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Introduction

This publication provides a comprehensive report on the English Language examination in the 2025 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 2025 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/).

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 2025
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 Text 1 and answer questions 1-21. (42 marks)

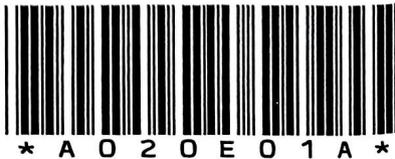
Text 1

1. According to paragraph 1, Joe Jonas...
- A. intends to divorce his wife.
 - B. dislikes celebrity breakups.
 - C. has many high-profile friends.
 - D. loves following celebrity gossip.
- A B C D
2. According to paragraph 1, why is 2023 called 'The Year of Celebrity Breakups' (lines 3-4)?
- _____
- _____
3. Find TWO phrases used in paragraph 1 to refer to 'Breakups' (line 4). (2 marks)
- (i) _____
- (ii) _____
4. Who or what is the writer referring to when they use the phrase "down here in the 'real' world" (line 7)?
- _____
- _____
5. What does 'it' refer to? (2 marks)
- (i) 'it' (line 8) _____
- (ii) 'it' (line 14) _____
6. Why would it 'come as a shock' (line 16) when the public realise a celebrity's family life is not as happy as they thought?
- _____
- _____

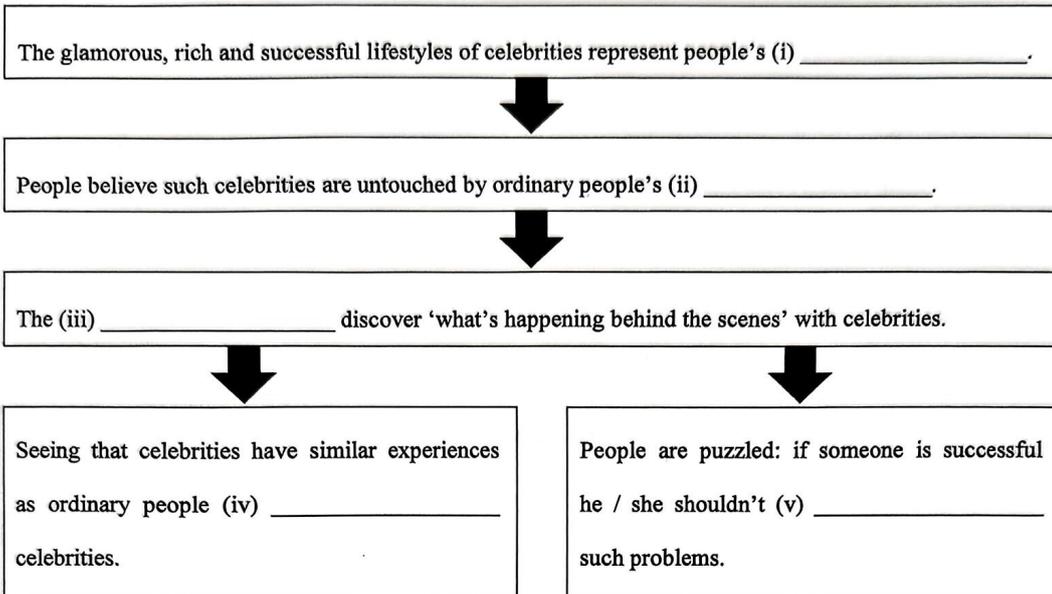
Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.



7. The flow chart shows the sequence of events described in paragraph 3. Fill in each blank with ONE word taken from paragraph 3. (5 marks)



8. According to paragraph 4, decide whether the following statements are True (T), False (F) or Not Given (NG). (4 marks)

Statements	T	F	NG
(i) The APA states all gossip is not supported by evidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(ii) Some gossip may be harmful or upset people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(iii) Gossip is different in different cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(iv) Gossip doesn't play a role in developing relationships with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. The writer uses the phrase 'Put simply' (line 23)...

A. to give an example.				
B. to clarify a complex point.				
C. to present a contrasting idea.	A	B	C	D
D. to challenge a reader's ideas about the topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Why does gossip help people become 'more prepared for what's coming' (line 30)?

11. What words does the writer use in paragraph 8 to highlight contrasting ideas?

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.

Answers written in the margins will not be marked.

12. Find the metaphor the writer uses in paragraph 9 to describe 'an attack on someone's social status.'

13. According to paragraph 9, what is claimed to be the main reason for gossiping?

- A. Making friends
- B. Putting down others
- C. Learning about other people
- D. Wanting to look better than others

A B C D

14. Find a word in paragraphs 9-10 which has a similar meaning to each word given below. (5 marks)

- (i) 'reason' _____
- (ii) 'behave' _____
- (iii) 'enhance' _____
- (iv) 'outcome' _____
- (v) 'described' _____

15. Who or what does 'A-listers' (line 50) refer to?

16. According to paragraph 12, what are 'parasocial relationships' (line 52)?

- A. Following the successes of celebrities
- B. Making friends with a singer or athlete
- C. Having a connection only in our mind with people we admire
- D. Attempting to meet a celebrity in order to make friends with them

A B C D

17. With reference to paragraph 12, explain how 'parasocial relationships' (line 52) can be beneficial.

18. Find one example of 'difficult feelings' (line 63) Benning is referring to in paragraph 13.

19. Which of the following best describes the intention of the writer of Text 1?

- A. To present new research
- B. To explain how to do something
- C. To help understand people's motives
- D. To criticise a new social phenomenon

A B C D

Answers written in the margins will not be marked.

20. Based on the information in Text 1, decide whether each of the four people agrees, disagrees or neither agrees nor disagrees with the statement ‘Celebrity gossip may benefit us.’ by blackening the appropriate circle. (4 marks)

Opinion towards the statement: ‘Celebrity gossip may benefit us.’

	Agrees	Disagrees	Neither agrees nor disagrees
(i) Dr. Alice Leppert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(ii) Dr. Andrea Liner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(iii) Dr. David Ludden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(iv) Dr. Stephen Benning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Two friends are discussing Text 1. Use the information from paragraphs 6-14 to match each statement in the conversation below with a paragraph that contains similar ideas. Write the number of the paragraph (6-14) in the speech bubble. Use each paragraph number ONCE only. Some paragraph numbers are NOT used. The first has been done for you as an example. (6 marks)

Answers written in the margins will not be marked.

Peter



Mary



1. “My brother was telling me about his new job. He’s made friends with his new colleagues whilst chatting about Taylor Swift.”
Paragraph 13 (example)

2. “That reminds me of an article I’ve been reading about gossiping. You know, just sharing the latest news about people who are not in the room.”
(i) Paragraph _____

3. “Gossiping? Isn’t that bad mouthing people? That’s not a good thing to do. It’s not good for you or others.”
(ii) Paragraph _____

4. “Well it can be but this article said that bad mouthing actually can have a positive outcome.”
(iii) Paragraph _____

5. “I guess so. Sometimes hearing about celebrities messing up does make me feel my life isn’t that bad after all.”
(iv) Paragraph _____

6. “The article made me question why we do gossip about people like Taylor Swift.”
(v) Paragraph _____

7. “I suppose for some it makes them feel like having connection with someone when they feel alone.”
(vi) Paragraph _____

Answers written in the margins will not be marked.

END OF PART A

Answers written in the margins will not be marked.



ENGLISH LANGUAGE PAPER 1

PART A

Reading Passages

8:30 am – 10:00 am (1 hour 30 minutes)
(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 Text 1 and answer questions 1-21 in the Question-Answer Book for Part A.

Text 1 Celebrity Gossip



- 1 [1] It's 2023 and Joe Jonas has filed for divorce from Sophie Turner after four years of marriage. Other personalities, including Taylor Swift and Joe Alwyn, Ariana Grande and Dalton Gomez, as well as Hugh Jackman and Deborra Lee all split up. In fact, so many high-profile pairs have called it quits that some people have deemed 2023 'The Year of Celebrity Breakups.'
- 5 [2] Logically speaking, we shouldn't be interested in this kind of scandalous speculation, this celebrity gossip. The inner lives of celebrities have next to nothing to do with us, after all: we're unlikely ever to meet them, and their romantic relationships have no bearing on how our own lives unravel, down here in the 'real' world. "And yet we are interested, even if we're reluctant to admit it," says Dr. Alice Leppert, a media and communications professor who focuses on stardom and celebrity culture.
- 10 [3] These public figures represent a lot of our highest goals, declares clinical psychologist and breakup coach Dr. Andrea Liner. They tend to be attractive, wealthy, and considered successful, which many people assume makes them invulnerable to a lot of life's problems. "So, when we find out that beautiful, gorgeous, wealthy celebrities are getting cheated on or divorcing or breaking up, it kind of humanizes them and can be validating for us to see that they have problems, too," she says. "But it can also confuse us because we think that they shouldn't be having problems like
- 15 that if they've achieved these levels of success. Part of the problem is that celebrities may often perform an image or identity that doesn't always align with their authentic selves," she adds. Their marital problems can come as a shock if all the public saw was a happy family. Liner says that's especially true because celebrities share so much of their lives online, creating an "almost artificial sense of intimacy" that obscures what's happening behind the scenes.
- 20 [4] Gossip is so central to our cultural psyche that the American Psychological Association (APA) has its own definition. According to the APA, gossip consists of personal talk or communication about information that's often not proven to be true, and it may be (but is not necessarily) scandalous in content or malicious in intention. Gossip impacts group bonding and has big implications for the transmission and reinforcement of cultural norms, too.
- [5] But why? What purpose does gossip serve? What function is it fulfilling in our society? Put simply, why do we care?
- 25 [6] "There are some people who try to classify gossip as negative or critical discussion about other people, but really, gossip is just sharing social information with each other," says author and professor of psychology Dr. David Ludden. "Anytime you're talking about people who aren't present, it's gossip," he says. "We're social animals and we need to be able to know what's going on in social environments, so gossip is very helpful," says Ludden, who studies the psychology of language and how it shapes and is shaped by our social world. Basically, gossip can help you go into
- 30 social encounters more prepared for what's coming. "I don't have to have an encounter with someone directly to have some idea what they're like, because other people are telling me about their encounters with them," says Ludden.

35 [7] It can also be a way to build relationships: “Sharing gossip can bond people socially,” says Dr. Stephen Benning from the University of Nevada, Las Vegas. Benning published a study in 2019 which found that gossip provides a currency of private information that creates a shared sense of the community holding that information. So, gossip is particularly compelling for people who are seeking to connect with others.

40 [8] But it’s not all so innocent. Benning found that we’re also attracted to gossip for some other reasons: attacking people’s social standing and their position in social networks (what is called ‘negative influence’), merely elevating our own social status, or simply trying to be included in a social network that we previously weren’t. Similarly, Ludden says that “lots of the bad gossip is done in an attempt to make ourselves feel better than the person we’re talking about. That’s not a healthy approach to building a sense of self-esteem.”

[9] Negative influence (talking badly about someone or trying to cut them down) was a clear motive for some people on certain occasions. Yet, the study found that this was actually the weakest motivation that led people to gossip. Gathering and validating information about the person being gossiped about was the strongest.

45 [10] There’s also some evidence suggesting that negative gossip can have a positive impact on social groups and promote cooperation (though perhaps not in the most altruistic way). In an article published in the journal *Psychological Science*, researchers found that when people communicated reputational information about others (the researchers’ definition of “gossiped”), others tended to interact with people who were portrayed as cooperative and ostracize those who were portrayed as selfish. As a result, those who were ostracized tended to change their behavior and act more cooperatively.

50 [11] What motivates us to gossip about A-listers we don’t socialize with?

55 [12] Ludden says that just because we’ve never met these celebrities doesn’t mean we don’t have relationships with them: “What we do is we create parasocial relationships — imaginary relationships with a singer or athlete whose successes we’ve followed and celebrated.” Like gossip itself, these parasocial relationships can be healthy or unhealthy depending on the circumstances. They can fill the gaps in our real-world relationships, and they’re a risk-free way to feel connected to others, since you can’t be rejected by someone who’s not actually in a relationship with you.

60 [13] Gossiping about these celebrities can be a similarly low-stakes way to feel connected, since the information you’re sharing doesn’t pose a risk to you or a member of your social circle. “It can feel uncomfortable and vulnerable to share information about your own worlds,” Benning says. “Gossiping about celebrities is a safer way to interact with a date, to ingratiate yourself to a group at parties, or to feel part of a new team at work.” It can also serve as a form of stress relief. “When life is overwhelming, focusing on celebrity gossip can be a way to numb out our feelings of dissatisfaction, unhappiness, or stress,” says Benning. “Scrolling through celebrity gossip puts us in a dissociated state where we can take breaks from difficult feelings.”

65 [14] But just like regular gossip, sometimes the motivation behind celebrity gossip is to make ourselves feel better than others. “Celebrity gossip is a safe way to snack on schadenfreude (the delight in the misfortune of others),” says Benning. “It feels a lot less shameful to admit we enjoy watching celebrity misfortunes than to admit we enjoy watching the misfortunes of family and friends.”

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.

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**HKDSE 2025
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 2 to 4 and answer questions 22-42. (42 marks)

Text 2

22. Who is Text 2 written for?

People who...

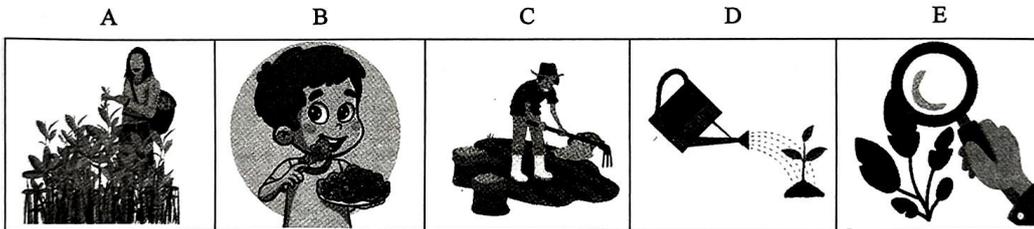
- A. dislike foraging.
- B. are new to foraging.
- C. want to stop foraging.
- D. know a lot about foraging.

- A B C D

23. Select one of the menu options in the header above paragraph 1 to complete each gap in the table below. Use each option ONCE only. The first has been done for you as an example. Some menu options are NOT used. (3 marks)

If you want to...	choose the following menu option
...meet other foragers	Join Us (<i>example</i>)
...watch a lesson on foraging	(i)
...read more about this topic	(ii)
...learn how to cook your finds	(iii)

24. Identify TWO of the following that are NOT mentioned in paragraph 1 by circling the letters (A-E).



25. Which of the following best replaces 'every' (line 4)?

- A. one
- B. your
- C. each
- D. many

- 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.



26. Using the information in paragraph 4, complete the following sentence by using ONE word taken from the paragraph for each gap. (2 marks)

To understand the (i) _____ we all belong to, look (ii) _____ and learn all you can about the local plant life.

27. State ONE piece of advice from paragraphs 3-7 to protect the health of foragers.

28. The main purpose of Text 2 is to...

- A. debate.
- B. inform.
- C. criticise.
- D. entertain.

A B C D

Text 3

29. According to paragraphs 1-2, decide whether the following statements are True (T), False (F) or Not Given (NG). (4 marks)

Statements	T	F	NG
(i) Huang has been foraging for many years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(ii) Huang taught her dad about foraging herbs and plants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(iii) Huang used foraged ingredients to make breakfast.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(iv) Huang started teaching foraging in Canada.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Complete the following sentence using the information from paragraph 2.

Huang believes her childhood experience illustrates how foraging can _____ as it did for hunter-gatherers.

31. With reference to paragraph 3, complete the sentence below by using a word or phrase taken from the paragraph.

Compared with foraged plants, store-bought plants are _____.

32. Find a word in paragraph 4 which can be replaced by each word given below. (3 marks)

- (i) 'prestigious' _____
- (ii) 'sector' _____
- (iii) 'well-liked' _____

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.

33. What does 'rich pickings' (line 18) refer to?
- A. A wide variety of plants to forage
 B. The strong flavour of foraged plants
 C. A lot of medicinal products made from foraged plants
 D. The money foragers can make selling to high-end restaurants
- A B C D

34. Find TWO examples in paragraph 5 of the 'high biodiversity' (line 18) in Hong Kong. (2 marks)
- (i) _____
- (ii) _____

35. Complete the following summary of paragraph 6 with a word or phrase taken from the paragraph. (4 marks)

<p>Hong Kong Citizens:</p> <p>Most people today spend</p> <p>(i) _____</p> <p>at their job so they have no time for</p> <p>(ii) _____.</p>	<p>Old Village Residents:</p> <p>Luckily this group have all</p> <p>the (iii) _____</p> <p>needed to forage in their own neighbourhood.</p>	<p>Wanda Huang:</p> <p>Her passion is to restore people's</p> <p>(iv) _____ to the world around them.</p>
--------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------

36. Look at the information in paragraphs 1-6 and match each paragraph to the headings below. Use each paragraph number ONCE only. One heading does NOT refer to any of the paragraphs and you should put a cross (X). One has been done for you as an example. (6 marks)

Headings	Paragraph Number
(i) Local businesses embrace the world of foraging	_____
(ii) Definition of foraging	_____
(iii) Respect for wisdom of the elderly	_____
(iv) Passing knowledge to the next generation	_____
(v) Why are they better?	_____
e.g. Meeting a local forager	1 (example)
(vi) Our location means we are lucky	_____

Text 4

37. Who or what does 'the species' (line 5) refer to? _____
38. With reference to paragraph 3, explain how Wright progressed from a challenge to a career.
- _____
- _____

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

39. What is 'a privilege' (line 11) for Wright?

40. With reference to paragraph 5, what does Wright indicate is a less obvious attraction of foraging?

41. Find a word or phrase from paragraph 5 and paragraph 7 that can be replaced by 'from my perspective.'
(2 marks)

(i) Paragraph 5 _____

(ii) Paragraph 7 _____

Read Texts 2, 3 and 4 and answer question 42.

42. Below are comments made by the people and the organisation in Text 2, Text 3 and Text 4. Match each with ONE comment that best represents them. Use each letter ONCE only. One comment is NOT used. (4 marks)

Person / Organisation

Comment

AFCD (Text 2)

(i) _____

Wanda Huang (Text 3)

(ii) _____

Uwe Opocensky (Text 3)

(iii) _____

John Wright (Text 4)

(iv) _____

A. It's amazing, one mushroom has changed my entire life.

B. It's most important to first speak to someone who knows what they are doing.

C. If you try them yourself you'll agree with me. Totally delicious!

D. Know what you're doing before you embark on any foraging trip.

E. I can't stand by and let our heritage be lost.

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 (1 hour 30 minutes)
(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 2-4 and answer questions 22-42 in the Question-Answer Book for Part B1.

Text 2

The screenshot shows a web browser window with the URL <https://www.foraginginhongkongforbeginners.com.hk/home/>. The website has a navigation menu with buttons for Home, Foraging Info, Videos, Recipes, About Us, and Join Us. The main content area is titled "What is Foraging?" and includes a definition, "Foraging Guidelines" with seven numbered points, and a "Know the Law!" section with a paragraph of text.

1 **What is Foraging?**
[1] Foraging is identifying, collecting, and eating plants like herbs, fruits, and nuts that grow wild in nature.

Foraging Guidelines

5 [2] Here are some rules that every forager should follow:

- [3] Never start solo. It's essential to begin by partnering up with a local expert who can teach you the best ways to forage while also keeping you safe.
- [4] Familiarise yourself with the herbs, bushes, and trees around you. Try to learn as much as possible about the ecosystem of which you are a part.
- [5] Learn to identify the poisonous plants you are likely to encounter. **DO NOT EAT ANYTHING YOU CANNOT POSITIVELY IDENTIFY AND KNOW TO BE SAFE.**
- [6] Familiarise yourself with the plants that are listed on the endangered species list for your area. Apart from being unethical, it is also illegal to pick endangered plant species.
- [7] Don't be greedy! Only pick as much as you need and never take ALL the plants of any one kind in a given patch. After harvesting an area, give the plants plenty of time to recover before returning to the same patch. If in doubt, don't collect.

