the presenter of the radio programme. This was very challenging for most candidates (9% correct). Candidates tended to omit the idea of spending time with loved ones being worth it, writing incorrect answers such as 'spending time with family', 'people don't like travelling', or 'travelling is stressful'.

#### Recommendations for Part A

Candidates should always be aware that they are communicating with the examiner and that they have to demonstrate clearly that they have understood the relevant part of the recording both fully and precisely. In order to do this, candidates need to pay attention to the 'basics' of language in order to effectively communicate their answers. Firstly, attention should be paid to spelling in their answers. In this connection, in this year's paper, there was an item specifically testing candidates' ability to write down an unusual proper noun spelled out on the recording. This basic listening-to-writing skill has been tested frequently in the past and will likely be tested again in the future. Similarly, the understanding of numbers, whether simple numbers like fourteen and forty or numbers in the tens of thousands continue to be a challenge for some candidates. As stated in past reports, candidates should also pay careful attention to the grammatical accuracy of their answers both in terms of being precise and in being clear.

One relevant example this year was the difference between singular and plural in countable nouns. In certain items, if a candidate writes a singular noun (e.g. 'container' for Item 24 or 'grandparent' for Item 30) when the recording states the plural, the answer will be deemed to be factually incorrect. In other items, a plural countable noun with generic reference is required in the answer (e.g. 'humans' in Item 11 or 'stars' in Item 22) in order to make a general statement. If candidates write the singular noun in such items, the answer will be marked incorrect as the answer incorrectly expresses the noun with specific reference.

Candidates should also expect to be tested on their listening skills beyond re-stating specific phrases heard on the recording. Rather, they can expect to be tested on their global understanding of phases of the recording and on their ability to interpret what they have heard. For instance, in Items 47-49, candidates not only had to decipher main and supporting detail but also had to analyse all of the details of the story to consider what the point of the story was.

## Part B

In both Parts B1 and B2, candidates took the role of Nico Lin, who works for World City Travel, a company which organises wildlife tours in Hong Kong and around the world. As a secretary to the manager at World City Travel, Nico is asked to complete three tasks related to the travel products of the company.

A recording of a World City Travel Zoom meeting was common to both parts. An identical note-taking sheet with headings was also provided to both sets of candidates. A separate Data File was provided for the two parts, containing texts in a variety of genres that held the instructions and information necessary – in combination with the recording – to complete the assigned tasks. Candidates were judged on their ability to complete the tasks by identifying and extracting key information from the texts and the recording and then integrating that into the texts they wrote, as well as their attention to the requirements of the tasks, plus the genre features, organisation and suitability for the intended audience of their written texts.

Candidates were expected to produce organised, coherent texts that were appropriate to the specified genre and audience. The use of concise, precise English was essential. This challenged candidates to demonstrate their ability to organise and synthesise information, write appropriate texts, and communicate effectively in a given context.

The performance of the candidates in each Part and Task will be discussed below.

### Part B1 (Easier section)

In Part B1, candidates were required to write three texts for the company. Candidates were asked to complete an email to provide the participants of a Guided Nature Walk with the information necessary to prepare for the walk. Candidates were also asked to write an email to the manager of the Hong Kong Botanical Gardens to ask him some questions related to a Bird Watching Tour and notify him of a change to the starting time. Finally, candidates had to write a blog post to promote a new Insects and Reptiles Exhibition.

To complete these tasks, candidates were required to extract relevant information from the recording and the Data File. The written texts in the Data File included emails, a visitor guide, a webpage, a social media advertisement, SMS and WhatsApp messages and an exchange of messages on Skype.

The candidates' performance is summarised in Table 5:

Table 5: Paper 3 Part B1 results

Task	Full Mark	Mean Score (%)	Standard Deviation (%)
5	17	62.1	31.5
6	18	25.8	23.5
7	18	27.5	23.0

From Table 5, it can be seen that candidates' strongest performance was on Task 5, whereas Task 6 proved to be the most challenging for this year's B1 candidates. The overall mean was 38.0% for all of Part B1. The paper proved to be successful in discriminating weaker from stronger candidates and in terms of its own internal reliability.