10

15

Know the Law!

[8] The Agriculture, Fisheries and Conservation Department (AFCD) says it is illegal to cut, pick, or uproot any plant or part of a plant, whether living or dead, from within a country park area without express permission. It's also illegal to dig up plants from private land without permission from the landowner.

Text 3

Foraging in Hong Kong

- 1 [1] Wanda Huang is an experienced Hong Kong forager who knows how to identify edible and medicinal plants. Huang tries to incorporate foraged food and materials into her daily life and avoids processed and synthetic products as much as possible. She even makes her own wine and shampoos.
- 5 [2] Huang's interest in foraging started when she was a child in Canada and her father took her on outings and taught her how to identify herbs and plants in the wild. "We picked blueberries and made pancakes for breakfast, we made tea from pine needles and pine cones, and then we cut the pine cones for the nuts. It was, for me, such a fun experience growing up," she says fondly. "And we don't have to spend time farming — constantly ploughing the land and sowing seeds. Foraging happens naturally, just like when humans were hunters and gatherers," Huang says.
- 10 [3] The vegetables we grow today originated from wild plants which had long roots that penetrated deep into the soil. This means they absorbed a wide range of nutrients and trace minerals from the soil. Huang says that over time, commercial farming has produced bigger, sweeter, and faster-growing vegetables but their roots have shortened. As a result, they no longer absorb all of the trace minerals and nutrients found deep in the soil. "This is why it's healthier to eat wild plants than store-bought vegetables," Huang says.

15 [4] Huang holds foraging workshops, which are particularly welcomed by chefs from high-end restaurants. “There’s real interest from the food and beverage industry in Hong Kong and they’re fascinated about what is edible around them,” Huang says. Uwe Opocensky, the chef-owner of a restaurant in Sheung Wan, says, “the taste is much deeper because the plants grow in a natural environment and the flavour is really related to the soil.”

20 [5] Hong Kong provides rich pickings for foragers because of its high biodiversity. The territory lies in the subtropical zone, which means it provides ideal conditions for both tropical plants and plants that grow in colder climates. Apart from collecting wild plants for food, people also forage for a wide range of medicinal plants to use in Chinese medicine or dietary therapy. The local herbal tea, 24 flavours, is a good example of how rich Hong Kong is in wild herbs and medicinal plants.

25 [6] Nevertheless, it is hard for Hong Kong people to incorporate foraging into their lifestyle because they work such long hours and simply do not have the time. “People now go to the supermarket and eat bananas from Chile and pak choi from the Mainland. They’ve lost their connection with the environment.” Huang says. It is mainly elderly villagers who still possess local knowledge about edible wild plants. Huang is sad that most people do not see this knowledge as valuable. “To me, foraging is not about making money but about re-establishing our connection to the environment and our culture,” Huang says.

Text 4

Questions from the Internet

1 [1] Naturalist and avid forager John Wright answers questions from the internet about the fun of finding your own food and the surprising delights growing outside.

[2] @13happy_mushroom asks: **How did you get into foraging?**

5 [3] It was mushrooms that first got me interested. I encountered a mushroom and was annoyed that I didn’t know what it was. So, I took it home, bought a book, and managed to identify the species. I’ve carried on ever since. I started teaching evening classes and now I lead mushroom picking trips and I’m currently working on my ninth nature guidebook.

[4] @nature_gurl asks: **What’s the appeal of finding wild food?**

10 [5] It’s a gentle way for people to go out and engage with the natural world, but there’s so much more to it. Foraging has a massive sense of freedom and release from modern day life. A connection to nature is something very special that, in my eyes, is a privilege and I’m lucky enough to have found a way to make a living from it.

[6] @eat_to_live1234 asks: **What are the benefits of foraging?**

15 [7] Foraging naturally slows you down to become more observant and you gain an appreciation for the little things which, for me, are the most important. The physical activity involved in searching for wild edibles in nature provides a low-impact way to move your body while enjoying the great outdoors. Foraging also has some mental health benefits. Spending time in green spaces can help reduce stress, help people cope with anxiety, and provide relief from depression, as well as improve overall mood and well-being.

20 [8] @EarthFirst2024 asks: **There seems to be a trend in people choosing to forage. Why do you think this is?**

25 [9] I think food in general has become something people pay more attention to. A new respect for ourselves with regard to how we treat our bodies, has pushed people towards smaller producers of better quality food. Small cottage industries and producers are now more popular with organic and natural processes being favoured, and there’s nothing more organic than foraged wild food!

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 2025
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 43-64. (42 marks)

Text 5

43. What does the writer mean when he describes quiet quitting as 'buzzy' (line 1)?

Quiet quitting...

- A. attracts criticism.
- B. is full of lively activity.
- C. receives a lot of attention.
- D. generates intense excitement.

- A
- B
- C
- D

44. Find TWO examples of quiet quitting 'doing the rounds today' (line 1). (2 marks)

- (i) _____
- (ii) _____

45. Explain why the term quiet quitting 'is misleading' (line 6). (2 marks)

- (i) 'quiet': _____
- (ii) 'quitting': _____

46. Find TWO examples from paragraph 2 of focusing on 'what a job is and isn't' (line 10). (2 marks)

- (i) _____
- (ii) _____

47. Which of the following is NOT mentioned in paragraph 3 as a cause of quiet quitting?

- A. Discontent in the workforce
- B. Staff considering resignation
- C. Old-fashioned workplace standards
- D. Staff experiencing increasing workloads

- A
- B
- C
- D

48. What is the purpose of paragraph 3?

- A. Defining what quiet quitting is
- B. Indicating that quiet quitting is a modern issue
- C. Suggesting alternative reasons for quiet quitting
- D. Debating the possible explanations of quiet quitting

- 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 margin will not be marked.



Answers written in the margins will not be marked.

49. Which word or phrase in paragraph 4 means to 'finish your work activity'?

50. Bulger says "work-life enrichment prioritizes self-care in one area and tends to breed success in the other" (lines 17-18). What does 'one area' and 'the other' refer to? (2 marks)

(i) 'one area': _____

(ii) 'the other': _____

51. What does 'it' (line 21) refer to?

52. According to paragraph 5, decide whether the following statements are True (T), False (F) or Not Given (NG). (4 marks)

Statements	T	F	NG
(i) No one today believes Gen Z are hardworking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(ii) Online groups helping people to review different aspects of their lives bloomed during the pandemic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(iii) The Nap Ministry's growth in its number of followers is unique.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(iv) Tens of thousands of people complain about their jobs every day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

53. What does 'only one note in this growing chorus' (line 27) suggest about the quiet quitting trend?

54. Who does 'we' (line 29) refer to?

55. Use a word or phrase in each blank to complete the following statement based on the information in paragraph 7. (2 marks)

Employers have responded to workers' apparent 'slacking' by (i) _____

the duties and opportunities of relevant staff, resulting in dire consequences. This has been labelled

(ii) _____.

56. Borchers says 'reputations suffer as a result of perceived apathy' (lines 33-34). Whose reputations does he refer to?

Answers written in the margins will not be marked.

Answers written in the margin will not be marked.

Answers written in the margins will not be marked.

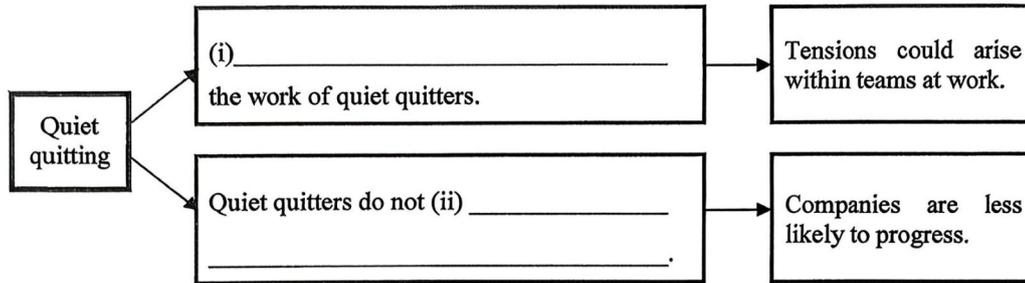
57. In paragraph 7, what words or phrases mean 'ending someone's employment'? (2 marks)

(i) _____

(ii) _____

58. What 'decision' (line 37) does Vari discuss in paragraph 8?

59. With reference to paragraph 8, complete the following diagram describing the possible consequences of quiet quitting. (2 marks)



60. Based on the information in paragraph 9, complete the summary of the paragraph by writing ONE word in each blank below. Your answers must be grammatically correct. (5 marks)

The youth of today are digital natives, which proved to be (i) _____ to them in their studies during the pandemic. However, after starting (ii) _____, this has resulted in some resentment from (iii) _____ workers moaning about quiet quitters being on social media. The fact is, many prefer studying and working (iv) _____ rather than in 'real life.' Aptly, quiet quitting (v) _____ with an influencer's online quote: "Your worth as a person is not defined by your labor."

61. Who or what are the 'forebears' (line 50) mentioned in paragraph 10?

62. Newport discusses quiet quitting in relation to Gen Z. With reference to paragraph 10, explain why Gen Z's use of technology can be both positive and negative. (2 marks)

(i) Positive: _____

(ii) Negative: _____

Answers written in the margin will not be marked.

Answers written in the margins will not be marked.

63. Use the information in Text 5 to match each of the following comments with a person (A-G) mentioned in the text. Write the letter of the person on the line next to the comment. Each letter can be used ONCE only. The first has been done as an example. (6 marks)

A. Carrie Bulger	B. Tricia Hersey	C. Callum Borchers	D. Gergo Vari	E. Zaid Khan	F. Cal Newport	G. Barnaby Lashbrooke
Comment						Person
This is how I can connect with people with similar beliefs.						<u>B (example)</u>
The repercussions impact those around you.						(i) _____
Different people do this for different reasons.						(ii) _____
Let's be honest, work has its place in life.						(iii) _____
Of all of us, I think Gen Z can lead the way.						(iv) _____
Consider how this could have a downside for you.						(v) _____
We need to look beyond the daily for life's true value.						(vi) _____

Read the Comments section (lines 61-71) and answer question 64.

64. Which of the following would be cynical towards the idea 'Quiet quitting is right for today'?

- A. Nikia203
- B. Lewis43
- C. Jessef04
- D. Luna903

- A
- B
- C
- D

END OF PART B2

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margin will not be marked.

ENGLISH LANGUAGE PAPER 1

PART B2

Reading Passages

8:30 am – 10:00 am (1 hour 30 minutes)
(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 43-64 in the Question-Answer Book for Part B2.

Text 5

Quiet Quitting

1 [1] Quiet quitting is a buzzy term doing the rounds today. In fact, a Google search produces hits from The Washington Post, The New York Times, The Wall Street Journal, and countless academic publications. At this moment, at least 50% of the North American workforce is engaged in a wave of disengagement dubbed quiet quitting. But what does it mean and how will it impact university graduates as they prepare to embark on 21st-century careers?

5 What is quiet quitting?

[2] As many have noted the term itself is misleading. No, it does not refer to wordlessly slipping out the door or logging out of the group chat without so much as a peace sign emoji. Nor does it mean an employee permanently abandoning their post. Quiet quitters believe a more accurate way to describe this is working your contract or acting your wage. Carrie Bulger, PhD, a professor of organizational psychology, defines quiet quitting as “a renewed effort to really focus on what a job is and isn’t.”

[3] No matter what terminology we use, quiet quitting is less a harbinger of widespread revolt and more of a long overdue reckoning with outdated practices and stale office culture. “For some people, it’s probably a sign of dissatisfaction and a sign that they’re going to leave,” Bulger said. “But I think for others, it’s something else.”

15 [4] Being forced to work at home amid the tumult of 2020 was an eye-opening experience, one that emboldened even the most dedicated employees to set healthy boundaries. And enforcing those boundaries can appear, through the lens of leadership, like slacking. “But it is quite possible to be invested in your work and redirect that passion once you clock out for the day. Pursuing work-life enrichment prioritizes self-care in one area and tends to breed success in the other,” Bulger said.

Going against the grind

20 [5] The signs are all around us — productivity is no longer seen as the badge of honor it once was, and Generation Z are starting to question how relevant it is while seeking better frameworks that support the kind of life they want to live. Launched in 2013, one online community that exists for people who ‘want help with their own work-life related struggles’ saw an upsurge in followers in late 2021. The Instagram account The Nap Ministry has a similar popularity arc and saw a huge explosion of followers since the start of the pandemic, numbering in the tens of thousands per day. Tricia Hersey, its creator, believes Gen Z work hard; they just don’t want to live to work. To her, and to many others, it is about “not running ourselves into the ground.”

[6] Quiet quitting is only one note in this growing chorus, and we should be careful not to dismiss it as just another trend or a singular occurrence. Instead, we should step back and look at the whole picture and what that means for the way we’ve been working and how we should move forward.

30 [7] There are, of course, divergent perspectives on quiet quitting. There’s what it means for workers and what it means for panicked employers in a precarious economy, and the collision of those viewpoints can have drastic consequences for the former. Writing for The Wall Street Journal, columnist Callum Borchers outlined the perils of quiet quitting. Borchers has encountered a new term quiet firing in which reputations suffer as a result of perceived apathy; responsibilities are gradually diminished and a path toward actual termination materializes. “Companies have always had subtle ways to nudge people out the door,” Borchers said. “Tactics include sidelining them by cutting responsibilities or denying promotions and raises to make someone miserable enough to leave.”

35 [8] Gergo Vari, CEO of online job searching platform Lensa, also believes the decision won’t serve employees long-term either. “Anytime that you silence your own voice in an organization, you may be depriving yourself of the opportunity to change that organization.” Stepping away from hustle culture can also cause tension between employees and may result in a rift between fellow colleagues who may have to pick up the slack. “If people feel like their co-workers aren’t committed to quality work there can be friction inside teams and organizations.”

A generational divide

40 [9] Today’s college students are rightly praised for their resiliency. But the same skills that made them so adaptable during the pandemic — they are digital natives who prefer Zoom lectures to the real thing — make them the target of generational disdain once they enter the workforce. Can’t you just hear the grumbling: We wouldn’t have to worry about quiet quitting if these kids would get off TikTok and do their jobs. Fittingly, the movement’s origins can be

traced to TikTok, the massively popular video-sharing app, where the influencer Zaid Khan uttered a phrase that's been quoted in countless news articles: "Your worth as a person is not defined by your labor."

50 [10] In an essay for *The New Yorker*, Cal Newport, an associate professor of computer science, posits that Gen Z is better equipped than its forebears to leverage technology to push back against workplace norms. Gen Z enters the workforce with "a mindset that is notably distinct from the millennials who preceded them," Newport writes. As the first group to fully come of age with smartphones and social media, Gen Z "formed an understanding of the world in which the boundaries between the digital and real are blurred." They have so thoroughly mixed work and self, the suffocating griminess of modern office life hits a more personal level and it has become clear to many that they need
55 to separate their personhood from their jobs.

[11] Work, of course, remains essential within our current economic and social environment and trends like quiet quitting are inevitable during times of great upheaval. What we need to do is take a step back and take a critical look at how we can adapt the way we work to suit our current context while promoting a more modern and balanced way of life. As Barnaby Lashbrooke wrote in *Forbes*: "Of course we have to work: to put a roof overhead and food on
60 the table. But life should come first, and work should be the enabler."

Comments:

Nikia203 1 April 2025 10:45

Figuring out how work fits into a life well lived is hard, but I think it's an evolution that has to happen. The question is what comes next.

65 **Lewis43** 1 April 2025 12:23

I'm not going to put in a sixty-hour workweek and pull myself up by my bootstraps for a job that doesn't care about me as a person.

Jessef04 1 April 2025 14:47

If you're doing this, you're a loser. This is like a virus. This is worse than COVID.

70 **Luna903** 2 April 2025 08:56

I'd rather my kid was a quiet quitter than being unemployed just lounging about at home playing online games.

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 3-4.

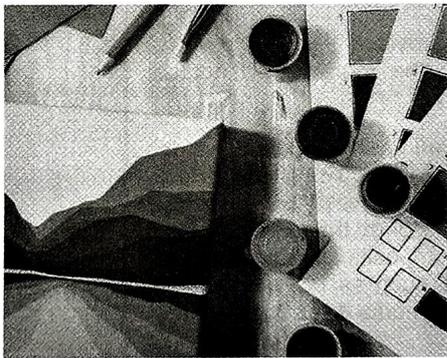
① You work at the 852 Teen Art Club in Hong Kong. The club has asked you to write an information leaflet promoting the club. Below is the first page of the leaflet. Write the second page of the leaflet using the three headings below. The first one has been provided for you.

- Our background
- A club member's most memorable experience
- Our future activities

852 Teen Art Club



...and many more activities!!



Join us!
Email: 852artclub@art.hk

-1-

Please stick the barcode label here.

Our background

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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.

Please stick the barcode label here.

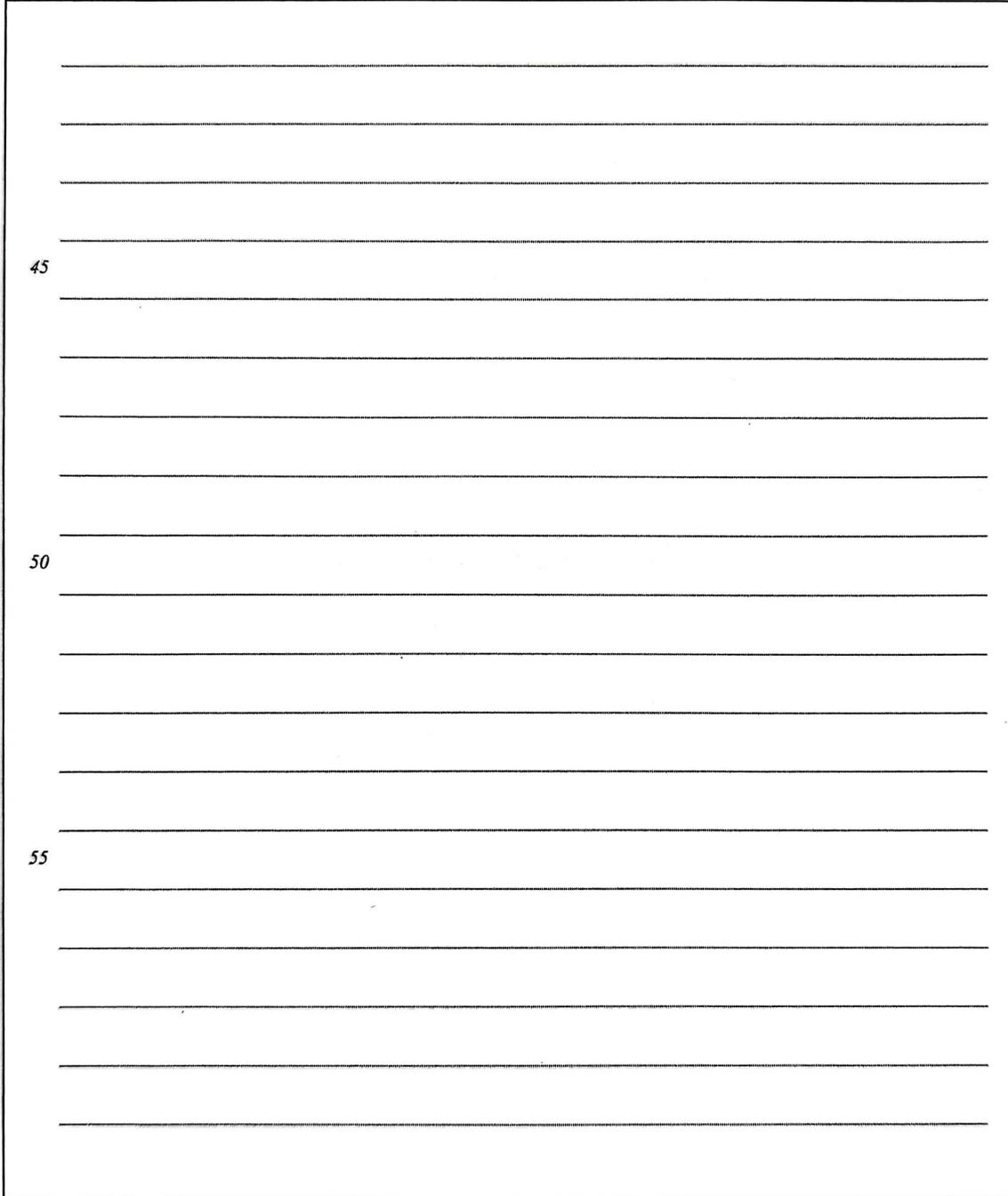
SUPPLEMENTARY ANSWER SHEET FOR PART A

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

45

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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.