#### Task 5

In Task 5, candidates had to use the listening notes from the Zoom meeting as well as three written texts – the Hong Kong Wetland Park visitor guide, the WhatsApp chat and the screenshot of the Skype chat in the Data File – to complete an email template.

With a mean of 62.1%, this task was the best performed in Part B1. Many candidates demonstrated that they could effectively manipulate content from the Data File and use the notes from the recording of the Zoom meeting to complete the email. The most challenging item for this task was Item 5.3, requiring candidates to note down the meeting venue of the walk. Weaker candidates missed the comment on the recording that the company had changed the meeting venue from the main entrance of the park to the visitor centre.

Items 5.11 and 5.12 were also demanding for candidates. For item 5.11, many were unable to infer that mosquito repellent was one of the items to bring along to the walk: in the chat message, Ms Goh pointed out that there would be a lot of mosquitoes around the month of June, but participants tended to forget mosquito repellent, so the company should 'remind them about that'.

Similarly, stronger candidates had no problem in locating the answer of Item 5.12, whereas less able candidates seemed to overlook this piece information among the Skype messages. Here, David Atkinson, an employee of the company, stated that it could be very hot on the day of the walk, so 'remind everyone to bring a hat!'

World City Travel were advised to end the email with a warning: to recommend that pregnant women and people with serious health issues consult a doctor before joining the walk (Items 5.13-5.15). Most candidates understood who to address in the warning, but many were unable to rephrase the information to suit the prompts given. Weaker candidates tended to struggle with word order and grammatical accuracy for these items.

#### Task 6

In Task 6, candidates were asked to write to Peter Chan, the manager of the Hong Kong Botanical Gardens. Candidates had to notify him that World City Travel had changed the starting time of the Bird Watching Tour and inform him of two requests regarding the tour.

The mean for this task was low (25.8%), although most candidates did demonstrate a good understanding of the genre. They started the email with a clear statement of the purpose of writing and ended it politely by asking for a reply from Mr Chan. However, many candidates focused on making the two requests without mentioning the change of time. Only a minority of candidates expressed the necessary information and explained clearly as to why they would like to start the tour later. Stronger candidates did well in clarifying why the company had to make the change whereas weaker candidates were mostly

only able to apologise that the tour had to be postponed. Many candidates had difficulty in expressing the time change: some stated, for example, that the tour would last for two hours, from 7:30am to 9:30am.

As for the requests that candidates were asked to make, they were required to understand and interpret the tour participant's email, including the participant's purpose in recounting her experience in Singapore to suggest that the Hong Kong Botanical Gardens should also offer refreshments during the tour. This proved challenging for the candidates. Many were misled by the statement: 'I know that some gardens don't allow food' in the email. They instead asked the manager to let participants eat food during the tour. Candidates struggled to identify and relay the two reasons given for the request: that the weather in Hong Kong would be just as hot as in Singapore and that there would be a lot of walking on that day.

The second request was about the possibility of receiving a refund when there were not sufficient bird sightings or if the weather was poor (Item 6.7). Just over half of the candidates located the relevant information from the emails to make the request. Many candidates had difficulty in describing why they were enquiring about the possibility of a refund: that participants of previous tours had complained about not seeing many birds (Item 6.8), and that the coupons and discounts offered in compensation did not make up for their lost time (Item 6.9). Again, these were challenging items for the candidates.

Some candidates this year were unable to present their ideas in a coherent way. Many used 'they' in their email without clarifying who 'they' referred to. A number of candidates copied directly from the emails and were unable to manipulate the language enough to produce a coherent piece of text.