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 You were at a theme park and you saw an old classmate who behaved badly when you were at school. The classmate told you about an important event that happened last year. This event made the classmate a better person.

Write a short story about what happened to your classmate.

- ③ You have noticed that an increasing number of people in Hong Kong stay in coffee shops and fast-food restaurants for a long time for activities such as tutorial lessons.

Write a letter to the editor of the *Hong Kong Post* giving your opinion on this issue.

- ④ Group work is common in the workplace and its value has long been recognised. However, group work may be unpopular among workers.

Write an essay discussing the challenges of group work in the workplace and ways to overcome those challenges.

- ⑤ You recently tried being a vegetarian for one week. At the end of the week, you decided to write a blogpost about your experience and whether you will continue.

Write the blogpost.

END OF QUESTIONS FOR PART B

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.

65

70

75

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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

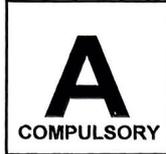
Use pages 11-12 if you need more space to answer the question in Part B.

Answers written in the margins will not be marked.

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95	
100	

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.



ENGLISH LANGUAGE PAPER 3 PART A

Question-Answer Book

GENERAL INSTRUCTIONS

- (1) There are two parts (A and B) in this paper. All candidates should attempt **ALL** tasks in 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) Write your Candidate Number and stick barcode labels in the spaces provided on the appropriate pages of the Part A Question-Answer Book and both Part B Question-Answer Books.
- (3) Write your answers clearly and neatly in the spaces provided in the Question-Answer Books. Answers written in the margins will not be marked. You are advised to use a pencil throughout Part A.
- (4) All listening materials will be played **ONCE** only.
- (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) The rough-work sheets provided are for you to take notes. They will be collected separately and will not be marked.
- (7) No extra time will be given to candidates for sticking on the barcode labels or filling in the question number boxes after the 'Time is up' announcement.
- (8) The two Question-Answer Books attempted by candidates (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.
- (9) The other 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.

Please stick the barcode label here.

Candidate Number

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--



Do not write on this page.
Answers written on this page will not be marked.

Please stick the barcode label here.

Part A

In Part A, you will have a total of four tasks to do related to a podcast about health and fitness. 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 (13 marks)

Stella Poon and Adrian Timpson host a podcast about health and fitness in Hong Kong. They are now talking with a guest, Ricky Harrison, who is the founder of a charity called Sea Friends. Listen to the interview 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.

When Ricky started *Sea Friends*: 10 years ago (example)

The number of people who have learned to swim with *Sea Friends*:

(1) _____

How long it takes to learn how to swim with *Sea Friends*:

(2) _____

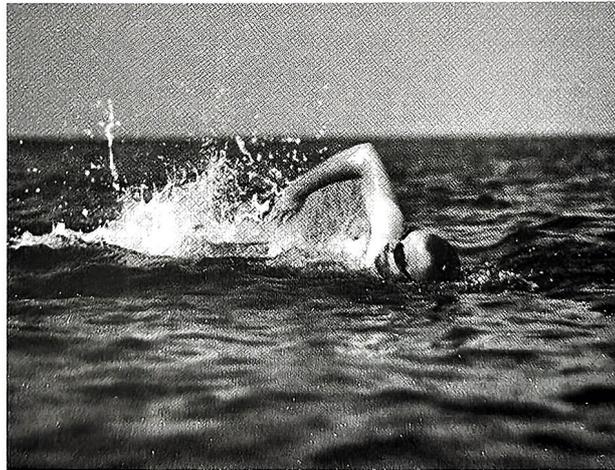
Who *Sea Friends* mainly helps:

(3) _____ and _____

When *Sea Friends* meets:

(4) _____

Answers written in the margins will not be marked.



Answers written in the margins will not be marked.

Please stick the barcode label here.

Ricky first went swimming with his (5) _____.

He stopped swimming because his coach (6)

He started swimming again because he wanted to (7)

His new coach was his (8) _____.

Next year's *Sea Friends* event:

Name of event:	(9) _____
Details of event:	(10) _____

Three reasons why Ricky recommends joining *Sea Friends*:

(11) _____

(12) _____

(13) _____

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 1

Task 2 (13 marks)

Adrian is interviewing Jessica Becker. Jessica has written a book about culture and fitness in Asia. Listen to the interview 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.

The title of Jessica's book is Exercise in Asia (example).

Taiko Drumming in Japan



The Taiko Drumming Tradition

Jessica says the aim of taiko drumming was to communicate

(14) _____.

Taiko Festivals

Jessica says taiko drums are too

(15) _____ to _____,

so the drums are placed on

(16) _____.

The Big Drums

In the past, the big drums were made from

(17) _____.

To play a big drum well, you must use

(18) _____.

K-pop Dancing Lessons in Korea



Jessica thinks K-pop dancing became good exercise when boy bands added

(19) _____ to their performances.

Jessica's advice for attending a K-pop dance class in Korea:

- (20) _____ before class
- wear clothes that let you move freely
- wear (21) _____.

According to Jessica, the most important thing to learn in a K-pop dance class is

(22) _____.

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.

<p>Marathons in Thailand</p> 	<p>Jessica says that because it is hot in Thailand, marathons usually start</p> <p>(23) _____ and</p> <p>(24) _____ are</p> <p>given out.</p>
<p>Jessica's tips for marathon running in Thailand:</p> <p>(25) _____</p> <p>(26) _____</p>	

Answers written in the margins will not be marked.

END OF TASK 2

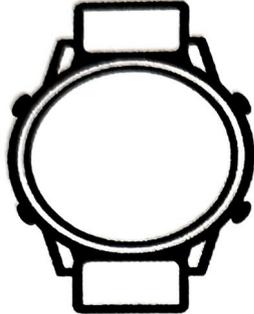
Answers written in the margins will not be marked.

Task 3 (14 marks)

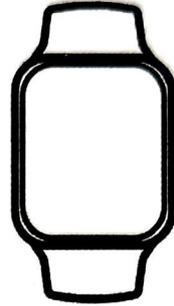
Adrian and Stella have been testing some wearable fitness trackers. They are now reviewing them for the podcast. Listen to their conversation and complete the information in the spaces below. The first one has been provided as an example. You now have 30 seconds to study the task. At the end of the task, you will have one minute to tidy up your answers.

Answers written in the margins will not be marked.

The N.R.G. 6



The Getfit 4



The N.R.G. 6

Stella likes the N.R.G. 6 because it is comfortable (example).

Stella thinks that the N.R.G. 6 buttons make it

(27) _____.

Two things Adrian didn't like about the N.R.G. 6:

(28) _____

(29) _____

The N.R.G. 6 gave Stella

(30) _____,

which she really liked.

Answers written in the margins will not be marked.

The Getfit 4

The Getfit 4 has workout exercises such as

(31) _____.

Stella wants the Getfit 4 company to improve

(32) _____.

Stella didn't monitor her sleep with the Getfit 4 because

(33) _____.

Adrian thinks the rating of his sleep quality was

(34) _____.

Features

Complete the table summarising Adrian and Stella's opinion on the features of the devices.
Tick (✓) ONLY ONE option for each feature.

Feature	Getfit 4 is better	N.R.G. 6 is better	Both are very good
(35) Screen brightness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(36) Battery life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(37) GPS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(38) Waterproofness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommendations

Complete the following.

Adrian recommends the Getfit 4 for someone who

(39) _____.

Stella recommends the N.R.G. 6 for people who

(40) _____.

Answers written in the margins will not be marked.

END OF TASK 3

Task 4 (13 marks)

In this episode of the podcast, Stella’s friend Sandy Elliot is giving a talk about her life as a professional dog walker. Listen to the talk, answer the questions and complete the information below. The first one has been provided as an example. 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.

Why did Sandy become a professional dog walker?

because the cost of opening a pet shop was too high (example)

What did Sandy send to customers after every walk?

(41) _____

Unusual requests from Sandy’s customers:

A video of a dog

(42) _____

Photos of a dog

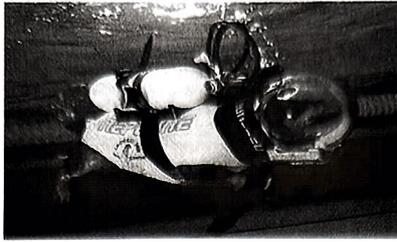
(43) _____

Complete the table about the health benefits of walking a dog.

Health benefit for owner	Reason for benefit
May have a longer life	(44) _____ _____
(45) _____ _____	Dogs can change direction without warning
(46) _____ _____	(47) _____ _____

Answers written in the margins will not be marked.

Dog Scuba Diving



Answers written in the margins will not be marked.

Why did Sandy decide to take her dog Bugsy scuba diving?

(48) _____

Main requirements for taking a dog scuba diving:

(49) _____

(50) _____

How could Sandy afford to take Bugsy scuba diving?

(51) _____

Advice for people who want to take their dog scuba diving:

(52) _____

(53) _____

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

END OF TASK 4

End of Part A

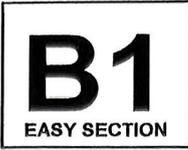
Now go on to Part B

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 2025
ENGLISH LANGUAGE
PAPER 3 PART B1
Question-Answer Book**



Task 5: Poster (15 marks)

Complete the poster below for the Asian Games Week. Use the information from the B1 Data File and your own notes.

Asian Games Week
A week to celebrate the coming Asian Games

Our slogan: (1) _____

The Asian Games Week is FIVE DAYS of fun, starting on (2) _____ October!

Opening Event

Join our guest speaker, a top athlete, on Day One of the Asian Games Week.

Let's meet together in the (3) _____.

The event takes place during lesson seven, so don't be late!

Enjoy these special events:

<p>Event name: _____</p> <p>(4) _____</p> <p><i>On Day (5) _____ of the Asian Games Week, join us live from your classroom during (6) _____. Listen carefully to a presentation on the Asian Games, then try the quiz with your classmates!</i></p> <p><i>Can you get all the answers?</i></p>	<p>Event name: <u>Athletics Jamboree</u></p> <p><i>In the (7) _____ of Day (8) _____ of the Asian Games Week, join us at the (9) _____ for this fun challenge. Form teams with your schoolmates and (10) _____.</i></p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Get ready for the Asian Games Week!

- Stay classy!
The dress code is (11) _____.

- Stay on time!
The event schedule can be found (12) _____.

- Stay informed!
For enquiries, (13) _____.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

END OF TASK 5



Task 6: Invitation email (19 marks)

Write an email to invite a guest speaker to the Asian Games Week Opening Event using information from the B1 Data File and your own notes. Write around 120 words.

To:	<input type="text"/>
From:	Nico Lin
Subject:	<input type="text"/>

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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.

Answers written in the margins will not be marked.

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END OF TASK 6

Task 7: Presentation script (19 marks)

Write a script for a presentation on the Asian Games using the information from the B1 Data File. Write around 120 words.

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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.

Answers written in the margins will not be marked.

END OF TASK 7
END OF PART B1

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 are president of the Healthy Living Club and have been asked to help organise the Asian Games Week and Wellness Month at your school. You will listen to a recording of a meeting between Dr David Chan, your school's principal, Mr John Duncan, the school's vice principal, and Ms Melissa Henley, the head of PE.

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 meeting with the principal.....	3
2. Email from Mr John Duncan to Nico Lin	4
3. Extract from teacher meeting transcript.....	5
4. SMS chat between Dr David Chan and Mr John Duncan	6
5. Email from Ms Melissa Henley to Mr John Duncan	7
6. Student sport survey results	8
7. Emails between Mr Timothy Siu, Mr Manraj Singh and Mr John Duncan	9
8. <i>Sports Asia</i> interview transcript	10

Listening note-taking sheet for meeting with the principal

Listen to the recording of a meeting between Dr David Chan, your school's principal, Mr John Duncan, the school's vice principal, and Ms Melissa Henley, the head of PE.

The Asian Games Week

- Slogan

- Opening Event

The Wellness Month

Guest Speaker for the Asian Games Week

- Speech topic

- After the speech

Parent Involvement during the Wellness Month

Email from Mr John Duncan to Nico Lin

File		Message					
 Junk	 Delete	 Reply	 Reply All	 Forward	 Move ▼	 Mark Unread ▼	 Follow up ▼
To: Nico Lin				Sent: April 5 2025 09:02 AM			
From: Mr John Duncan							
Subject: Ballater High School Asian Games Week – Things to do							
<p>Dear Nico,</p> <p>Could you please handle the following three things to prepare for the Asian Games Week?</p> <p>Event poster We need to prepare a poster with information about the Asian Games Week. This poster will be placed all over the school and will be printed in the monthly school magazine. Please complete the attached event poster draft.</p> <p>You can look at the extract from the teacher meeting transcript, when we discussed the Asian Games Week, the SMS chat between Dr Chan and I, as well as your notes from the recording of our meeting with the principal.</p> <p>Invitation email to guest speaker Please write an email to invite a guest speaker to the Opening Event of the Asian Games Week. This will be a professional athlete, so try to be persuasive but make sure you're polite. Include the following information:</p> <ul style="list-style-type: none">• The date, time and venue of the Opening Event• What the topic of the speech should be• What will happen after the speech• Why this sport was chosen• What we can offer as payment <p>You can look at the email Ms Henley sent to me and the student sport survey results, as well as your notes from the recording of our meeting with the principal.</p> <p>Presentation script on the Asian Games We'll be playing a presentation about the Asian Games to all students before the quiz event. I'd like you to write the script for this presentation. This was discussed at the teacher meeting, so take a look at the extract of the transcript. You can also look at the emails from Mr Siu and Mr Singh, including an interview full of information about the Asian Games for you to refer to.</p> <p>Good luck with all of these,</p> <p>Mr Duncan</p>							

Extract from teacher meeting transcript

Date: Thursday, March 27, 2025

Venue: Conference Room

Present:

Mr John Duncan (JD)

Mr Timothy Siu (TS)

Ms Melissa Henley (MH)

Mr Manraj Singh (MS)

JD: Hello everyone. Let's get started. First on the agenda: ideas for events for the Asian Games Week. Would anyone like to share their ideas?

TS: How about a quiz? Maybe call it 'The Asian Games Sports Quiz'?

MH: A quiz would be fun, but I think we should have questions about all aspects of the Asian Games, not just sports knowledge?

MS: How about, then, 'The Asian Games Quiz'? OK, good. We all agree. We can use the school IT system to play a presentation with information about the Asian Games to all students while they are in lesson one, then have the quiz. The quiz will be based on the information students get from the presentation. That way, everyone can take part at the same time and everyone gets the answers, if they're listening!

JD: I like the idea of doing a school-wide quiz, and having the information in the presentation does make it fairer, but I don't think the first lesson would work. Most of the students are still half asleep at that time in the morning!

MS: How about during lesson six instead, just before lunch? Then the students can enjoy their lunch hour after having fun in the quiz.

JD: OK, sounds good. Can we fit this in on Day One of the Asian Games Week?

TS: No, the Opening Event is on Day One. Day Two would be better.

JD: Noted. Let's go with that then. Melissa, you had the idea of an Athletics Jamboree. What's that?

MH: For the Athletics Jamboree, students form teams and compete against each other in track and field events. I suggest we hold it on Day Four of the Asian Games Week.

JD: Ah, I think we said we wouldn't have enough time for the track events.

MH: Yes, sorry, that's right. Only the field events. We can hold them at the Sports Ground.

TS: I think the students would enjoy that. But I think the morning of Day Five would be a better choice. The students can then be dismissed early and recover over the weekend.

JD: The teachers too! OK, I agree. Great, that's two more events for the Asian Games Week.

(extract ends)

SMS chat between Dr David Chan and Mr John Duncan

22 March, 2025, starts 2:13pm

David: Hey John. Time for a quick chat about the Asian Games Week? Will Nico be working on the poster?

John: Sure, Dr Chan. Yes, that's right.

David: OK, good. Well, I've been thinking: where can students find the event schedule?

John: On the school website, just like past events.

David: No, let's not do that. Instead, let's give a boost to class spirit by only putting it on classroom notice boards.

John: OK, we'll mention that on the poster. How about the idea of having a dress code? Any decision on that?

David: What did we agree on before?

John: Students can wear any sports clothes.

David: No, let's insist they wear their PE uniform.

John: For all events? For the whole week?

David: That's right. One more thing: Mr Singh suggested we have a dedicated email account for school events to handle any questions students or parents might have.

John: We're including a 'Get Ready' section on the poster. I'll ask Nico to write that they can email admin@blhs.edu.hk for enquiries.

David: Change it to events@blhs.edu.hk

John: Right, got it.

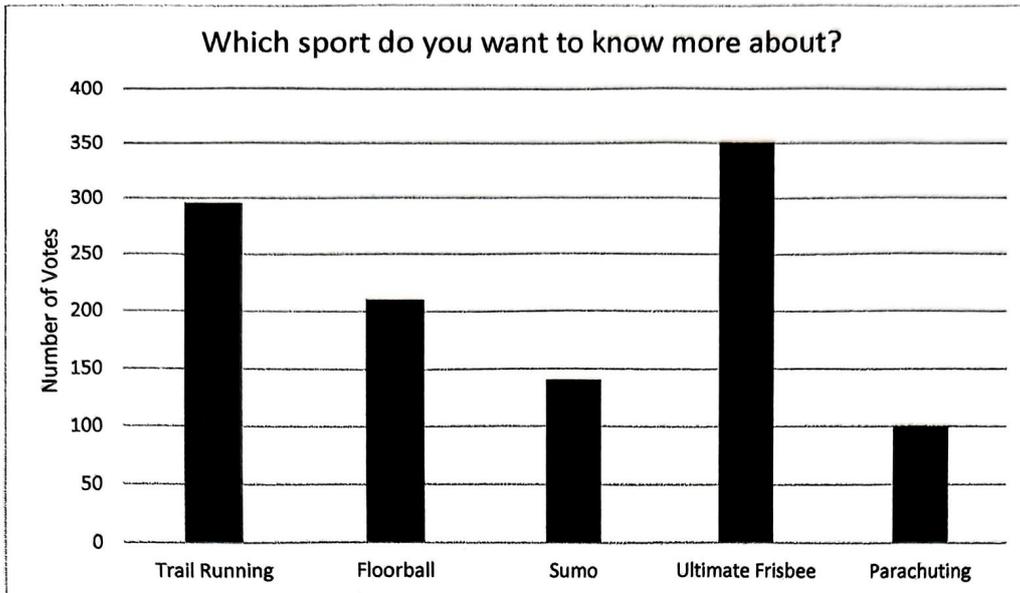
David: Thanks John, I'll leave the rest to you.

John: No problem, Dr Chan.

Email from Ms Melissa Henley to Mr John Duncan

File		Message					
 Junk	 Delete	 Reply	 Reply All	 Forward	 Move ▼	 Mark Unread ▼	 Follow up ▼
To: Mr John Duncan				Sent: March 24 2025 10:12 AM			
From: Ms Melissa Henley							
Subject: About the Asian Games Week Opening Event							
<p>Hi John,</p> <p>I'm launching the survey tomorrow to find out which sport our students are most interested in. The poll includes five sports which may one day be included in the Asian Games, and I've already found athletes from each one we could invite to be our guest speaker:</p> <ul style="list-style-type: none">• Trail Running: Wong Lai Man• Sumo: Fung Ha Lam• Ultimate Frisbee: Frank Brown• Parachuting: Lillian Fung• Floorball: Adriana Smith <p>We'll get the results of the survey on the 3rd of April. Tell Nico to invite the athlete from the sport with the most votes. The survey includes space for comments from the students as well. Nico can include some of these as examples to show the students' interest in the winning sport.</p> <p>Dr Chan tells me we have a budget of \$1000 as payment to the guest speaker. Finally, we decided it will take place during lesson seven, so from 2pm to 3:15pm.</p> <p>Thanks,</p> <p>Melissa</p>							

Student sport survey results



Comments from students

'I don't know much about parachuting or floorball. I've played ultimate frisbee before, though, and it's actually really fun to play.'

'Sumo would be so cool to add to the Asian Games. The next one will be in Japan, so it would be a perfect fit!'

'I'm not sure if ultimate frisbee is popular enough to be in the Asian Games. I think more people go trail running, don't they?'

'I think having a speaker on parachuting would be such a memorable experience for students.'

'Parachuting? I'd be too scared to watch! I've never heard of floorball before, so I guess that would be an interesting sport to see.'

'I've seen trail running and ultimate frisbee before, and they're both so exciting to watch.'

Emails between Mr Timothy Siu, Mr Manraj Singh and Mr John Duncan

File		Message					
 Junk	 Delete	 Reply	 Reply All	 Forward	 Move ▼	 Mark Unread ▼	 Follow up ▼
To: Mr John Duncan From: Mr Manraj Singh CC: Mr Timothy Siu Subject: RE: The Asian Games Presentation				Sent: April 2 2025 9:42 AM			
<p>Hi John,</p> <p>I'm writing some more questions for the quiz. Can Nico include information about the following?</p> <ul style="list-style-type: none">• examples of sports played at the Asian Games - three should be enough• a couple of examples of Asian Games mascots, with some information about them• how the Games promotes health and environmental awareness• some information on Hong Kong's recent performance at the Games <p>Nico should include information that answers the questions from Timothy as well. I've attached a transcript of an interview with a famous Asian Games athlete. All the information in Nico's presentation should come from there. Finally, we want to engage the students, so ask Nico to make the presentation, and the Asian Games Week, sound fun!</p> <p>Regards,</p> <p>Manraj</p> <hr/> <p>To: Mr John Duncan From: Mr Timothy Siu CC: Mr Manraj Singh Subject: The Asian Games Presentation</p> <p>Sent: April 1 2025 1:05 PM</p> <p>Dear John,</p> <p>I hear you're going to ask Nico to write the presentation script. Well, tell Nico I've come up with two questions for the quiz so far:</p> <ol style="list-style-type: none">1. In what year was the Asian Games first held?2. Name three cities that have hosted the Asian Games in the past. <p>I think information about these could be a good starting point for the presentation. Any further suggestions, Manraj?</p> <p>Thanks,</p> <p>Timothy</p>							

***Sports Asia* interview transcript**

The following is a transcript of an interview by the Sports Asia podcast with star athlete Peter Wong.

Interviewer: Peter, you competed in the 2022 Asian Games in Hangzhou. Did you have a good time?

Peter Wong: Oh yes! The city was nice, and it was funny to see those small robots everywhere.

Interviewer: Robots?

Peter Wong: Well, they weren't real robots. This was their mascot: three futuristic robot characters. For the 2026 Asian Games in Nagoya, I heard they're using a tigerfish. That's nice, because the Japanese word for tigerfish also means 'flame'.

Interviewer: How long have you been participating in the Asian Games?

Peter Wong: These games run in my family. My grandpa actually joined the first ever Asian Games in 1951. He competed in long-distance running, just like me. I've been lucky enough to compete in the cities of Incheon and Doha as well.

Interviewer: Wow! The event must have changed a lot since it started, though?

Peter Wong: Yeah, pretty much. I mean, it's still the same Asian Games, but they've added less physical sports such as chess and e-sports to attract a different audience.

Interviewer: How does the Asian Games impact the world?

Peter Wong: The Asian Games always has a strong focus on raising awareness. In Incheon back in 2014, there was a heavy focus on environmental awareness. The organisers collected rainwater for us to use to lower water consumption. I read that the Asian Games in Nagoya will have a strong focus on health awareness.

Interviewer: Is that the 'walk for fun' campaign?

Peter Wong: Yes, to get the public walking more.

Interviewer: Any final thoughts, Peter?

Peter Wong: Sure. Hong Kong may be small, but we have great athletes and a great attitude. Do you know how many medals we got at the last Asian Games?

Interviewer: How many?

Peter Wong: 53! So, if you're thinking of getting started with sports, go for it!

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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Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

END OF TASK 8

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Task 9: Proposal (16 marks)

Write a proposal for a new Wellness Month event using the information from the B2 Data File. Write around 150 words.

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 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.

END OF TASK 9

Task 10: Letter (18 marks)

Write a letter to the parents of your school inviting them to volunteer at the Wellness Month events using the information from the B2 Data File and your own notes. Write around 160 words.

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.

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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

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 are president of the Healthy Living Club and have been asked to help organise the Asian Games Week and Wellness Month at your school. You will listen to a recording of a meeting between Dr David Chan, your school's principal, Mr John Duncan, the school's vice principal, and Ms Melissa Henley, the head of PE.

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.

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6. WhatsApp chat between Ms Melissa Henley and Dr David Chan.....	8
7. Emails between Mr John Duncan and Mr Manraj Singh	9
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9. Email from Mr John Duncan to Ms Melissa Henley	10
10. Email attachment - a magazine article on sports	11

Listening note-taking sheet for meeting with the principal

Listen to the recording of a meeting between Dr David Chan, your school's principal, Mr John Duncan, the school's vice principal, and Ms Melissa Henley, the head of PE.

The Asian Games Week

- Slogan

- Opening Event

The Wellness Month

Guest Speaker for the Asian Games Week

- Speech topic

- After the speech

Parent Involvement during the Wellness Month

Email from Mr John Duncan to Nico Lin

File		Message					
 Junk	 Delete	 Reply	 Reply All	 Forward	 Move ▼	 Mark Unread ▼	 Follow up ▼
To: Nico Lin				Sent: April 5 2025 09:02 AM			
From: Mr John Duncan							
Subject: Ballater High School Wellness Month – Things to do							
<p>Dear Nico,</p> <p>Here are the tasks for you to do related to the Wellness Month.</p> <p>Can you draft an article for the school magazine to promote the Wellness Month? The article should give the basic information about the three events from 2024 that we have already decided to include again. Make sure to include student feedback on the 2024 Wellness Month. You can refer to the emails between Ms Henley and I to begin with.</p> <p>I also need you to draft a proposal about Ms Henley’s idea for ‘Sports Day at the Beach’. This is a brand-new event that we want to include in the 2025 Wellness Month, but we need Dr Chan’s approval first. Make sure you explain why we are proposing this new event, which two sports we’ve chosen with some basic information about them, and why we included these sports. I’ve included screenshots of a WhatsApp chat between Ms Henley and Dr Chan, which would be a good place to start.</p> <p>Finally, write a letter to parents to ask for volunteers for the Wellness Month. It’s important that you highlight the benefits as well as outline the responsibilities they have when volunteering and how they can get involved. I was discussing this over email with Mr Singh from the School Events Team this morning. I’ve sent you this exchange to read.</p> <p>Dr Chan has asked me to give you the recording of our meeting with Ms Henley. Have a listen to it: we made a few decisions about some of the above.</p> <p>Good luck with the tasks,</p> <p>Mr Duncan</p>							

Emails between Mr John Duncan and Ms Melissa Henley

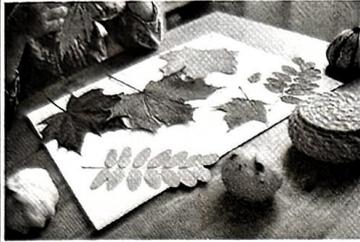
File		Message					
 Junk	 Delete	 Reply	 Reply All	 Forward	 Move ▼	 Mark Unread ▼	 Follow up ▼
To: Ms Melissa Henley From: Mr John Duncan Subject: RE: Wellness Month events				Sent: March 24 2025 11:27 AM			
<p>Dear Melissa,</p> <p>OK, I agree with you about the Fitness Challenge and Gardening & Plant Care events. Sports Day at the Beach? I'm intrigued! Check with Dr Chan first to get his approval.</p> <p>It seems we now have three events that we can re-use from last year in this year's Wellness Month. I'll ask Nico to write about these in the school magazine. I think it's best not to include the new event in the promotion for now, just in case Dr Chan doesn't approve.</p> <p>John</p> <hr/> <p>To: Mr John Duncan From: Ms Melissa Henley Subject: RE: Wellness Month events</p> <p>Sent: March 24 2025 10:45 AM</p> <p>Hi John,</p> <p>I agree about the Crafting Session, but I would also suggest keeping the Wellness Fair. This was pretty popular last time and seemed useful to the students. I plan to include interactive booths this time around to make it even more interesting. The nutritionist who usually gives the talk has already told me that she's not available, so we'll have to cancel that, but otherwise the fair will include the same great features as last year.</p> <p>With regard to the Fitness Challenge and Gardening & Plant Care, let's not run these events again. I've come up with a completely new event that I think would be much more interesting and inclusive: Sports Day at the Beach!</p> <p>Melissa</p> <hr/> <p>To: Ms Melissa Henley From: Mr John Duncan Subject: Wellness Month events</p> <p>Sent: March 24 2025 10:12 AM</p> <p>Hi Melissa,</p> <p>Let's decide on what the other events in the 2025 Wellness Month will be. Dr Chan already helped us choose one event in our meeting last week.</p> <p>I've attached the poster we used for last year's Wellness Month, as a reminder of the events we held last time. I recommend having the Fitness Challenge again. I also liked the Crafting Session, but this year, let's switch to Asian countries to make it more relevant to our students in Hong Kong. What are your thoughts?</p> <p>John</p>							

Wellness Month 2024

Theme: The wonders of South America

Crafting Session

- Arts and crafts from South American countries
- Get creative!



Gardening & Plant Care

- Get hands-on with gardening
- Unique plants from South America



Yoga & Meditation Sessions



Join us for a special surprise...



Wellness Fair

- Talk on good nutrition
- Exercise advice
- Self-care resources



Fitness Challenge

- Wide range of fitness activities
- Compete against each other
- Stay fit!



Transcript of an interview by a Campus TV reporter during the 2024 Wellness Month

Reporter:	Excuse me, we are part of the Campus TV channel doing a report on the Wellness Month. Here we are on the last day. Would you mind if I asked you guys a few questions about your experience this past month?
Emma:	Sure, sure. Go ahead.
Reporter:	Great! Can I ask your names first?
Alex:	Sure. We're Alex and Emma, both in Form 5, and my dad's over here – he's been helping out.
Maya:	I'm Maya and I'm in Form 2. This is my mum. She's also been helping.
Reporter:	Perfect! So, how has the Wellness Month been for you all?
Alex:	Brilliant! I've loved it. I really struggled during the exams, especially my electives. The Wellness Month was a chance to unwind. I feel much more prepared for next year's studies now!
Emma:	I totally agree. I was really impressed by the wide variety of activities. Meaningful activities, I mean. Everything was useful.
Reporter:	How about you, Maya? Maya's mum?
Maya's mum:	I've been a helper at some of the events, and it was great to see so many parents take up this role. What really surprised me was how much fun it was for us parents too. Everyone I talked to had a great time!
Reporter:	Did you guys have fun at the events too?
Alex:	For sure. For me, I loved the chance to let my creativity run loose. I also picked up quite a few healthy habits as well.
Maya:	Yes, some of the Form 6 students gave a talk about doing exercise. I don't do enough exercise, so I really needed to hear their advice!
Reporter:	That's good to hear. How has it been for you, Alex's dad?
Alex's dad:	I was helping out at the fitness challenge event. I actually took some time off work to take part, but it was worth it.
Reporter:	So it seems your dad had as much fun as you did, Alex?
Alex:	Haha, yes! Some of my friends' parents are here helping out too, and dad seems to have got to know so many of them.
Alex's dad:	And the teachers! I really enjoyed that aspect of volunteering.
Reporter:	Sounds like fun all around. Thanks all! Enjoy the rest of the day!

WhatsApp chat between Ms Melissa Henley and Dr David Chan

March 25th 2025 9:30 AM

Hi Dr Chan. Quick question about the Wellness Month. We'd like to add a new event called Sports Day at the Beach. What do you think?

Oh wow. That sounds interesting. So, what would this new event entail?

It's basically a mini sports day, on the beach, with two sports our students are likely to have never played before. One of the aims would be to expose them to different cultures.

Sounds like a good way to get our students to try new sports. Why on the beach?

We thought it'd be a chance for them to spend some quality time outdoors.

A trip to the beach would be fun for the students. Which sports are you thinking of including?

We're still looking at that. We definitely need sports that the students haven't tried before. And they need to be physically challenging – the whole point is to get the students moving.

Agree, but remember that this will be their first time trying the sports. The sports need to be enjoyable for beginners. Remember the lacrosse trials?

Don't remind me – never again!

Where do you suggest having the event?

John and I were talking about Stanley Main Beach, Cafeteria Beach or Cheung Sha Beach. It depends on the transport situation, especially if we're taking the whole school.

Ask Manraj in the School Events Team. He has a lot of experience with this.

John's already in touch with Manraj about this. I'll get him to ask. So, do you like our new event?

It sounds promising, but I'll have to see the full proposal before I can approve.

Sure. John will ask Nico to work on this. We should have something for you to look at soon.

I look forward to reading it!

Emails between Mr John Duncan and Mr Manraj Singh

File		Message					
 Junk	 Delete	 Reply	 Reply All	 Forward	 Move ▼	 Mark Unread ▼	 Follow up ▼
To: Mr Manraj Singh				Sent: April 5 2025 8:05 AM			
From: Mr John Duncan							
Subject: RE: Wellness Month							
<p>Hi Manraj,</p> <p>Ah yes, I remember the parents administering some of the events – taking attendance and so on. I'll see what I can do in regards to getting a few more parent volunteers this year.</p> <p>Thanks,</p> <p>John</p> <hr/>							
To: Mr John Duncan				Sent: April 5 2025 8:00 AM			
From: Mr Manraj Singh							
Subject: RE: Wellness Month							
<p>Hi John,</p> <p>So, it was the <i>teachers</i> who got the students ready for the events. The parents who were 'hanging around' had just been told to be present at their chosen event. Basically, in case students needed help with anything.</p> <p>Parents also played an important administration role throughout the month, so if you could get us some volunteers, that would be helpful. I've attached a blog post I found online with some more information which may help persuade parents to join as volunteers. Take a look. Maybe Nico can use this to write the letter you mentioned.</p> <p>The school bus company said that the traffic in Stanley means this shouldn't be an option. They also said that parking near Cheung Sha Beach is difficult, so I think this only leaves you with one option (they said that one would be fine).</p> <p>Thanks,</p> <p>Manraj</p> <hr/>							
To: Mr Manraj Singh				Sent: April 3 2025 2:05 PM			
From: Mr John Duncan							
Subject: Wellness Month							
<p>Hey Manraj,</p> <p>I'm trying to find out about how parents got involved in the Wellness Month last year. I think I remember parents helping students prepare for the events? Is that right? I also remember quite a number of parents hanging around the events. Did they have a specific role?</p> <p>Also, I'd be grateful for that information from the school bus company we discussed in the staff room.</p> <p>Thanks,</p> <p>John</p>							

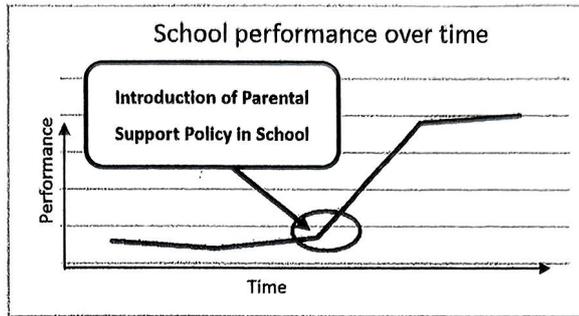
Email attachment - 'The Influator' blog

Andy Law is *'The Influator'* (*educator turned influencer*)

2nd November 2024

Time to update you on an interesting study I found recently. Take a look at this chart:

The chart really speaks for itself in terms of the profound impact of parents being involved in their child's school life. We know that parental support at home, such as helping students with their homework and revision, has always been part of this, but finally this gives us solid evidence about parents being more involved at school.



The study states that a big benefit is the atmosphere it creates for students. At school, students only get one type of adult interaction: with their teachers. When you get parents in the mix at school, students then get to interact with other adults. The atmosphere created makes students feel more relaxed during school events. We know what that means for students: less depression and, naturally, less anxiety.

One thing's for sure: when my kids are older, I'll be at that school as much as I can, helping out in any way I can! Thanks for reading, guys! Leave a comment below and share with your friends.

Email from Mr John Duncan to Ms Melissa Henley

File		Message					
Junk	Delete	Reply	Reply All	Forward	Move ▼	Mark Unread ▼	Follow up ▼
To: Ms Melissa Henley				Sent: March 27 2025 4:22 PM			
From: Mr John Duncan							
Subject: Sports for the Beach							
Dear Melissa,							
Here's an article about some sports that might be suitable for Sports Day at the Beach. First out of the gate, I'm sure Dr Chan wouldn't approve anything that involves our students going in or out on the water. I think you know which one we definitely can't do, then!							
Their expert is spot on about Jianzi: I see students in the playground playing this nearly every day. Not sure how new this will be to them.							
I've attached the article to this email. Have a read through it when you have time.							
Thanks,							
John							

Your New Favourite Sport?

What are the new up-and-coming sports to try this summer? We asked Laura Mak, a leading sports expert.

Sepak Takraw: type of volleyball played with feet, head, chest and knees (no hands).

So, Laura, which sports should we look out for?

Sepak Takraw has really been gaining popularity recently. It's just about to break out of its home of Southeast Asia. It isn't that hard to learn – newcomers should find it easy to pick up. It's great exercise, too.

Sounds good. Any others?

Wushu is a sport that we can see all around Hong Kong, but it takes a few years of dedicated training to really learn the basics. Another sport to try, if you haven't already, is Jianzi, a traditional Chinese sport many people play in their free time. It's a kind of juggling game.

I think I've seen this before. Do you juggle balls in the air?

No, you juggle a weighted shuttlecock called a Jianzi. You can only touch it with your feet. You might well have seen it before. Just about every school student here in Hong Kong has played this at some point.

Go: board game involving critical thinking and patience. Easy to play but difficult to master, Go has roots in Ancient China.

I remember playing Go at secondary school. Is that still popular?

It's not the most active of pursuits, as players can be sat down for a very long time, but it's classified as a sport and is even part of the Asian Games. I'm actually surprised it's not even more popular because the game itself is very easy to learn. In fact, I know a lot of people who play this game.

Recently, I've been hearing about Kabaddi. Can you explain this sport?

Kabaddi, from India, is actually a really fun sport to play. I know so many friends who play this now and it's certainly designed to keep players on the move. Beginners can pick this sport up quickly, which might account for its growing popularity.

It's similar to the game Tag, isn't it?

Some elements, yes. In Kabaddi, players try to tag others, that's true, but they do so while holding their breath. I've played this sport a few times and I'm a big fan.

Dragon Boat Racing is a sport that some of us might be familiar with. Is this sport getting more popular?

It is! I've been Dragon Boat Racing at Stanley Main Beach and it was a lot of fun and a great workout. Some think it's the ultimate beach sport and if you're daring enough to enter the water, you're pretty sure to make friends for life with your teammates. It's pretty tiring, though, and the training schedule can be demanding.

Dragon Boat Racing: popular water sport where teams race each other using ornate, elongated boats. Originates from Ancient Chinese traditions and festivals.

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.

Tapescript

Track 1
Announcer:

Hong Kong Diploma of Secondary Education 2025, 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 a podcast about health and fitness. 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 Greens/leaves)

(Tone)

Track 3**Announcer: Task 1.**

Stella Poon and Adrian Timpson host a podcast about health and fitness in Hong Kong. They are now talking with a guest, Ricky Harrison, who is the founder of a charity called Sea Friends. Listen to the interview 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)

Stella: Hello, everyone. Today, we're continuing our mission to find out what people in Hong Kong are doing to become fitter and more active.