#### Task 7

In this task, candidates had to write a blog post to promote the new Insects and Reptiles Exhibition at Kowloon Park. They were given texts in a variety of genres that held the information necessary for completing the task, including a copy of the social media advertisement, the exhibition page on the Kowloon Park website, a screenshot of SMS messages and notes from a Zoom meeting. Candidates needed to synthesise information from the range of sources and reformulate the extracted points from the texts.

Most candidates were able to produce a concise post to promote the exhibition. They were able to write an opening paragraph to encourage readers to go to the exhibition. They told readers that they would be able to learn about different insects and reptiles (Item 7.1) and meet Oddie, the salt water crocodile (Item 7.3). Few candidates were able to follow the comment that they should 'experience a different side of Hong Kong' (Item 7.2) as a reason for going.

Candidates performed less well on items from the listening input. The recording mentioned that visitors would see a lot of dragonflies in the exhibition, with two rare species they should look out especially for (Item 7.4). A minority of candidates managed to state the two species. Most simply copied the names of all four different species listed on the Kowloon Park website.

Other challenging items from the recording were items 7.6 and 7.7. Many candidates were aware that there would be a photo-taking competition and urged visitors to join it to win \$500. However, they did not specify that the photos had to be of dragonflies. The recording repeated that the winner would go to the participant with the best dragonfly photo but the majority of candidates thought the participants only had to submit photos taken in the exhibition. Many candidates were able to write about the special discount for visitors, but failed to include the conditions for getting the discounts.

#### Part B2 (More difficult section)

Candidates were tasked with writing an incident report for a catamaran accident, a follow-up email to the participants of a cancelled Sydney Whale Watching Cruise and a script for a YouTube advertisement promoting an Adventure Fishing Tour.

To complete these tasks, candidates were required to extract relevant information from the recording and the Data File. The Data File contained a variety of written source materials, including emails, a radio

communication transcript, a news article, SMS messages, a booking calendar, a sales brochure extract, meeting minutes, an extract from the company handbook and a biography.

The candidates' performance is summarised in Table 6:

Table 6: Paper 3 Part B2 results

Task	Full Mark	Mean Score (%)	Standard Deviation (%)
8	17	38.7	20.8
9	18	37.5	23.0
10	18	31.5	21.6

From Table 6 above, with an overall mean of 35.8%, Part B2 proved to be difficult for this year's candidates. Tasks 8 and 9 were more successfully attempted by candidates, whereas Task 10 emerged as the most challenging. The paper proved to be successful in discriminating weaker from stronger candidates and in terms of its own internal reliability.

#### Task 8

Candidates' performance on Task 8 was statistically the best among the three tasks, with a mean of 38.7%. In the task, candidates were required to write an internal report discussing the catamaran incident. Candidates needed to include the background information, causes, and results of the Review Board investigation. Based on the extract from the company handbook, candidates needed to synthesise information from a range of sources, including information from the listening input, the transcript of the radio communication between Captain Moby and the control centre, a news article from the Sydney Times, SMS messages between David Atkinson and Captain Moby, and minutes of a World City Travel Staff Meeting.

Overall, many candidates struggled to identify relevant content points from the source materials to include in the report. Furthermore, some candidates were unable to synthesise the relevant information in their own words.

Stronger candidates were able to use the correct format, including a clear title, formal register, appropriate language tone and style, and organise their ideas under relevant headings. They demonstrated a strong command of the language and an ability to effectively communicate the required information, successfully synthesising information from the Data File and expressing it in their own words.

Weaker candidates struggled to maintain a formal register and appropriate language style and failed to organise their ideas in a coherent manner. They also exhibited an over-reliance on direct copying from the Data File. For example, they lifted a lot of details verbatim from the radio communication transcript and the meeting minutes without demonstrating their own understanding and analysis of the information. In addition, some candidates wrongly concluded that Captain Moby was responsible for the incident, and thus they included 'human error' as one of the causes of the incident.

Item 8.5, which was one of the reasons why the crew members involved were present at the location, proved to be the most difficult: many candidates only included the other reason (Item 8.4) '*the catamaran was training new crew members.*' In addition, the two items from the recording (Items 8.6 and 8.8), which were about the Review Board's conclusions, were also found to be difficult for many candidates as it seemed they were unable to jot down and understand the exact meaning while listening to the recording.

#### Task 9

In Task 9, candidates were asked to write an email to the participants of the cancelled Sydney Whale Watching Cruise to inform them about the compensation offered by the company. The mean score for

this task was 37.5%, indicating it was slightly more challenging than Task 8. Alongside the candidate's notes from the recording, the Data File provided a variety of texts for this task, including a news article, SMS messages, emails, a booking calendar, meeting minutes and a biography.

Candidates who performed well on this task were able to employ a user-friendly subject line that demonstrated their understanding of the purpose of the task and target audience. In contrast, weaker candidates included an inappropriate subject line that only covered part of the email's content, or they failed to include a subject line altogether.

Stronger candidates began their email with a clear opening paragraph with an appropriate tone stating the purpose of the email: to provide details about the compensation package provided due to the cruise cancellation. For example:

*'Thank you for choosing World City Travel and signing up for our upcoming Sydney Whale Watching Cruise. Unfortunately, we regret to inform you that because of our recent catamaran accident, the Cruise has been cancelled. As we highly value our customers, we are offering you the following compensation package in addition to a full refund.'*

However, weaker candidates simply started with a formulaic statement without clearly mentioning the purpose of the email. For instance:

*'I am writing to inform you the follow-up procedures for the cancelled Sydney Whale Watching Cruise.'*

Item 9.5 proved to be the most difficult item. Candidates were required to combine information from different lines of the biography to formulate the idea that *'the participants will be given an "Aqua Vita" photo print.'* However, as many candidates simply copied phrases from the text apparently without fully comprehending their meaning, they gave incomplete answers such as:

*'Members will be given a print.'*

*'The compensation package includes a photo print by David.'*

Copying chunks of information from the Data File also affected the tone of the text. For example, some candidates copied *'the company is providing a killer compensation package'* and *'you won't even dream of choosing another cruise provider'*, which suggests they did not fully comprehend these phrases. This made the email inappropriate in terms of tone and style.

Some candidates mistakenly mentioned the *'Adventure Fishing Tour'* as one of the possible complimentary cruises that the participants could choose, failing to realise that the *'Fishing Tour runs from December to January'* instead of from April to July, the period in which they could choose a tour.

Items 9.7 and 9.8 required candidates to synthesise the information from the booking calendar in their own words. Stronger candidates were able to phrase the ideas in grammatically correct sentences, while weaker candidates tended to use clumsy, incorrect and even incomplete sentences.

#### Task 10

Task 10 posed the biggest challenge of the three tasks in Part B2, with a mean score of 31.5%. Candidates were instructed to write a script for a YouTube advertisement promoting the Adventure Fishing Tour, based on a news article, SMS messages, emails, an extract from a sales brochure, meeting minutes, a biography and the listening input.

Stronger candidates were able to start the script with a promotional, attractive tone. For example:

*'Attention all adventure-seekers! Are you looking for an exhilarating fishing experience like no other? Look no further than the Adventure Fishing Tour offered by World City Travel, running from 6<sup>th</sup>*

*December to 27<sup>th</sup> January. This unique tour offers something for everyone – from deep sea fishing to catching shellfish, all set on the new D79X luxury yacht...'*

Weaker candidates appeared to misinterpret the task instructions and wrote a general informative piece about the Adventure Fishing Tour rather than a promotional script. This resulted in a descriptive, factual text rather than a compelling advertisement.

Items 10.2, 10.3 and 10.4, in which candidates were required to identify the yacht used for the tour and how the yacht's facilities would enhance the customer experience, were found to be particularly challenging. Many candidates tended to include all the yachts from the sales brochure without realising that the '*supercar of the sea*' mentioned in David Atkinson's biography, i.e. the D79X, would be used. Even though some candidates correctly identified the yacht, they simply copied the description of the D79X, such as '*a whole 10 knots faster than its sister ship*'. However, as the audience of the text would not have access to the brochure, they would not know how fast the 'sister ship' was, making the idea unintelligible.