Adrian: We sure are and we've got with us Ricky Harrison, the founder of Sea Friends, a charity which provides swimming lessons and organises swimming events here in Hong Kong. Ricky, can you tell us about that? When did you start Sea Friends?

Ricky: Well, that was in the summer of 2015, so ten years ago.

Stella: Ten years already! And how many people have learned to swim with you?

Ricky: About 7,000 so far.

Stella: 7,000! That's amazing. How long does it take for someone to learn how to swim with you?

Ricky: Well, with regular lessons, most people manage it in a few months. I'd guess that most of our learners need about 20 hours.

Stella: Wow. Only a few hours?

Adrian: No, he said 20 hours. That's a few months. But, Ricky, who are these learner swimmers? Who does Sea Friends help?

Ricky: At the moment, most of our members are high school students. Oh, and their parents. We have a lot of parents taking part.

Adrian: And when do the Sea Friends members meet?

Ricky: We meet on Sundays because that's when the students tend to be free.

Adrian: And the parents, of course.

Ricky: Sure, the parents too.

Stella: Ricky, tell us a bit about yourself as a swimmer.

Ricky: OK, well... I started swimming when I was four, with my older sister, and I remember getting my first award. It was a purple badge, and I was so proud. But when I was seven, I stopped swimming.

Adrian: Oh? Why was that?

Ricky: Because of my swimming coach. She was a good swimmer, but she was always shouting at me.

Adrian: Hmm... that can't have been pleasant. But you took up swimming again later. Why did you decide to start swimming again?

Ricky: Simple. I became a dad and I wanted to teach my own kids to swim.

Adrian: Ah, swimming together as a family is great, isn't it?

Ricky: It really is, but then I thought if I was going to be a teacher, I should get better at swimming myself so I looked for a new coach, and I found one. He was an old school friend, actually.

Stella: What has Sea Friends got planned for the future, Ricky? Anything on the horizon?

Ricky: I'm glad you asked. Next year we're starting the Grand Island Project. We're all really excited about it.

Stella: And what's the Grand Island Project?

Ricky: We're going to swim around every island in Hong Kong.

Adrian: That must be 250 islands. How are you going to manage that?

Ricky: 263 islands to be precise. We're not doing all the islands at once, but we will eventually swim around every island in Hong Kong. It's going to take a while, but it's a group effort and teams can choose which island they want to do.

Adrian: Sounds "Grand" indeed. Good luck with it.

Stella: Ricky, you told us before we recorded that Sea Friends is opening up for anyone to join. So, why should our listeners join Sea Friends?

Ricky: Well, it's free for one thing. Members don't need to pay anything. And there's nothing better than swimming. Swimming is the best kind of exercise. I tell this to everybody. Another reason to join is you meet so many different people. That's my favourite part: all the friends you make.

Stella: You heard it here first, listeners. If you want to meet people and get the best kind of exercise, join Sea Friends. Thanks for joining us, Ricky.

Ricky: You're welcome.

(2 second pause)

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

(60 seconds of Greensleeves)

(Tone)

Track 4
Announcer: Task 2.

Adrian is interviewing Jessica Becker. Jessica has written a book about culture and fitness in Asia. Listen to the interview 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)

- Adrian: Welcome, Jessica, and thanks for joining us.
- Jessica: Hi Adrian. Thank you for inviting me.
- Adrian: Your new book, 'Exercise in Asia', is out now. Can you tell our audience something about it?
- Jessica: Well, the first chapter is about taiko drumming in Japan. Japanese drums are called taiko and taiko festivals are very popular all over Japan.
- Adrian: What makes these festivals so popular?
- Jessica: Taiko drumming has a long tradition. In the past people believed that drumming was a way to communicate with the gods.
- Adrian: Communicate with the gods?
- Jessica: Yes, taiko drums are really loud. That's why they are so loud, so that the gods can hear.
- Adrian: What happens at a taiko festival? I'm imagining the band marching and carrying their drums through the streets.
- Jessica: Oh no, they're too large to carry. Some of the drums can weigh up to 400 kilograms. Imagine lifting that! So, for the festival, they place the drums on a moving platform. That way, everyone can see.
- Adrian: Jessica, I'm interested in the really big drums. Let's talk about them.
- Jessica: Those big drums are called o-daiko, and, as I mentioned, they're really heavy.

- Adrian: What else is special about them?
- Jessica: Well, interestingly, in the past they were made from a single piece of wood.
- Adrian: That's amazing, given how big they are. Are they still made from a single piece of wood?
- Jessica: Oh no. It's difficult to find the right kind of trees now.
- Adrian: Jessica, your book – and our podcast – is about fitness, so I'm very interested to know: is it a good workout to play the drums?
- Jessica: For sure. If you want to be good, you have to use your whole body.
- Adrian: Not just your arms?
- Jessica: No, your whole body. So it's a great workout, actually.
- Adrian: Another chapter in your book was about K-pop dancing. Everybody knows K-pop, but you're saying it's also good exercise?
- Jessica: Yes, K-pop has become a popular fitness activity ever since Korean boy bands added street dance to their performances.
- Adrian: I love street dance. So, if I'm in Korea, I can just join in with some K-pop dancing on the street, can I?
- Jessica: Yes, you can, but you should absolutely take some classes first.
- Adrian: That sounds useful, but I've never joined a dance class before. Any tips?
- Jessica: My first suggestion is to warm up before you get to class. The dance routines can be pretty energetic and there may not be enough time to warm up when the class starts.
- Adrian: What about clothing? Do I need to dress like a pop star?
- Jessica: You don't need trendy clothes, they just need to be comfortable. Wear clothes that let you move freely.
- Adrian: And what about footwear? I usually dance at home in my slippers. Can I wear those?
- Jessica: Er... no, not slippers. You can wear any kind of sport shoes.
- Adrian: Right, any kind of sport shoes. I'll remember. But what will I actually learn in class?
- Jessica: You'll learn some basic moves and some dance routines. But changing from one move to another can be tricky, so what you really have to learn is quick thinking.
- Adrian: Why's that?
- Jessica: Well, to correct any problems in your moves and routines, you'll have to make some quick decisions. The music won't stop for you.

- Adrian: That sounds like a useful life skill, Jessica, not just for K-Pop dancing.
- Jessica: Indeed.
- Adrian: I was surprised to read that another activity you participated in was running a marathon in Thailand. Thailand is such a hot country. How do you cope with running in that heat?
- Jessica: Thailand is hot, so marathons usually start while it's still dark, before sunrise.
- Adrian: That's so early. But it must still be hot. How do you keep cool?
- Jessica: Well, usually the organisers give you wet towels if you want them. That really helps.
- Adrian: I'm sure it does but, given the heat, why is marathon running so popular in Thailand?
- Jessica: From my experience, it's because the courses there are so beautiful. The scenery is gorgeous.
- Adrian: Sounds great. Do you have any tips for running a marathon there?
- Jessica: Yes: as you say, the marathons there are very popular. So, make sure you sign up early.
- Adrian: OK, that makes sense. Anything else?
- Jessica: Well, the courses can be beautiful, but they can also be quite demanding. Check the difficulty of the course before signing up.
- Adrian: Well, that's some good advice for our listeners to think about, Jessica. A big thank you for coming on the podcast today and good luck with the book.
- Jessica: Any time. It's been a pleasure.

(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.

Adrian and Stella have been testing some wearable fitness trackers. They are now reviewing them for the podcast. 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)

- Adrian: Morning Stella. Sorry I'm a bit late. I was doing my morning exercises.
- Stella: I know that's your habit, Adrian. I'm glad you're finally here, though. I was going to start the podcast without you. Anyway, did you try out the fitness trackers like you were supposed to?
- Adrian: Yes, and I see you've got yours there now. What do you think, then? Let's talk about the N.R.G. 6 first.
- Stella: Yes. Well, it's nothing special to look at, but I really like how it fits. The N.R.G. 6 is so comfortable, I didn't even know I was wearing it sometimes.
- Adrian: Yes, the light-weight materials really do make the N.R.G. easy to wear. I found it easy to use as well. Did you?
- Stella: No, not really. The tiny buttons made it difficult to use.
- Adrian: Hmm... I quite liked the buttons. I thought they were quite responsive. There were a few things I didn't like about the N.R.G. 6, though.
- Stella: Like what?
- Adrian: You need to have a smartphone. It only works properly with a smartphone and that's so annoying.
- Stella: It works together with the N.R.G. app on your phone, is that right?
- Adrian: So that's the other problem: the app's not free. You have to pay for it.
- Stella: Oh, that is annoying.
- Adrian: Anyway, Stella: let's think about the positives. What did you like best about the N.R.G. 6?
- Stella: What I really liked was that it gave me a lot of detailed fitness data.
- Adrian: I knew you'd like that. At least that's one good thing. The other watch we tried was the Geffit 4.

- Stella:** Yes. You first this time: what did you think of the Getfit 4?
- Adrian:** Well, the Getfit has so many workout options and it can recommend exercises that match your lifestyle. The latest update even includes the activity "cleaning your apartment".
- Stella:** Yes, the range of exercise options is impressive.
- Adrian:** What about the appearance of the Getfit 4? I like the look of it. What about you, Stella?
- Stella:** The Getfit is attractive, for sure, but I wish the company would make the packaging better.
- Adrian:** What's wrong with the packaging?
- Stella:** It's sold in a plastic bag. A nice box would be better. Such a shame. The device itself is made out of really high-quality materials.
- Adrian:** The Getfit 4 is going viral at the moment for its sleep monitoring function. Did you have a try at wearing it in bed?
- Stella:** I was going to, but I forgot. How about you? Did you try it?
- Adrian:** I did.
- Stella:** And how did that go?
- Adrian:** Well... in the morning, the Getfit gave me a really good sleep rating. But I had slept terribly that night and I still felt tired, so I don't think it's accurate.
- Stella:** That's a shame. OK, we've looked at the design and the functions of the two devices. I think it's time to talk about their features.
- Adrian:** Let's take a look. Which features caught your attention, Stella?
- Stella:** I like that the N.R.G. screen is really bright. It's easy to read, even in strong sunlight.
- Adrian:** I agree, and I think we both agree that you can't read anything on the Getfit in strong sunlight, so there's a clear winner there then. Did the bright screen of the N.R.G. mean you had to recharge the device more?
- Stella:** No, battery life for the N.R.G. is great. I've been wearing this for two weeks, and I still haven't charged it. What about the Getfit?
- Adrian:** I had to charge the Getfit device lots of times, which was a real pain. I just didn't expect it would run out of battery so soon.
- Stella:** No, neither did I. So, what about GPS?

- Adrian:** The Getfit gets full marks for this. As you know, I go hiking a lot and I found that the built-in GPS on the Getfit is highly accurate.
- Stella:** I'd give the GPS on the N.R.G. ten out of ten as well. Great connection everywhere. I also went swimming with the N.R.G. and I was very impressed because it's waterproof to a depth of fifty metres. That's good enough for deep-sea diving.
- Adrian:** The Getfit is only waterproof to... let me check... five metres, but then I don't normally swim with my watch so that doesn't really bother me. Not a good watch for swimmers, though.
- Stella:** Fair enough. OK, after testing the devices, what about our listeners? What are we going to recommend for them?
- Adrian:** I would say that the Getfit 4 is more than just a fitness tracker, so it would be good for someone who needs all the features of a smartwatch.
- Stella:** It's pretty expensive for all that, though. I mean, the Getfit is almost the same price as a smartwatch.
- Adrian:** Yes, it's a little pricey. What about the N.R.G. 6?
- Stella:** I'd say the N.R.G. is more basic. It's just a simple fitness tracker and it doesn't have extra features like texting and games. So, it's for people who are mainly interested in their fitness.
- Adrian:** OK, thanks, Stella! And thanks to all our listeners.
- (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.
- In this episode of the podcast, Stella's friend Sandy Elliot is giving a talk about her life as a professional dog walker. Listen to the talk, answer the questions and complete the information below. The first one has been provided as an example. 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)

Sandy:

Hello everyone, and welcome. I'm Sandy and I'm a professional dog walker. Today I'm going to talk about how being a dog walker can keep you fit and enrich your life experience.

Let me tell you first how I got started as a dog walker. My dream was to open a pet shop. When I researched this, however, I found out that the cost was just too high. Because of this, I became a dog walker instead.

It was difficult to get customers at first but, fortunately, one kind owner decided to give me a trial with her dogs. After that, things went very well. I sent all my customers a short report by text message about their dog after every walk. The customers loved that.

Some of my first clients had very unusual requests. One old lady wanted a video of her dog. I had to go to this posh Italian restaurant, and order an expensive steak. When the chef had prepared it, I made a video of the dog eating the steak, while I just had a drink of water.

There was another dog owner who was a teacher. I had to take a photograph of his dog in a historical costume. Can you imagine dressing a dog in a historical costume? And, not just one photo: the owner wanted photos of the dog wearing the costume in places all around the city.

Both of these dogs loved all of this attention, but everybody was staring at us and, each time, I remember that it wasn't long until my cheeks turned red and I couldn't wait to get home.

But, anyway, let me move on now and talk about some of the health benefits of walking a dog. The first benefit is that people who walk dogs may live longer. There's good evidence that regular social contact leads to longer lives, and dog walkers get this when they meet and chat with other dog owners.

As well as living longer, a second benefit of walking a dog might surprise you. As you know, dogs love to investigate new smells and environments when they are on a walk. They run off in all directions and without any warning. This means you have to change direction a lot to follow the dog. As a dog walker, these sudden changes in direction can help you to improve your balance.

A third benefit of walking a dog is that it can improve your memory. This is because when you are walking, more oxygen is sent to the brain. This increased oxygen supply to the brain has been shown to improve memory.

Walking your dog is not the only way you can get exercise. Some people go swimming with their dogs and I actually go scuba diving with mine. One day, when I got into the water, my dog Buggy was alone on the boat and he started to cry. This was heartbreaking, so I decided that Buggy should join me in the sea.

It's obviously not easy to take a dog scuba diving and there are two main requirements that you have to think about before you even start. The first thing is that you need to be an experienced scuba diver. If you don't have that background, it'll be very hard to teach your dog how to scuba dive no matter how well trained they are on dry land. The second thing is you need to make a special diving suit for

your dog. These aren't available in the shops, so if you can't make it yourself, you'll need to find someone who can.

Scuba diving is expensive and scuba diving with a dog is really expensive, so I was very lucky because I got some help. When I told my diving school about Buggy's new hobby they offered to sponsor us. They paid for everything, in return for some good publicity.

Many people have asked me for advice about taking a dog scuba diving. To be honest, it's not an activity I'd recommend for most dogs. However, if someone really wants to take their dog scuba diving, I tell them two things. Number one: before diving in the sea, you and your dog must get practice first in a swimming pool. It's vital that you check that you can handle your dog and the equipment underwater. Which brings me to point number two: when you finally make it to the sea, make sure there are at least two human divers with the dog at all times. A lot of things could go wrong and the dog, or its owner, may need help.

OK, I'd like to thank Stella and Adrian for giving me the time to share with you today. And thanks to you for listening.

(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 are president of the Healthy Living Club and have been asked to help organise the Asian Games Week and Wellness Month at your school.

You will listen to a recording of a meeting between Dr David Chan, your school's principal, Mr John Duncan, the school's vice principal, and Ms Melissa Henley, the head of PE.

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.

88

(5 minutes of Greensleeves)

(Tone)

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

(5 second pause)

Track 8

David:

Hello John, Melissa. Good to see you both today.

John:

Hello Dr Chan.

Melissa:

Hello Dr Chan. Good to see you.

David:

Alright, let's get started. As you know, the purpose of this meeting is to discuss the preparations for the Asian Games Week in October and the Wellness Month in July. John, have we decided on a slogan for the Asian Games Week yet?

John:

Not yet Dr Chan, no, but I'd like to start preparing the marketing for the event soon, so I'm open to suggestions for the slogan.

David:

How about... Passion, Pride, Performance. Those are the values of the Asian Games, are they not?

Melissa: They are, but I was thinking we could just use the official slogan of the Asian Games.

David: That would work too, Melissa. What's the slogan?

Melissa: It's 'One Games, One Asia'.

John: Is that written 'One Games', comma, 'One Asia'?

Melissa: That's right: there's a comma in between 'One Games' and 'One Asia'.

John: Powerful. It'll look very good on the poster.

David: OK, so we're going with 'One Games, One Asia' then?

John: Absolutely. Sounds good.

David: Right. After the slogan, the next item on the agenda is the opening event of the Asian Games Week.

Melissa: What needs to be decided?

David: Well, first things first: have we decided on a date yet?

John: Er, we are currently considering the 6th or the 13th of October.

David: Either of those would be fine. I'm sure earlier is better for the students, though. Shall we go with the 6th?

Melissa: Wait: um, isn't the 7th a public holiday?

David: Let me check... Oh yes, you're right. Let's start the Asian Games Week on the 13th of October, then.

John: OK, OK, got it. The 13th.

David: Melissa, you were thinking of inviting someone to come speak at the school, is that right? Do you think that'll take a whole day?

Melissa: Yes, that's the plan, but no: I don't think it'll take a whole day. It can be just an afternoon.

David: Is the event indoors or outdoors?

Melissa: Well, the weather in October is generally quite good, so I did think about holding it in the sports ground.

David: Hmm...

Melissa: To be safe, though, humm... we'd better hold it in the Main Hall. We never know what the skies will bring.

- David: I agree. Hold it in the Main Hall. Better safe than sorry. We're holding some of the events of the Wellness Month in the Main Hall as well, aren't we?
- Melissa: That's right, but the Wellness Month starts in July. It won't affect the Asian Games Week in October.
- David: Sure – I just meant it's a reliable venue for big school events, that's all. Speaking of the Wellness Month, what theme are we using this year?
- John: I was actually thinking of using the theme of hiking for this year's Wellness Month since we haven't done that theme yet.
- David: Hiking? In July? I'm happy for us to have a few outdoor events, but I think it's much too hot for hiking then.
- Melissa: The Wellness Month is just after the students finish their exams. How about a theme of, er, 'Relax and Recover'?
- John: Do the students really need to 'recover' after their exams? The teachers, maybe.
- David: I think Melissa's right, John. 'Relax and Recover' fits in well with this part of the school year. Let's go with that.
- John: OK, Dr Chan, if you say so. Actually, that's a pretty good idea, Melissa. I remember that last year's Yoga and Meditation sessions were a big hit with students. We should run these again this year.
- Melissa: Yes, we should, and they fit the theme as well. Perhaps we can focus on another benefit of Yoga this time, though, when we do the promotion.
- David: Which benefit is that?
- Melissa: What most people don't know is that Yoga can improve your focus and attention span.
- John: That's a great selling point. I know plenty of students who struggle with this, so if this event can help them out with that, all the better.
- David: Excellent. Mention this benefit when we promote the Yoga and Meditation sessions. I also remember that the event was so popular last year because of the celebrity Yoga instructors. Having not one, but two famous instructors was a huge hit! Melissa, could you invite them again this year?
- Melissa: I can. I know a few people who'd love to help out, but we can't use their names just yet until they've confirmed. I can get two famous instructors for sure, though.
- David: Excellent. Put that in the marketing as well, John. Ah, speaking of invitations, we've missed an agenda item about the Asian Games Week.
- John: Oh, which one?