Another difficulty of the task concerned the use of information from different sources. For instance, some candidates only mentioned the dates of the tour but not the contractual break for Item 10.1, while some did not realise that the caterer had been changed to '*iSea Caterer*', as mentioned in the meeting minutes, for Item 10.9.

Overall, the challenges in Task 10 seemed to stem from candidates' difficulties in synthesising information from multiple sources, identifying the key points relevant to the specified task, and then conveying these in a creative, convincing manner appropriate for the YouTube format.

#### Recommendations for Part B

To successfully navigate the tasks, candidates should first understand the situation and instructions given to identify the text type, purpose of writing, target audience, and task requirements, and then draft an outline to guide the flow and structure of their texts.

It is critical that candidates remember the information extracted from the Data File sources may have been written for a variety of different purposes, and therefore should not be simply copied verbatim when they complete tasks which serve another purpose. Rather, they must discerningly identify the relevant ideas and manipulate the language of the Data File source into a format and tone appropriate to the task they are writing.

Before the recording is played, candidates should orient themselves with the tasks and review the note-taking headings provided. This will help them better anticipate what information they will need to take down while listening to the recording. Immediately after the recording, candidates should also dedicate time to tidying up their notes while their memory is still fresh, ensuring their notes are correct.

Ultimately, the most successful candidates demonstrated an ability to understand the instructions, analyse and select relevant information, and synthesise that content into a text tailored to the specified purpose and audience. Attentive preparation and careful, thoughtful execution are key to achieving a strong performance on such tasks.

#### Paper 4

The number of candidates who attended this paper was 45,514. The examination period lasted eight days and a total of 24 versions of the question papers were used.

The examination was divided into Part A Group Interaction and Part B Individual Response. Candidates were given ten minutes for preparation, eight minutes for a four-candidate group interaction (six minutes for a three-candidate group) and each candidate was given one minute for the individual response. In Part A, the discussion tasks for the group interaction were based on short texts on a variety of themes. Candidates were required to discuss their given topic by, for example, sharing their opinions, giving

suggestions, solving problems, offering advice and providing reasons and examples for their ideas. In Part B, each candidate was given one minute to respond to a question asked by the examiner.

Candidates were assessed in four domains: Pronunciation & delivery; Communications strategies; Vocabulary & language usage; and Ideas & organisation. This year, the mean scores for each domain (out of a total of 14) were 7.8, 7.7, 7.4 and 8.0 respectively. The percentage mean score was 59.6% and the standard deviation was 17.5%.

#### Part A Group Interaction

Candidates' performance in terms of the four domains of assessment is discussed as follows:

##### Pronunciation & delivery

Stronger candidates demonstrated an ability to speak in a fluent manner and were skilled at using intonation to enhance communication, for example: when inviting another candidate to speak, seeking to move on to the next topic, expressing agreement with or contradicting the previous speaker, and expressing surprise and enthusiasm.

Weaker candidates sometimes spoke inaudibly with prolonged hesitation and had difficulty maintaining meaningful utterances. This was compounded by the fact that they often did not follow the flow of the conversation.

Some common pronunciation errors observed include missing /s/ (e.g. *'nowaday'*); missing /ɪd/ (e.g. *'not interest in'*); inability to articulate the initial /θ/ (e.g. *'think'*); confusing /l/ and /n/ (e.g. *'the light market' instead of 'the night market'*).

##### Communication strategies

Some nonverbal communication strategies that were commonly displayed by stronger candidates included acknowledging other speakers, maintaining eye contact both while speaking and as a means of gaining the floor, nodding in agreement and using appropriate hand gestures. These nonverbal features helped demonstrate an interest in what others were saying as well as a desire to take the floor, to respond to others, and to build on what others have said.

Weaker candidates tended to read from their notecards or interact with the examiners rather than their peers. When invited by others to speak, their responses were often limited to simple phrases (e.g. *'yes'*, *'no'*, *'I don't know'*, *'I agree with you'*) with occasional nods, making few if any attempts to initiate conversational exchanges. The lack of eye contact, often a product of being over-reliant on the notecard, gave an impression that such candidates were lacking in confidence to take a turn. Indeed, the lack of eye contact often meant that such candidates were passed over at critical moments in the discussion and therefore contributed less than they could have.

Stronger candidates were able to summarise or make reference to a previous point before supplementing with their own response. Such candidates also tended to be more observant and proactive in responding to the current state of play in the discussion, whether by inviting a quiet groupmate to speak, asking for clarification or paraphrasing someone else's point.

##### Vocabulary & language patterns

Stronger candidates were able to deliver a good command of English with an impressive range of vocabulary (e.g. *'play an indispensable role'*, *'in the age of unprecedented growth'*, *'a legitimate concern'*, *'a sense of tranquility'*).

Although grammatical mistakes were often present in the candidates' spontaneous spoken discourse, errors generally did not impede communication and groupmates were often able to guess the meaning of unclear utterances from the context. The most common grammatical errors included: countable /

uncountable nouns (e.g. 'homeworks', 'wash a hair'); subject-verb agreement (e.g. 'you has'); using noun forms as verbs (e.g. 'young people can choice'), construction of verb phrases which contain modal verbs (e.g. 'can gave', 'can improving'); use of to-infinitives (e.g. 'to took a photo', 'like to enjoying'). Weaker candidates often used Chinese sentence patterns translated to English (e.g. 'I with you the same page', 'different country people', 'I very agree with you').

#### Ideas & organisation

Most candidates were able to give relevant ideas and express agreement or disagreement with the previous speaker. Weaker candidates had difficulty expressing their ideas clearly or only spoke briefly when they were prompted by groupmates.

Stronger candidates were able to expand their responses by using their personal experiences (e.g. getting car sick if the location is far away (QP 7.1); enjoying the 'ding ding' sound of the tram as a selling point for driverless trams (QP 2.2); and having cosplay as a reading club activity (QP 4.2)). Some candidates also showed an ability to elaborate on their ideas quite creatively with details (e.g. schools should install a sleeping corner in the staffroom for teachers to experience the benefits of using sleeping pods (QP 7.2); one benefit of urban farming in school is that students can cherish the food they grow and this also increases the reputation of the school as being eco-friendly (QP 6.2)).

#### Part B Individual Response

The one-minute individual response gives candidates an opportunity to demonstrate their ability to speak English for an extended period of time without interruption or the support of other candidates.

Most candidates were able to respond well within the allotted time often in a structured manner. Stronger candidates were able to respond by justifying their answers and sharing their personal experiences. At times, they impressed the examiners with their knowledge of a wide repertoire of reading and viewing materials (e.g. up-to-date local and international news), especially when citing examples to support their ideas.

#### Recommendations

Candidates are encouraged to use and practise their English Language skills in different low-stakes environments (e.g. by volunteering to present at school assemblies in English; organising and taking part in English talent shows; and conducting news broadcasts in English during recess). Candidates should also regularly read, listen and view authentic English language materials through a variety of channels including popular internet websites, social media and podcasts in order to contextualise the learning of English within their everyday lives and personal interests.

#### School-based Assessment Report (SBA)

The 2024 examination marks the full implementation of the Speaking and SBA components of the English Language Paper after the three years in which different modifications had to be implemented to cope with the COVID-19 pandemic. This year, students were required to complete two assessment tasks, one in the second term of S5 and one in S6. One of the assessment tasks had to be based on at least one print text and the other on at least one non-print text. In addition, one of the assessment tasks had to be an individual presentation and the other one a group interaction.