- David: Well, just now we didn't finish discussing who we're inviting to the opening event of the Asian Games Week. Melissa was just about to tell us who we're inviting to be our guest speaker.
- Melissa: Was I? I don't have a name for that yet. Er, any ideas?
- John: Well, the Asian Games are adding new sports all the time. For the opening event of the Asian Games Week, maybe we can invite an athlete who represents an interesting sport?
- David: I like the sound of that. They could talk about why they think their sport should be added to the Asian Games.
- Melissa: Good idea, John. It would be fascinating to hear an athlete give reasons for why their sport should be added to the Asian Games... I know: how about I set up a survey to see which sports our students would be most interested in hearing about?
- David: Sounds good. Actually, can we try to get our students even more involved in the Asian Games Week? How can we make the event more interactive?
- John: How about holding a discussion about the sport after the guest speaker has finished their speech?
- Melissa: I agree: holding a discussion about the sport would be a great way for our students to learn more.
- David: Exactly. Make sure there is some time given to students to ask questions to make it really interactive. John, can you handle this?
- John: Yeah, sure, I'll make sure there's plenty of time for students to ask questions after the guest speaker's speech.
- David: OK, back to the Wellness Month. There are a few more things we need to talk about. We're definitely going to need some help once the Wellness Month begins. Melissa, I remember last year we had some parents involved in the events, is that right?
- Melissa: Er, yes, that's right, though I don't quite remember exactly what their responsibilities were.
- John: I'll get in touch with Mr Singh on the Events Team to check our records and see what responsibilities the parents had.
- Melissa: I remember that parents were asked to attend a briefing session last year before they could help out.
- David: Yes, perhaps we can have a similar arrangement this year. It was definitely useful for them to take part in.
- John: Sure, we can arrange that. I do remember, though, it was a bit difficult to get parents to sign up.

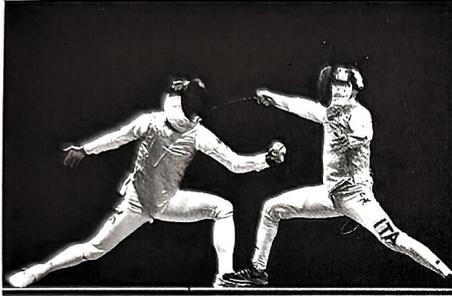
- David:** Actually, how should parents sign up? How should they show their interest in being involved?
- Melissa:** They can sign up on the school website.
- John:** No, through the school app.
- David:** Ah yes, of course. Through the app. How are we planning to get more parents involved this year, then?
- John:** We thought a letter from one of the students would be effective in persuading them, especially once they hear about all the benefits.
- David:** Do you have someone in mind?
- John:** I'm going to ask Nico Lin, president of the Healthy Living Club, to write the letter. Nico is also helping us out with a few other tasks related to the Wellness Month as well as the Asian Games Week.
- David:** That sounds like good experience for Nico. Give Nico the recording of today's meeting. We've made quite a few decisions about these two events today.
- John:** OK, I'll be sure to.
- David:** I think we've covered everything we need to for now. Thank you both. Let's keep in touch as things progress.
- John:** Speak soon, Dr Chan.
- Melissa:** See you later.
- (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:

Edgar Cheung's journey from shy teenager to Olympic gold medallist



How many years must a fencer train before he can call himself an Olympic champion? Edgar Cheung Ka-long, Hong Kong's double Olympic champion would know.

In fact, Cheung didn't take up fencing until he was 10 years old. "All the basketball classes were closed during the summer," he recalls. "My father asked if I would be interested in a fencing course. I still remember it was a summer course for beginners. We practised footwork but that was all. Towards the end of the course, the teacher asked if anybody would like to try it with a real fence. Many of my classmates raised their hands, but I

was too shy to do it in front of people. Even today, I would still consider myself an introvert. I'm not used to presenting myself during public appearances," he explains.

Cheung made his Olympic debut at the 2016 Rio Games. At the 2018 Asian Games, he helped Hong Kong win a silver medal in the team event. In Tokyo, his incredible run to gold included an unbelievable victory against his Italian rival in the final match. Finally, in Paris, he became the first Hong Kong athlete to win consecutive Olympic gold medals.

"I am happy to have won the Olympic gold medals. This is the dream of every athlete," Cheung says. "But more importantly the gold medal has made a great impact on society, ensuring more Hong Kong people know about fencing and more youngsters are willing to take up the sport."

Edgar Cheung Ka-long is going to visit your school. Your group is preparing for his visit and to interview him. You may want to talk about:

- how his visit can benefit students
- questions to ask him during the interview
- other activities you could do on his visit
- anything else you think is important

PART B Individual Response

1. What sports do you enjoy watching?
2. Have you watched the Olympic games on TV?
3. Have you ever learned a sport during the summer holiday?
4. Do you think fencing is dangerous?
5. What qualities are needed to be a professional athlete?
6. How has Cheung's success influenced Hong Kong people?
7. How can more youngsters be encouraged to become professional athletes?
8. Should the government invest more in producing elite athletes?

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 was recently published online:

Photo-taking visitors not welcomed by everyone		
<p>We often take photos of such aspects of everyday life as scenery and food, and we see others posting these kinds of pictures on social media. In some places, however, people are pushing back against this trend.</p>		
<p>Vermont, USA</p>	<p>Mount Fuji, Japan</p>	<p>Berlin, Germany</p>
<p>Officials in this town recently voted to close its roads in autumn, when the leaves of the trees turn colour and the area is at its most beautiful. Hundreds of tourists began going there to take photos, and many were parking near people's private homes, damaging property and even arguing with local residents. "Traffic in this area has steadily increased, causing environmental, safety, and quality of life issues," the town reported.</p>	<p>In May 2024, a Japanese town built a wall to block views of Mount Fuji, Japan's most famous mountain. Large groups of tourists started going there to take photos and refused to obey rules on throwing trash and parking. One resident said, "When visitors don't respect rules, leave litter behind and ignore traffic regulations, then as regrettable as it is, we have to take action."</p>	<p>Before opening N&S, one of Germany's top-rated restaurants, owner Billy Wagner set a 'no photos, no videos' rule for the place. He mentions two reasons for the rule: privacy for the other diners and appreciation for the food. "I was interested in analogue focus, which is what a restaurant visit is really all about: to smell, taste, feel, see." He felt that the only way that people could have that focus was to put their phones away.</p>

Your group is discussing the issue of taking photos in public places. You may want to talk about:

- why people might not like others taking photos in public places
- places in Hong Kong that are popular for taking photos
- whether Hong Kong needs to have rules for photo taking in public places
- anything else you think is important

PART B Individual Response

1. Do you like taking photos?
2. Do you like to share photos with friends?
3. Is taking photos a popular hobby among teenagers?
4. Have you ever gone to a place just to take photos?
5. Is taking photos an important part of travelling?
6. Who likes taking photos more: younger people or older people?
7. Can taking photos spoil an experience?
8. Do you think tourism causes disruption to local people?

ENGLISH LANGUAGE PAPER 4

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PART B Individual Response

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ENGLISH LANGUAGE PAPER 4**PART A Group Interaction**

This article recently appeared on a technology website:

As PC ownership declines, smartphones are on the rise

During the 1990s, as personal computers or 'PCs' – including desktops and laptop computers – became more user-friendly, ownership of these devices increased dramatically. In the US, households owning a PC rose from 15% in 1990 to 35% in 1997. As the internet became more popular and usable, ownership continued to rise, and by 2007, about 271 million people worldwide owned a PC.



In that same year, something incredible happened. Apple released the iPhone, the world's first modern smartphone. That year, 124 million smartphones were sold; within four years, smartphone sales surpassed those of PCs. By 2015, sales of smartphones were nearly five times higher than those of PCs.

Although PC ownership received a brief boost during the Covid-19 pandemic, when many people had to work from home, that was short-lived. In 2022, sales of PCs dropped by 20% from the previous year, and worldwide PC sales fell again in 2023 and 2024. Smartphone sales, meanwhile, have been rising by about 10% year on year, and by 2024, nearly 60% of all web traffic was from mobile devices.

Does this mean that the PC is dead? Not quite, say analysts. For people who work mostly in one place, for instance, a PC is more convenient, and for gamers who play high-end video games that require a lot of power, PCs are clearly better than phones.

In the end, analysts say, the device you choose to use is the one that works best for you.

You are members of your school technology club. Your group is discussing the rise of smartphones. You may want to talk about:

- why smartphones are so popular
- whether PCs are still useful for students
- whether smartphones will one day completely replace PCs
- anything else you think is important

PART B Individual Response

1. Do you use a smartphone?
2. Do you ever use a computer for homework?
3. Do teenagers in Hong Kong spend too much time on their smartphones?
4. Do you think that you could live without a smartphone?
5. Should students be allowed to use smartphones in school?
6. Do you think schools should provide laptops for students?
7. Do you prefer to work on a PC or smartphone?
8. Should very young children be allowed to use a smartphone?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

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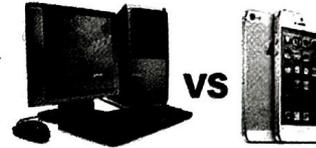
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PART B Individual Response

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 article appeared in a local newspaper:

Travelling North Becomes New Trend

Many will have noted the growing trend of Hong Kong residents travelling north to Shenzhen. The activities on these trips may include leisure activities and even medical services.

According to the latest data from the Immigration Department, 53 million trips were made by Hong Kong residents heading north in 2023. Since 2019, the consumption pattern of Hong Kong people in Shenzhen has gradually shifted from spending on leisure activities to everyday purchases, from dining and entertainment to medical check-ups, grocery shopping and even real estate purchases.



Take supermarket shopping as an example. Sam's Club in Shenzhen has recently become a hit among families from Hong Kong. During weekends and holidays, it is common to see Hong Kong people stocking up on groceries and also enjoying dining after shopping.

Aaron Chan spent his New Year holidays in Shenzhen, during which he tried hot pot and barbecue and drank a lot of milk tea. "The cost of a good meal is half the price. In Shenzhen, you are spoiled for choice and the fruit and vegetables are much cheaper," he stated.

Apart from being cheaper and the variety it offers, Shenzhen is attracting more people because of its high-quality services. A visitor from Hong Kong, Sally Wu, said that she had noticed great improvements in the quality of service in Shenzhen over the last few years. "For example, service staff there will proactively inform you about discount offers, and their friendly attitude makes you feel comfortable," she added.

Your group is working on a project on the changing leisure activities of Hong Kong people. You are preparing a presentation about the trend of travelling to Shenzhen. You might want to talk about:

- why trips to Shenzhen are becoming popular
- why some Hong Kong people prefer Shenzhen to other places
- how Hong Kong businesses could keep people in the city during holidays
- anything else you think is important

PART B Individual Response

1. What do you do at weekends?
2. Have you ever been to Shenzhen?
3. Would you like to travel to Shenzhen with your family?
4. What would you do on a family trip to Shenzhen?
5. Do you think the trend of Hong Kong people travelling to Shenzhen will continue?
6. Apart from going to Shenzhen, how could Hong Kong people spend their free time?
7. Do you think it is convenient to make everyday purchases in Shenzhen?
8. How will the travel habits of Hong Kong people change in the future?

ENGLISH LANGUAGE PAPER 4

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According to the latest data from the Immigration Department, 53 million trips were made by Hong Kong residents heading north in 2023. Since 2019, the consumption pattern of Hong Kong people in Shenzhen has gradually shifted from spending on leisure activities to everyday purchases, from dining and entertainment to medical check-ups, grocery shopping and even real estate purchases.



Take supermarket shopping as an example. Sam's Club in Shenzhen has recently become a hit among families from Hong Kong. During weekends and holidays, it is common to see Hong Kong people stocking up on groceries and also enjoying dining after shopping.

Aaron Chan spent his New Year holidays in Shenzhen, during which he tried hot pot and barbecue and drank a lot of milk tea. "The cost of a good meal is half the price. In Shenzhen, you are spoilt for choice and the fruit and vegetables are much cheaper," he stated.

Apart from being cheaper and the variety it offers, Shenzhen is attracting more people because of its high-quality services. A visitor from Hong Kong, Sally Wu, said that she had noticed great improvements in the quality of service in Shenzhen over the last few years. "For example, service staff there will proactively inform you about discount offers, and their friendly attitude makes you feel comfortable," she added.

Your group is working on a project on the changing leisure activities of Hong Kong people. You are preparing a presentation about the trend of travelling to Shenzhen. You might want to talk about:

- why trips to Shenzhen are becoming popular
- why some Hong Kong people prefer Shenzhen to other places
- how Hong Kong businesses could keep people in the city during holidays
- 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 was recently published on a news webpage:

American teenagers today are driving less than their parents did

14 years ago, when Zachary Grand turned 17, he couldn't wait to get his driving licence. Back then, a driving licence was considered a sign of adulthood: you were not a child anymore and could travel around freely, not depending on anyone else.

How times have changed. While the share of US teenagers with a driving licence was over 65% in 1995, today it is below 40%. In cities that have good public transport, the percentage is even lower.

Grand notes that teens do not want to get their driving licences anymore. "When I recently moved from California to Chicago, I was really surprised to see that so few young people here want to drive. It's incredible!"

The reasons behind this trend are many, and complicated. For one thing, car costs have increased a lot and so have the prices of petrol and insurance. Additionally, cities and towns have grown more crowded and less car-friendly, and many states in the US have made it harder for teenagers to get a driving licence.

Technology is also a factor. Things that teens used to do in person – hanging out with friends, taking classes, shopping for clothes, playing games – can now be done online. Ride-hailing apps like Uber and home delivery apps have also made driving less necessary.

"You can do anything from your phone," Grand says. "Call an Uber or even book a train or bus if you want to."

Your group is discussing whether it is worth learning to drive in Hong Kong. You may want to talk about:

- the benefits and challenges of being a driver in Hong Kong
- whether Hong Kong is a car-friendly city
 - reasons why so few teenagers learn to drive in Hong Kong
 - anything else you think is important

PART B Individual Response

1. Do you want to learn to drive?
2. Do young people in Hong Kong usually learn to drive?
3. Is Hong Kong a safe city for driving?
4. Do you think schools should teach students how to drive?
5. Do you think it is necessary for teenagers to learn to drive in Hong Kong?
6. Should the government encourage more or less car ownership in Hong Kong?
7. Should Hong Kong young people be allowed to drive at a younger age than 18 years old?
8. Do you think that learning to drive is a sign of adulthood?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

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PART B Individual Response

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ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

This article appeared in a magazine:

How phobias happen, and what you can do if you have an irrational fear

Have you heard of *Chelonophobia*, or fear of turtles? Emily Ko, a Hong Kong-born freelance writer is scared of turtles, and while it sounds silly to most people, that's exactly what a phobia is – an extreme fear of a threat and expecting danger that's out of proportion to the actual risk.

"I was five years old when my parents came home with two pet turtles," Emily says. "I freaked out. Obviously, my parents didn't throw away the turtles – they put them in my brother's room. But these things live long lives... I didn't go into that bedroom for 10 years."

Hong Kong-based hypnotherapist Sonia Samtani has dealt with a range of phobias – some common, some not. "I've treated people for fear of public speaking, cockroaches, needles, medical procedures, flying and dark spaces, and less common phobias such as cats, escalators, and pigeons." Samtani says phobias can also eat away at a person's self-confidence and self-esteem. The impact may get more severe if that person doesn't know why they are scared of something.

However, there are techniques that can help people overcome even the most extreme phobias. One popular type of treatment that helps people change the way they think and behave, is to gradually expose them to their fear so they feel less anxious about it. In this way, people don't have to suffer from phobias all their lives.

Your group is doing a group project about common fears among Hong Kong teenagers. You may want to talk about:

- common fears that Hong Kong teenagers have
- why they may have such fears
- how they can overcome those fears
- anything else you think is important

PART B Individual Response

1. What things are you afraid of?
2. Do you know anybody who is scared of an animal?
3. Were you afraid of anything when you were younger?
4. Why would some people be afraid of taking the lift?
5. How can you help a friend who has a fear of public speaking?
6. Where would you seek help if you had a fear of something?
7. How do people's fears affect their self-confidence?
8. Do you think some fears might disappear as you get older?

ENGLISH LANGUAGE PAPER 4

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ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

This article appeared in a local newspaper:

Hong Kong travel firm still offering wildlife experiences despite animal welfare pledge

Hong Kong-based travel firm Vapido is continuing to promote attractions that feature wild animal performances despite a new animal welfare policy enacted last month. The company defended its tours and said it was committed to helping “build a responsible tourism community and improve the lives of animals in the travel industry.”

“Our approach is to continually work with operators to encourage long-term and sustainable change, which not only takes into consideration animal welfare but also communities who are directly impacted by the industry,” a company spokesperson said. “We continue to work with our partners across the world to achieve this. One example is elephant tourism in Thailand, which comes with a cultural and religious heritage, and is beneficial for the local communities and the economy,” she added.

Earlier this year, the travel company vowed to end ticketing for some animal attractions. Under its new policy, situations where wild animals are drugged or abused are banned. This ban extends to circuses and shows during which animals are forced to perform unnatural behaviour.

However, the animal welfare NGO, People for the Ethical Treatment of Animals, shared a video that showed dead bodies of horses and camels outside a tourist site in Egypt. While camel-riding activities in Egypt are listed as “currently unavailable” on Vapido’s website, the company continues to offer camel rides in places including Dubai, Morocco, and Turkey.

You are a member of the Tourism and Travel Club at your school. Your group is giving a presentation to students about the effects of tourism on animals and local communities. You may want to talk about:

- types of tourist activities that involve animals
- how these activities may cause harm to animals
- possible benefits of these activities for animals and local communities
- anything else you think is important

PART B Individual Response

1. Have you ever watched an animal show?
2. Do you enjoy animal shows?
3. Would you go on a camel ride?
4. How would you encourage people to treat animals better?
5. Do animals used in shows have a better life?
6. Why do people go to animal shows when on holiday?
7. Should all animal shows be banned?
8. What can the government do to increase tourists’ awareness about animal welfare?

ENGLISH LANGUAGE PAPER 4

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PART B Individual Response

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ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

This article recently appeared on a news website:

Music groups no longer dominate the pop charts

When the British rock group The Beatles first visited America in 1964, it set off a musical explosion. Not only did this group become hugely popular around the world, but young people everywhere also started buying musical instruments and forming pop and rock groups of their own.

For the rest of the 20th century, music groups dominated the pop charts. In the year 2000, for instance, over 80% of the songs listed in the 'Hot 100' biggest musical acts compiled by Billboard magazine were by pop, rock or hip-hop groups.

How times have changed. According to recent data, very few of the hottest songs from the year 2024 were from music groups. In August 2024, only one group, Imagine Dragons, had a hit in the Global Top 50. Individual performers like Ariana Grande, Taylor Swift, Eminem and Dua Lipa now dominate the charts.

While there are many reasons for this trend, experts say that the biggest factor has been the rise of social media. As music executive Chris Price notes, social media "is mainly a solo activity. It's easier as an individual singer to express what kind of artist you are on YouTube or Instagram than for four people to do the same thing."

Another factor is the improved technology for recording music alone, as software like Ableton Live allows people to make high-quality music at home. "In the past, if you wanted to make music for people to dance to, you needed a band," says Price. "Now you just need a laptop."

Your group is discussing changes in pop music trends in recent years. You may want to talk about:

- whether music groups are popular in Hong Kong
- whether it is better to watch a performance by a music group or an individual performer
- how social media has affected pop music trends
- anything else you think is important

PART B Individual Response

1. Do you like listening to music?
2. Would you like to be part of a music group?
3. Do boys and girls usually like the same kinds of music?
4. Should all children learn to play a musical instrument?
5. Do teens usually prefer music from Hong Kong or music from other places?
6. Do older and younger people in Hong Kong like the same kinds of music?
7. Is music important to young people these days?
8. Do you think music groups will completely disappear in the future?

ENGLISH LANGUAGE PAPER 4

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PART B Individual Response

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ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

This article appeared in a local magazine:

The art of self-care

More often than not, we are busy with work, maintaining our friendships and checking in with our families. And as we enjoy taking care of others, it's also important to take care of ourselves. Self-care is key to our physical and mental health.

"Self-care is when you engage in activities that take care of yourself," Valerie Ho, the founder of an e-commerce platform specializing in self-care products, explains. When we do not engage in self-care activities, "physically, we feel the symptoms of stress, things like increased heart rate, increased blood pressure, headaches, and stomach upsets. From a mental health perspective, there is an increase in anxiety or depression, and emotionally, people may find themselves more easily irritated or crying without any reason," says Odile Thiang from MindHK, an NGO focusing on wellbeing among Hong Kong people.

According to Odile, there are three pillars of self-care – exercise, sleep, and diet. Regular exercise is not only important for your physical health, but from a mental health perspective, it has been shown to treat feelings of anxiety and depression. Getting enough sleep is also an incredibly important part of self-care and helps us recharge. And watching what you eat is beneficial to both your body and your emotions.

If you don't know where to start, Odile suggests trying coupling – pairing something you love with something you know is good for you, but you're not too keen on. "A lot of people find it hard to get motivated about exercising, so couple it with watching your favourite Netflix show."

You are members of the organising committee for Self-Care Month at your school. You are meeting to discuss this. You may want to talk about:

- whether Hong Kong students are aware of the importance of self-care
- activities to organise during the Self-Care Month
- ways to encourage students to take part in self-care activities
- anything else you think is important

PART B Individual Response

1. Do you enjoy exercise?
2. Do you think you get enough sleep?
3. What activities do you do if you feel stressed?
4. Does your school promote well-being among students?
5. Do students in Hong Kong have enough time to do exercise?
6. Do you think exercise can help improve mental health?
7. How can parents support their children's well-being?
8. Who should be responsible for students' health: schools or parents?

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 in a film magazine:

Why *Spirited Away* Changed Animation Forever

In 2001, one of the most celebrated anime movies hit theatres in Japan. Directed by Hayao Miyazaki and produced by Studio Ghibli, *Spirited Away* would leave a mark on animation in the 21st century.



The story follows an ordinary 10-year-old girl, Chihiro, as she arrives at a deserted theme park that turns into a world of spirits at night. Her parents are turned into pigs by Yubaba, the witch who manages a bathhouse serving otherworldly customers. Chihiro must work in the bathhouse to save her parents and find a way to return home. The story is a tale of resilience, as Chihiro gradually finds her inner strength.

The movie arrived at a time when people thought animation was for children. *Spirited Away* destroyed prejudice about the art form and proved that a movie created in Japanese with elements of Japanese folklore could reach global audiences of all ages.

Jane Napier, a film critic, underlines the global impact of the movie. The movie's theme is uncertainty. "I think this is one reason why this movie is so popular; it recognizes that the world can be scary, and that we don't always know what's going to happen to us," Napier explains.

To Yoshioka, a Studio Ghibli fan, *Spirited Away* can be interpreted in numerous ways by the viewer. "This is key for the film to be loved as a classic," he says. "So, even 20 years on, *Spirited Away* is a movie that can be watched and rewatched."

You are members of the School Movie Society. You have been asked to plan a Movie Festival at your school. You may want to talk about:

- whether anime movies would be suitable for the festival
- other types of movies that are popular among secondary school students
- other activities to organise for the festival
- anything else you think is important

PART B Individual Response

1. Do you like anime movies?
2. What is your favourite animated movie?
3. Do you prefer animated or live-action movies?
4. Do you think that anime movies can be for adults?
5. Should all anime movies have a happy ending?
6. What type of movies make you want to watch them again?
7. What makes an anime movie appealing?
8. Do you agree anime movies have artistic value?

ENGLISH LANGUAGE PAPER 4

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ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

This article recently appeared in an online newspaper:

Can a personality test help decide your future career?

The Myers-Briggs Type Indicator (MBTI) is a self-reported personality test that can help you find out what kind of person you are. Among other things, the test assesses people's likes, dislikes, personal preferences, and possible career paths.

There are 16 personality types in total in the test. Many young people nowadays take the test to see if it can help them choose a suitable future job.

According to LinkedIn, a website that helps people find suitable careers, job seekers can use the MBTI test in multiple ways. First, it can help them identify their strengths, weaknesses, preferred work style, and ability to get along with others. Additionally, people can find lists online showing how common each MBTI type is in various fields of work, which can help them choose a career that matches their personality.

"By using the MBTI, you can discover your personality type and how it influences your work preferences, behaviours, and outcomes," the site reports. "You can also use the MBTI to find careers that match your type."

However, it is not only potential employees who use the MBTI but employers as well. In China, many companies, including large international ones, now require job applicants to complete the test, and it is one of the factors that may help them decide whether to hire someone – or not.

"Some companies may not want to hire someone whose personality test results do not suit their goals," said Ning, a senior media executive.

Your group is attending a career planning workshop at school and you are discussing the use of personality tests in finding a job. You may want to talk about:

- benefits of using personality tests for choosing a career
- problems with using personality tests for choosing a career
- other ways to decide how to choose the right career
- anything else you think is important

PART B Individual Response

1. What job would you like to do?
2. Have you ever taken a personality test?
3. Are personality tests popular among young people in Hong Kong?
4. Do your friends have similar personalities to you?
5. Is it important to know your own personality type?
6. What kind of personality do you get along well with?
7. Has your personality changed since you were younger?
8. Should employers be allowed to use personality tests?

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 on a website:

Scouts Create a Better World

Many Scout organizations worldwide have committed to achieving the United Nation's Sustainable Development Goals (SDGs). For example, the groups aim to end poverty, reduce inequality and combat climate change.

Learning key values

From as young as six, boys and girls can join to learn about nature while playing games, making friends and learning important values. "The key values of a Scout are respect for others, for oneself and for the environment," says Morgan, a Belgian Scout leader. In Greece, for example, Scouts are given tips on how they can implement the SDGs in their daily lives, such as by asking for a donation to charity instead of a gift on their birthday to achieve Goal 1: No Poverty; or by not letting their tap run when brushing their teeth for Goal 6: Clean Water and Sanitation.

Everyone is welcome

Inclusion is an important principle of Scouting. "Everyone is welcome in Scouting. One of the most important values for young people taking part is that everyone can participate and that you can be yourself," says Takahashi, Director of Scouting Japan. "Cooking together at camp or sleeping in a tent promotes community life and respect for different opinions," says Luc, another Scout leader from Luxembourg.



Global solidarity

Scouting not only brings young people together at a national level, but also internationally. Thousands of young members from 171 countries meet every four years at the World Scout Jamboree. Held in a different location each time, the 10-day educational event promotes peace and friendship.

Your group would like to start a Scouting Club. You are meeting to prepare a presentation to convince the School Board. You may want to talk about:

- benefits of Scouting for secondary school students
- activities to organise for the club
- ways to encourage other students to join the club
- anything else you think is important

PART B Individual Response

1. Do you enjoy nature?
2. Would you like to be a Scout?
3. Have you ever gone camping?
4. Would you enjoy sleeping in a tent?
5. Is camping a popular activity in Hong Kong?
6. Would you prefer camping in a Scout group or with your family?
7. Do you agree Scouts could make the world a better place?
8. What lessons that you learn as a Scout would be the most important?

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 on a website:

A daring heart: Meet the bamboo scaffolders of Hong Kong

Intricate bamboo scaffolding is still part of the cityscape in Hong Kong. The metropolis is one of the world's last remaining cities to use bamboo scaffolding in construction and building repair. Luckily, the Construction Industry Council (CIC) and its students are keeping this sustainable skill alive.

Scaffolders perched on bamboo frames several storeys high are a common sight, and are nicknamed 'spiders' by Hong Kong people for their agility over the scaffold. Mo Jia Yu wraps his legs around a pole to balance high above the ground and secure a joint, a skill he must master to become a bamboo scaffolder in Hong Kong. "You have to have a daring heart," says Mo, one of dozens of students who enrol each year at the CIC to learn the traditional method. "You need courage as well as skill to survive," says Professor Chang from the Architecture Department of the University of Hong Kong. "This discourages people from going into the industry."



Despite the dangers involved in the craft, Chang hopes Hong Kong will preserve it as part of its cultural heritage.

Bamboo is readily available across the border in southern Chinese provinces. Its price and efficiency makes it popular, while lightweight bamboo is also easier to transport through a cramped urban centre.

"Bamboo scaffolds are suited to the odd and tight spaces in Hong Kong," adds instructor Kin Kee Wo, who has worked in the construction industry for nearly 30 years. "It can be built in the most unthinkable places, in the most beautiful ways."

Your group is doing a project on bamboo scaffolding. You are meeting to discuss this. You may want to talk about:

- benefits of using bamboo for scaffolding
- ways of improving the safety of bamboo scaffolding
- whether bamboo scaffolding is part of Hong Kong's heritage
- anything else you think is important

PART B Individual Response

1. Do you often see bamboo scaffolding in Hong Kong?
2. Would you like to learn to build bamboo scaffolding?
3. Would you like to work in the construction industry in Hong Kong?
4. Are you worried when you have to walk under bamboo scaffolding?
5. Should bamboo scaffolders be paid high salaries?
6. How can bamboo scaffolding be made safer for workers?
7. Should bamboo scaffolding be taught at secondary schools?
8. Do you think people will continue learning traditional crafts?

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 webpage:

Should Teenagers Drink Coffee and Caffeinated Energy Drinks?

Teenagers now have another thing to worry about: coffee. This time, it isn't parents trying to prohibit their kids from becoming over-caffeinated: it's Caligula Coffee, one of the largest coffee chains in the UK.

An employee's recent refusal to serve an iced coffee to a 12-year-old is reigniting a controversial question. Should shops be allowed to ban the sale of coffee and energy drinks to teenagers and kids?

While Caligula Coffee isn't completely banning the sale of coffee to teenagers, the company's new policy allows its employees to deny serving them drinks that contain caffeine, including energy drinks. "We do not encourage the sale of caffeine to children under 16," the company's spokesperson said. Some customers, including the 12-year-old's father, are upset. He expressed his outrage online saying his daughter just deserved a treat.

But not everyone is against a ban. The UK government, for example, has been working to prohibit the sale of coffee and energy drinks to teenagers after declaring the link between caffeine consumption and various health issues among younger consumers too strong to ignore.

The National Institute of Health (NIH) says that significant amounts of caffeine affect the heart and blood vessels. According to Dr George of the NIH, when it comes to teenagers and caffeine, education and moderation are both key. And it's also important to remember who you're talking to. "Beware once you tell someone, especially teenagers, that they can't have something: they will find a way to get their hands on it."

You are members of the Healthy Life for All Club at your school. Your group is meeting to discuss the impact of coffee and energy drinks on teenagers. You may want to talk about:

- negative effects of coffee and energy drinks on teenagers' health
- what the club can do to make those effects known among students
- whether coffee and energy drinks should be sold to teenagers
- anything else you think is important

PART B Individual Response

1. Do you like energy drinks?
2. What drinks are popular among teenagers?
3. Do young people drink more coffee than old people?
4. Do you believe the coffee ban for teenagers is a good idea?
5. Should schools ban unhealthy drinks?
6. What advice could you give a parent whose child drinks too many energy drinks?
7. What can be done to help teenagers consume fewer energy drinks?
8. Do you agree that banning something is not likely to work with teenagers?

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.

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

This article appeared as a blog post:

Gap Year: Work or Travel?

Students always face many tests and exams. Taking a break from studies for a year and having a rest sounds attractive. A “Gap year”, usually taken after the end of secondary school and before starting university, provides an opportunity for students to explore the world, look for a richer spiritual life and exchange cultural ideas.

What did Hong Kong students do during their gap years? Oscar Chan Chi-kin, a year one business student at the Hong Kong University of Science and Technology, didn't go to university immediately. Instead, he went to Singapore in his gap year and volunteered to help young people develop leadership skills. “Instead of being career-driven, I hoped to gain a life direction and figure out what I love to do,” he said. After the gap year, he knew what his ideal working environment would look like in his future career. “Whether the company vision aligns with my personal values is really important.”

Besides travelling and volunteering, young people from Asia also choose to intern and work to enrich their resumé and sharpen their competitive edge. However, Sascha Choi On, a student who has just started studying at CUHK has a different view: “Nowadays it's changing. Some of my friends took a gap year because they really wanted to find a sense of self, such as ‘who I am’ and ‘what the goal in my life is’. Some students really care about their inner peace and happiness rather than just focusing on earning money,” she said.

You are invited to participate in a round table discussion at the Hong Kong Youth Forum about taking a gap year after secondary school. You may want to talk about:

- benefits of taking a gap year
- challenges of taking a gap year
- activities young people could do during their gap year
- anything else you think is important

PART B Individual Response

1. Would you like to take a gap year?
2. What would you do during a gap year?
3. Would you prefer to volunteer or to travel during a gap year?
4. Where would you like to travel to during a gap year?
5. Do you know what career you would like to pursue?
6. Do you think taking a gap year is popular among Hong Kong young people?
7. How can students make sure that their gap year is not wasted?
8. How would travelling during a gap year help somebody's career?

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 fashion website:

Hong Kong's growing second-hand luxury clothes culture



Redress, an NGO promoting sustainability through popularising second-hand fashion, is back with its seasonal “Get Redressed #ShopSecondhand” pop-up store in Hong Kong. Located at Taikoo Place, Quarry Bay, the second-hand pop-up store’s success over the years shows a growing second-hand culture in the city. Meanwhile, online second-hand luxury fashion platforms like Hula, Vestiaire Collective and Little Dot Vintage sell discounted items from brands like Dior, Chanel, and Gucci.

Shoppers can expect to see donated second-hand clothes and accessories from all over Hong Kong, with pieces ranging from luxury designer labels to more trendy and affordable ones, according to Redress’ event page. The clothing items up for resale are donated by people and collected through the NGO’s takeback program. With something for everyone, the event is expected to be size- and gender-inclusive, while shoppers will be confident that they are reducing their carbon footprint by buying second-hand clothes that would otherwise end up in the city’s landfills.

According to Redress’ 2020 study on Hong Kong’s fashion consumption, changes in consumer habits were considerable after the pandemic, with two out of three actively changing their behaviour, and 30 per cent of respondents acknowledging the environmental cost of shopping habits. What is particularly interesting is that 31 per cent of respondents already own second-hand clothing, while 12 per cent have been reselling clothes online and offline as well. There is no doubt about the sustainable fashion industry’s potential in Hong Kong.

Your class is preparing a social studies project on second-hand clothing in Hong Kong. You may want to talk about:

- what Hong Kong people normally do with their unwanted clothes
- why second-hand fashion is growing in Hong Kong
- ways to promote second-hand fashion
- anything else you think is important

PART B Individual Response

1. Do you like shopping for clothes?
2. Would you like to wear second-hand clothes?
3. Do you think buying second-hand clothing is a good idea?
4. What do you do with the clothes you no longer need?
5. Why do some people think second-hand clothing is not a good idea?
6. Would you be concerned about the cleanliness of second-hand clothes?
7. Why do people throw their clothes away so often?
8. How has the pandemic changed clothes shopping in Hong Kong?

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 in a newspaper:

In trilingual Hong Kong, Korean language is the new kid on the block

For decades, French, Spanish, German and Japanese have been the most popular foreign languages among Hong Kong students. But in recent years, Korean has emerged as the new kid on the block. The latest estimate by the Korean consulate in Hong Kong showed that there were around 40,000 Korean learners in 2024 based on enrolment figures at universities and private academies.

In secondary schools, most Korean lessons are taught as extracurricular classes. But some have gone a step further to include the language in their curriculum as an elective. The introduction of Korean into the public school curriculum, although still at an early stage, is significant and a testament to its popularity, experts say. Professor Li Chor-Shing said the launching of Korean classes in public schools shows that many young people are motivated to learn Korean, and that it could help students with their future career prospects.

Teachers say Korean has gained popularity in public schools as young people see learning Korean as more than just a hobby. Ms. Lai, who has taught Korean for over 10 years, said she has seen a shift in the past two to three years in the reasons young people want to learn the language. "It used to be K-pop fans wanting to learn how to write 'Oppa, I love you' in letters to their idols," Ms. Lai said. "But now, aside from that, students also see Korea as a study destination or they want to work there."

You are members of the Student Union. Your school is going to require students to learn a language other than Chinese or English and you are meeting to discuss this. You may want to talk about:

- why Hong Kong students should learn other languages
- which other languages would be popular among students
- how students can learn other languages outside the classroom
- anything else you think is important

PART B Individual Response

1. Would you like to learn Korean?
2. Do you like Korean culture?
3. Would you prefer to learn languages online or at school?
4. Is listening to songs useful for learning a language?
5. Is it important to speak many languages to have a successful career?
6. Would you prefer learning an Asian or a European language?
7. Do you think you will need to learn more languages in the future?
8. Do you need to know a country's culture to learn its language?

ENGLISH LANGUAGE PAPER 4

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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 advertisement appeared on the website of a travel agency:

Once-in-a-lifetime adventures

Here at Global Travel, we've specialised in delivering unforgettable educational tours to places all over the world for over 50 years. Take a look at our current trips on offer.

Swim with turtles in Australia



Swim with endangered species at the world-famous Ningaloo Reef, home to around 500 types of fish and other sea creatures. At only 100 metres offshore, there's no need to scuba dive – the snorkelling is amazing. See the seven species of turtles that build their nests on beaches and islands nearby. You can also learn how to save coral reefs, which play a vital role in the marine environment.

Visit a volcanic cave in Iceland

Travel down 120m below the surface of the earth into an ancient volcanic cave. Explore the colourful rock formations and the huge underground spaces. Above ground, visit the ice lakes to see the incredible filming locations of movies like Star Wars and TV shows like Game of Thrones. You'll be amazed by the views as you learn more about the rocks we take for granted.



See the starry night in Morocco



Morocco, in North Africa, has some of the world's best skies for stargazing. The dry climate means cloudless skies all year round, with no towns or light pollution in its remote nature reserves. Experience a unique camping tour in the desert with dedicated guides who know all the best places to see these heavenly wonders. Find out about the history of our universe from the very heart of the desert.

Your school has won a free adventure trip. You are part of the School Travel Team and are meeting to discuss the three choices above. You may want to talk about:

- which trip would be most beneficial for students to join
- problems and challenges that the students might face on the trip
- how to convince parents to let their children join the trip
- anything else you think is important

PART B Individual Response

1. Have you ever been on a school trip?
2. Would you like to go on an adventure trip?
3. Would you prefer to take a relaxing trip or an adventure trip?
4. Do you think adventure trips are appropriate for students?
5. Would you prefer to travel to far away places or to stay near to Hong Kong?
6. Would you prefer going on a trip with your school or with your family?
7. Are you interested in exploring marine life?
8. What makes an adventure trip memorable?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

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PART A Group Interaction

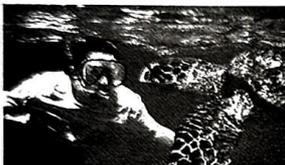
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See the starry night in Morocco



Morocco, in North Africa, has some of the world's best skies for stargazing. The dry climate means cloudless skies all year round, with no towns or light pollution in its remote nature reserves. Experience a unique camping tour in the desert with dedicated guides who know all the best places to see these heavenly wonders. Find out about the history of our universe from the very heart of the desert.

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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 an Australian newspaper:

Urban beekeeping: A good idea?

Thousands have taken up urban beekeeping in Sydney. The reaction from neighbours is not always positive. Rob Simms has three beehives in his garden, and gives away jars of honey to keep his neighbours sweet. "I delayed doing anything for six months because I thought I wouldn't get neighbour approval," Simms said. "Now I give people jars of honey and everyone's happy."



But the beekeeping boom has created problems for urban living. Catherine Heath, a resident, considers herself pro-bee. However, this spring her garden has become a no-go zone because of aggressive bees, and she noticed an adjoining house had a sign on the front fence advertising homegrown honey. "It's to the point that in good weather, we can't use the backyard most of the time," Heath says. "There are a lot of bees and they behave in a strange way. They attack both dogs and humans unprovoked."

Douglas Purdie, president of Sydney Bee Club, said this was not unheard of. "Bees, like all wild things, go through cycles and temperament, just like you can have a dog that's very nice today and tomorrow bites you," he said.

The Department of Primary Industries says Sydney has over 15,000 registered beekeepers and around 400,000 hives. Dr Tobias Smith, a researcher at the University of Queensland, comments that native Australian bees are stingless. "If you have flowers around, they will just do their own thing, and you sit back and enjoy watching them," Smith said. "They're a really easy pet."