This year, a total of 42,628 students took part in the SBA. There were 469 moderation groups and the mean of the moderated SBA marks was 64.2%. The standard deviation was 17.2%. According to the statistical moderation reports and the district coordinators' reports, the marks submitted by the participating schools were on the whole accurate and reliable. 82.9% of the schools were 'within the expected' range and 9% were in the 'slightly lower than expected' range. At the higher end, 7.5% of the schools were in the 'slightly higher than expected' range with only 0.6% in the 'higher than expected' range. Regarding the spread of marks, 96.8% were in the 'expected' range with only 1.5% in the 'slightly narrower than expected' category and 1.1% in the 'narrower than expected' category.

## General Comments

The overall performance in the individual presentations was satisfactory. It is encouraging to note that with the exception of a very few students, the majority were able to complete the required tasks within the specified time limit. The large majority were able to give a presentation of at least 3 minutes, while some of the more capable students even gave presentations of around 7 to 9 minutes. There were still cases in which students simply read aloud everything on their note cards without any or very little audience awareness. Some students even memorised their presentations and as a result their presentations were stilted and unnatural.

High-achieving students delivered clear, well-organised presentations with relevant, logical ideas and strong language command. Such candidates used accurate pronunciation, appropriate intonation, and their appropriate use of eye contact and body language helped maintain the interest of the audience.

Mid-range students produced generally comprehensible presentations with a basic structure, relevant information, and mostly clear pronunciation of high-frequency words. However, their vocabulary and language patterns were relatively limited, with some grammatical errors. They struggled with less common words and maintained less eye contact due to reliance on notes.

Students at the other end of the spectrum struggled with pronunciation, vocabulary and language patterns. These students often mispronounced sound clusters and word endings, even with common words. Their phrasing and intonation hindered audience understanding. Limited vocabulary and frequent grammatical errors further impeded clear expression of ideas. Most candidates were overly reliant on note cards, simply reading their written text without audience awareness.

As for group interactions, some students were not truly collaborating. They simply delivered mini-presentations of their own ideas without building on those presented by previous speakers. Using generic phrases like 'I agree' without thoughtful response did not earn them high marks. Turn-taking was mechanical, and students were too reliant on notes, failing to actively listen or interact. Effective group interaction requires students to use various communication strategies to engage with each other and complete the given task, rather than treating it as a series of individual presentations. Active listening and responsive interaction are key to successful group discussions.

Students at the top end were able to express a wide range of relevant and interesting information, ideas and arguments clearly and fluently. Their pronunciation was accurate and they spoke fluently and naturally with appropriate use of intonation. They listened carefully when other members were speaking and were able to respond and elaborate on what had been said. Some tried to help the quieter members by asking for their opinions. As they had a wide range of vocabulary and could use different language patterns, they had no difficulty in taking an active part in the discussion. A few, however, took rather long turns.

Most students in the mid-range took turns to present their ideas, sometimes with some elaboration. Although the majority of them had some problems with pronunciation and the use of language patterns, these generally did not affect understanding. A few of the students were rather passive but they were still able to reply to direct questions and occasionally used some simple turn-taking strategies to take part in the discussion.

Students at the lower end of the scale were quiet and did not participate much in the group interactions. The majority had difficulty understanding what was being said and could not formulate their ideas into coherent utterances due to their low level of English. Very often when they got a turn to speak, they took such a long time to say something that another member would start talking instead. Many of them simply resorted to the use of a narrow range of formulaic expressions like 'I agree' or 'I don't know', or just shaking their heads when they were asked a direct question or when they were given a turn to speak.

## Recommendations

To determine the areas for improvement, students first need to know their own strengths and weaknesses. To achieve this, students could do a three to five-minute individual presentation on any topic that they

are interested in and video record themselves. They could then watch the recording and evaluate their performance according to the four domains used for the SBA: Pronunciation and Delivery, Communication Strategies, Vocabulary and Language Patterns, and Ideas and Organisation. They could also ask a friend to evaluate their performance and give them some comments. Once they have a rough idea of their ability in each domain, they can then decide which domain they want to work on most and make a plan as to what they need to do to improve.

For more capable students with high English proficiency, the focus should be on enhancing the quality and effectiveness of their individual presentations. This can be achieved by incorporating more expressive elements like intonation, vocal variety, pacing and pauses. They could also experiment with more creative ways to capture the audience's attention at the start. It is also important to ensure their presentations are well-timed and not overly rehearsed, allowing for more natural and spontaneous delivery. For group interactions, capable students should avoid dominating the discussion but instead employ strategies to encourage participation from all members, such as using simpler language and providing assistance when needed. This can help the entire group complete the task successfully. Overall, capable students should aim to push themselves to perform better while also supporting the participation of their less proficient peers.

Mid-range students are already aware of the basic skills that they need to do individual presentations, so the areas that they need to work on include their vocabulary, language patterns and the elaboration of ideas. They need to stop depending on their note cards and they should only write down a few key words to remind themselves of what they want to say. As for group interactions, students need to pay more attention when other members are speaking so that they can respond to them and continue on from what they are saying. They need to be more active and confident and take more turns to speak. They could also try to include other members in the discussion by asking them questions. With more practice, they can move up to the next level.

For weaker students, speaking sufficiently loudly so that everyone can hear their contributions and making an effort to acquire basic skills are key. Improving pronunciation by practising reading aloud, listening to recordings / e-books, and gradually increasing fluency can be effective. Learning simple sentence structures, practising individual presentations, and learning to engage in group discussions by listening, agreeing / disagreeing, asking questions, and expressing ideas can also help build confidence and make steady improvements. With consistent practice in these areas, weaker students can work towards achieving a better result in the assessment.

### **Appendix 1: Conversion tables between the easier section and more difficult section of Papers 1B and 3B**

There were two parts in Papers 1 and 3. Candidates were required to answer ALL questions in Part A. In Part B, candidates could choose EITHER Part B1 (easier section) OR Part B2 (more difficult section). In the grading process, the marks for Part B1 were converted to the marks on the scale for Part B2 using the tables on the next page. For example, if we refer to the conversion table for Paper 1B, a score of 20 marks scored by a candidate taking Part 1B1 would be converted to 5 marks on the 1B2 scale.

These tables were generated using the percentile-equating method as described in the booklet 'Grading Procedures and Standards-referenced Reporting in the HKDSE Examination', which can be found on the HKEAA website ([https://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/SRR\\_booklet\\_eng.pdf](https://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/SRR_booklet_eng.pdf)).

Conversion tables between the easier section and more difficult section of Papers 1B and 3B.

Paper 1B

1B1 (easier)	1B2 (more difficult)
0	0
1	0
2	0
3	1
4	1
5	1
6	2
7	2
8	2
9	2
10	3
11	3
12	3
13	3
14	4
15	4
16	4
17	4
18	5
19	5
20	5
21	6
22	6
23	6
24	7
25	7
26	8
27	8
28	9
29	9
30	10
31	10
32	11
33	12
34	13
35	14
36	16
37	18
38	20
39	23
40	27
41	32
42	37

Paper 3B

3B1 (easier)	3B2 (more difficult)
0	0
1	0
2	0
3	1
4	1
5	1
6	1
7	1
8	1
9	1
10	1
11	2
12	2
13	2
14	2
15	2
16	2
17	3
18	3
19	3
20	3
21	4
22	4
23	4
24	5
25	5
26	6
27	6
28	7
29	7
30	8
31	9
32	10
33	11
34	12
35	13
36	14
37	15
38	16
39	17
40	19
41	20
42	21

Paper 3B

3B1 (easier)	3B2 (more difficult)
43	23
44	24
45	26
46	28
47	30
48	32
49	35
50	38
51	41
52	44
53	47

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