You are members of your student council. You are discussing if it is a good idea to put a beehive on the school campus as a biology project. You may want to talk about:

- benefits of beekeeping at school
- problems that beekeeping could cause at school
- other activities that could help students to learn about bees
- anything else you think is important

PART B Individual Response

1. Do you like honey?
2. Are you scared of bees?
3. Would you like to have an insect as a pet?
4. Would you like to keep bees?
5. How can schools make beekeeping safe for students?
6. Would your neighbours be upset if you took up beekeeping?
7. Do you think Hong Kong is suitable for urban beekeeping?
8. How else can schools promote a connection with nature?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

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PART A Group Interaction

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ENGLISH LANGUAGE PAPER 4

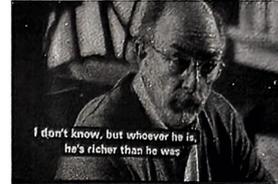
PART A Group Interaction

This article was recently published on a news website:

Young people love subtitles; older people, not so much

Anyone who has ever watched movies or TV shows should be familiar with subtitles.

These are words that are shown on the bottom or side of a screen to indicate what the speakers on screen are saying. For viewers to follow along with the story, the timing of the texts must be the same as the timing of the people speaking.



Originally, subtitles had two main purposes: to translate the words from a foreign language into your own language, and to allow people who have hearing problems to understand the words being spoken.

Recently, however, there has been a new trend among young people in the UK. According to research, 4 out of 5 viewers between the age of 18-25 use subtitles all the time – even when watching movies or TV shows in their own language – while less than 25% of people aged between 56-75 do so.

“I think it’s natural now for young people to accept subtitles,” said UK media expert Melanie Sharpe. She added that while older people feel that using subtitles while listening to someone speak “requires too much thinking,” young people “can take in far more information quickly because they’re used to it.”

Nobody knows exactly how this trend started, but one theory is that young people grew up with seeing subtitles on social media and are now comfortable with them.

Another factor may be the poor sound quality of streamed videos. “They might be using subtitles because of background noise or changing volumes,” Sharpe said.

You are members of the school’s Campus TV Team and you are discussing whether to add English and Chinese subtitles to your programmes. You may want to talk about:

- benefits of adding subtitles to the programmes
- whether adding subtitles to programmes would be popular among students
- type of programmes subtitles are not suitable for
- anything else you think is important

PART B Individual Response

1. Is there a Campus TV channel at your school?
2. Do you usually use subtitles when watching movies?
3. Do you prefer English or Chinese subtitles?
4. Are movies without subtitles difficult to watch?
5. Are movies with subtitles less enjoyable?
6. Do you agree that young people like subtitles?
7. Do you prefer to have subtitles when watching a movie in your own language?
8. Can subtitles help people to learn a language?

ENGLISH LANGUAGE PAPER 4

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PART A Group Interaction

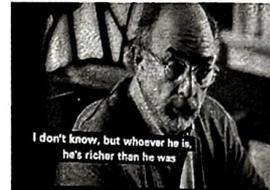
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PART B Individual Response

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 was published recently on a news website:

An unusual career that may be one of the most desired jobs of the future

As artificial intelligence or 'AI' becomes more widely used and starts replacing some traditional jobs, many young people worry about their future careers.

According to some experts, however, there is one popular job trend which will not be easily taken over by AI: being a 'personal shopper'.

A personal shopper refers to a person who helps customers find products that they need by doing their shopping for them. Instead of visiting real stores or spending hours searching online, a customer with little free time can find a personal shopper with the right skills, knowledge and connections to help meet their needs.

"This is a job that has grown quickly," says American business executive Tom Ward. "And it's grown in line with the way that customers want to shop."

The best personal shoppers have expert knowledge of their field. To become a professional clothing shopper, for instance, you need to learn everything about fashion, from the top designer names to the latest fashion trends.

While AI assistants may also have such knowledge, the benefit of human shoppers is that when they visit stores to locate good quality or 'on sale' items, they build personal relationships with store owners and supply shops. This can help a human shopper see the quality of the goods, get the best possible prices, and even find unusual products not available online. These benefits, say retail experts, mean that human personal shoppers are still the best choice.

Your class is talking about personal shopping as a career. Your group has been asked to discuss the reasons for this trend. You may want to talk about:

- whether being a personal shopper would be a good job for teenagers
- if AI will one day replace human salespeople in face-to-face shopping
- how shopping will change in the future
- anything else you think is important

PART B Individual Response

1. Do you like shopping?
2. Where is your favourite place to shop?
3. Do you prefer to shop alone or with friends?
4. Do you prefer shopping online or in a shop?
5. Would you be a good personal clothes shopper?
6. What do you think would be difficult about being a personal shopper?
7. Would you hire a personal shopper if you were too busy to shop yourself?
8. Is shopping a leisure activity or a necessity?

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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:

How an app is reshaping Hong Kong tourism



Carrying three lenses, two cameras and a tripod with him, Mainland Chinese tourist, Wei Qingyu, arrived at a basketball court with his girlfriend in search of a photo spot in Kennedy Town on a cloudy day. But why this sports facility in a residential area on Hong Kong Island?

Wei said it provided the perfect vantage point to capture the city's historic trams going along a vibrant street against the backdrop of Victoria Harbour. It was a tip Wei saw on Xiaohongshu, an Instagram-like social media platform popular on the Mainland and beyond.

Xiaohongshu, known for travel tips, has more than 200 million active users, with more than 70 per cent of the users born in the 1990s. The app has reshaped Hong Kong's tourism landscape, as influencers share ideas and tips for previously ordinary places. Some bring takeaways from McDonald's to MacDonnell Road in Mid-Levels for a fun photo. Others flock to Yau Ma Tei Police Station for a shot of the iconic building.

Another destination popularised on Xiaohongshu is a busy footbridge in Mong Kok. Colourful neon signs adorning the residential buildings are a popular draw for tourists, who want to capture the nostalgic vintage vibe of Hong Kong.

"The scenery, with some background music, seems quite romantic," a Malaysian tourist said. "Hong Kong feels familiar because its dramas and films are very popular in Malaysia, and we go hunting for places we see on the app."

Your group has entered a competition to create a video for young tourists who visit Hong Kong. You may want to talk about:

- famous places to include in the video
- activities to show in the video
- difficulties your group may face while making the video
- anything else you think is important

PART B Individual Response

1. Do you like making videos?
2. Have you ever taken a photo at a famous place in Hong Kong?
3. Do you read travel tips on social media?
4. Is social media useful for exploring Hong Kong?
5. What makes Hong Kong popular among tourists?
6. Do you follow any influencers who share travel tips?
7. What aspects of Hong Kong would you like to see on social media?
8. Do you agree influencers are important for promoting tourism?

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ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

This article appeared in an online magazine:

Why was Super Mario a plumber?



In 1985, a little Italian plumber became the face of video games, and changed the way we play them. ‘Super Mario Bros’ featured the main character in the game, Mario, jumping around collecting coins and rushing to save Princess Peach from a villainous turtle.

At the time, video games were usually created by computer engineers, as opposed to today’s artists.

“I was trying to use the technology available at the time to produce a distinctive-looking character from a small number of pixels, and that resulted in Mario,” said Shigeru Miyamoto, the game designer and producer of Super Mario Bros. As to why he picked a 26-year-old Italian-American plumber from New York as the main character, Miyamoto said, “We wanted him to be someone who might live near you, and not a superhero.”



“People had never seen a game like Super Mario Bros,” said Frank Cifaldi, co-director of the Video Game History Foundation, “Super Mario Bros manages to convey an epic adventure in a massive world. Day turns to night as you progress. You cross bridges into new lands.” Super Mario Bros changed the way we play video games – “from merely aiming for a high score to playing a game to experience an adventure and see it through to its ending,” he said.

To celebrate Super Mario’s 40th anniversary, Nintendo has launched Mario-centred games. These new games use nostalgia for Mario and other classic games while experimenting with recent technologies like augmented reality.

Your group is preparing a class project about video games. You may want to talk about:

- why people still play classic games like Super Mario Bros
- what makes a video game popular for a long time
- what video games will be like in the future
- anything else you think is important

PART B Individual Response

1. Do you play video games?
2. What kind of video games do you like?
3. Do you prefer games with ordinary characters or superheroes?
4. Do adults like playing the same video games as young people?
5. Would you like to be a game developer?
6. Are all video games suitable for children to play?
7. Do you agree that video games can be works of art?
8. How do video games influence young people?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

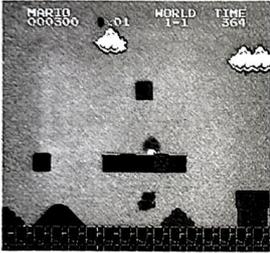
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ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

This article was published recently on a business website:

A hot social media site among teens is one people might not expect

If you were trying to guess which social media sites are becoming popular among teenagers, what would you choose? Snapchat? Instagram? Facebook?

You might be surprised to learn that a growing number of high schoolers are now turning to a site that is all about success at work: LinkedIn.

The world's largest online professional network, LinkedIn, helps people find the right jobs, connect with others in their field, make important professional connections and learn skills necessary for career success. It also allows users to join career-related discussions and to read, and comment on, articles from their field.

According to recent studies, many teenagers in North America now see LinkedIn as the hottest social media platform. This is partly because they are trying to prepare themselves for today's fast-moving job market, but also because they like the positive tone of the site.

"When I go on Facebook, I just see people with horrible feelings and bad ideas," said one teenager. "And when I go on LinkedIn, it's so positive and honest—this is how social media should be."

Many secondary students also say that they like LinkedIn because it helps them to find role models, to follow their interests, and to learn about possible future job trends.

"I had been interviewing teenagers about social media," said journalist Anya Kamenetz. "And I learned that this site is popular with those who are really focused on their futures."

Your class is talking about the growing popularity of LinkedIn among teens. Your group has been asked to discuss this trend. You may want to talk about:

- why teenagers may be turning away from other social media sites
- whether social media is useful for finding career information
- whether secondary school students should be concerned about their future careers
- anything else you think is important

PART B Individual Response

1. Do you use social media?
2. Which social media sites are most popular among teenagers?
3. What job would you like to do in the future?
4. Which careers are most popular among teenagers nowadays?
5. Would you look for jobs on social media?
6. How do people in Hong Kong usually look for jobs?
7. Would you post your profile on social media to find a job?
8. How can you check if information on social media is trustworthy?

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Marking Schemes

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Paper 1 (Reading)

Part A (compulsory section)

1. A [77]
2. many high-profile pairs / celebrities (have) called it quits / split up / broke up / filed for divorce (in 2023) [63]
3. i) split up // (has) (filed for) divorce // (have) (called it) quits } any two [79]
ii) [71]
4. the lives / life of ordinary / common / normal people [13]
5. i) (the fact that) we are interested in celebrity gossip / celebrities' romantic relationship(s) [18]
ii) (finding out) (the fact that) celebrities have problems (too) / are (also) getting cheated on [37]
6. they shouldn't be having problems if they've achieved (levels of) success // celebrities perform an image / identity that doesn't align with their authentic selves // because all the public sees is a 'happy family' [58]
7. i) goals [53]
ii) problems [47]
iii) public // people [33]
iv) humanizes // humanises [23]
v) have [46]
8. i) False [64]
ii) True [57]
iii) Not Given [46]
iv) False [60]
9. B [60]
10. because people can have some idea about someone without having to have an encounter with them // people don't have to have an encounter with someone directly to have some idea what they are like [24]
11. (But) it's not all so innocent [24]
12. (to) cut them down [34]
13. C [43]
14. i) motive // motivation [55]
ii) act [25]
iii) promote [50]
iv) impact // result [48]

v)	portrayed	[55]
15.	celebrities	[47]
16.	C	[67]
17.	Parasocial relationships are a risk-free way to feel connected to others (as you can't be rejected by someone who is not actually in a relationship with you) // Parasocial relationships can fill gaps in our real world relationships	[67]
18.	(feelings of) dissatisfaction / unhappiness / stress // (feeling) overwhelmed	[63]
19.	C	[50]
20.	i) Neither agrees nor disagrees	[45]
	ii) *	Deleted
	iii) Agrees	[73]
	iv) Agrees	[70]
21.	i) Paragraph 6	[48]
	ii) Paragraph 8	[46]
	iii) Paragraph 10	[58]
	iv) Paragraph 14	[38]
	v) Paragraph 11	[35]
	vi) Paragraph 12	[43]

Part B1 (easier section)

22.	B	[54]
23.	i) video(s)	[81]
	ii) foraging info	[65]
	iii) recipe(s)	[71]
24.	C and D	[48]
25.	C	[76]
26.	i) ecosystem	[64]
	ii) around	[38]
27.	learn to identify poisonous plants // do not eat anything you cannot positively identify (and know to be safe) // never start solo // begin / start (by) partnering up with a local expert	[53]
28.	B	[71]
29.	i) True	[69]
	ii) False	[72]
	iii) True	[75]
	iv) Not Given	[63]

30.	happen naturally	[12]
31.	bigger // sweeter // faster-growing	[16]
32.	i) high-end	[11]
	ii) industry	[15]
	iii) welcomed	[6]
33.	A	[41]
34.	i) (Hong Kong has) tropical plant(s) //	[65]
	ii) (Hong Kong has) plant(s) that grow in colder climate(s) //	[56]
	(Hong Kong has) (local) herbal tea / 24 flavours (tea)	} any two
35.	i) (long) hours	[58]
	ii) foraging	[50]
	iii) (local) knowledge	[44]
	iv) connection	[53]
36.	i) 4	[50]
	ii) X	[22]
	iii) 6	[33]
	iv) 2	[29]
	v) 3	[58]
	vi) 5	[48]
37.	(the / a) mushroom // (the) mushrooms	[68]
38.	He encountered a mushroom that he didn't know now he teaches foraging	[7]
39.	(having a) connection / connect to nature // engage with the natural world	[41]
40.	(sense of) freedom // release from modern day life	[27]
41.	i) in my eyes	[48]
	ii) for me	[48]
42.	i) D	[51]
	ii) E	[36]
	iii) C	[51]
	iv) A	[70]

Part B2 (more difficult section)

43.	C	[72]
44.	i) countless / numerous / many (academic) publications / news journals discussing / on quiet quitting / the subject (of quiet quitting)	[9]
	ii) at least / more than 50% of North American workforce (is) engaged in it / (a wave of disengagement dubbed) quiet quitting	[43]

45. i) does not mean / refer to silent / silently (doing it) / wordlessly (slipping out the door / or logging out of the group chat) [33]
- ii) does not mean / refer to (an) employee(s) (permanently) abandoning their post(s) [26]
46. i) acting your/the wage(s) } [54]
- ii) working your/the contract(s) } [57]
47. D [44]
48. C [53]
49. (you) clock out (for the day) [42]
50. i) personal life / lives // lives outside work [5]
- ii) work (life) // workplace [19]
51. productivity [73]
52. i) False [87]
- ii) True [73]
- iii) False [54]
- iv) Not Given [73]
53. (the quiet quitting trend / it is) not a singular occurrence / not just another trend / one part of (a) growing trend / not unique // we should not dismiss it as a singular occurrence / just another trend // we should (step back and) look at the whole/bigger picture [26]
54. society // people // readers // public // everyone [30]
55. i) reducing // restricting // limiting // cutting [36]
- ii) (as) quiet firing [40]
56. quiet(-)quitters' [5]
57. i) termination // (quiet) firing // (to) nudge people out the door // } any two [63]
- ii) (to) make someone miserable enough to leave [51]
58. (the decision to be / of being) a quiet quitter // (the decision to) quiet quit / (go for) quiet quitting [23]
59. i) Fellow colleagues / Colleagues (have to) complete / finish / cover [14]
- ii) voice (out) / share / say / express their ideas / opinions (in an organisation) [10]
60. i) beneficial // helpful // useful // essential // advantageous [9]
- ii) work // working [37]
- iii) senior // older // elder [17]
- iv) online // digitally // virtually [55]
- v) began // started [7]
61. the millennials (who preceded them) [32]
62. i) Positive: Gen Z (is better equipped to) leverage technology to push back against workplace norms [23]

- ii) Negative: they have so thoroughly mixed work and self // there is no / little separation [20]
between work and personal lives / personhood // they cannot separate (between) work and
personal lives / personhood
63. i) D [40]
ii) A [61]
iii) G [49]
iv) F [66]
v) C [37]
vi) E [48]
64. C [39]

*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

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

Paper 2 (Writing)

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

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

Paper 3 (Listening and Integrated Skills)

Part A (compulsory section)

Task 1 (13 marks)

- | | | |
|-----|------------------------------------------------------------------------------|------|
| 1. | (about) 7,000 | [85] |
| 2. | a few months // 20 hours | [77] |
| 3. | high school students ... their parents | [29] |
| 4. | on Sundays | [88] |
| 5. | older sister | [68] |
| 6. | was always shouting at him / Ricky | [39] |
| 7. | teach his own kids (how to swim) | [35] |
| 8. | (old) school friend | [69] |
| 9. | Grand Island Project | [35] |
| 10. | to swim around every island in Hong Kong | [31] |
| 11. | it's free // members don't need to pay | [75] |
| 12. | swimming's the best kind of exercise // there's nothing better than swimming | [43] |
| 13. | you meet many / different people // you make friends | [68] |

Task 2 (13 marks)

- | | | |
|-----|----------------------------------------|------|
| 14. | with the gods | [64] |
| 15. | large // heavy ... carry | [61] |
| 16. | a moving platform | [62] |
| 17. | one piece of wood | [59] |
| 18. | your whole body | [67] |
| 19. | street dance | [61] |
| 20. | warm up | [78] |
| 21. | sports shoes | [61] |
| 22. | quick thinking | [69] |
| 23. | when it's still dark // before sunrise | [46] |
| 24. | wet towels | [31] |
| 25. | sign up early | [64] |
| 26. | check the difficulty (of the course) | [28] |

Task 3 (14 marks)

- | | |
|-------------------------------------------------------------------------------|------|
| 27. difficult to use | [66] |
| 28. you need to have a smartphone // it only works properly with a smartphone | [73] |
| 29. you have to pay for the app // the app's not free | [47] |
| 30. a lot of detailed fitness data | [20] |
| 31. cleaning your apartment | [35] |
| 32. the packaging | [49] |
| 33. she forgot | [52] |
| 34. not accurate | [38] |
| 35. <input checked="" type="checkbox"/> N.R.G. 6 is better | [74] |
| 36. <input checked="" type="checkbox"/> N.R.G. 6 is better | [87] |
| 37. <input checked="" type="checkbox"/> Both are very good | [78] |
| 38. <input checked="" type="checkbox"/> N.R.G. 6 is better | [77] |
| 39. needs all the features of a smartwatch | [38] |
| 40. are mainly interested in their fitness | [13] |

Task 4 (13 marks)

- | | |
|-------------------------------------------------------------------------------------------------------|------|
| 41. a short report about / on their dog (by text message) | [16] |
| 42. eating a steak (from a posh restaurant) | [43] |
| 43. dressed in a historical costume (in places) around the city | [18] |
| 44. regular social contact with other dog owners // meet and chat with other dog owners | [16] |
| 45. improve your balance | [58] |
| 46. improve your memory | [57] |
| 47. more oxygen (is sent) to the brain (while walking) // increased oxygen to the brain | [41] |
| 48. Buggy / her dog started to cry because he was left alone on the boat / when she went scuba diving | [6] |
| 49. the owner needs be an experienced scuba diver | [34] |
| 50. to make a diving suit for your dog // to have a diving suit made for your dog | [35] |
| 51. her diving school offered to sponsor // she got sponsorship from her diving school | [18] |
| 52. get practice in a swimming pool // check you can handle your dog in a swimming pool | [33] |
| 53. make sure there are (at least) two human divers with the dog at all times | [11] |

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 (15 marks)

Task Completion = 13 marks

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

Item		DF page reference
5.1	one games, one Asia	3*
5.2	13 // 13th	3*
5.3	main hall	3*
5.4	the Asian games quiz	5
5.5	two / 2	5
5.6	lesson six / 6	5
5.7	morning	5
5.8	five / 5	5
5.9	sports ground	5
5.10	compete (against each other) in field events	5
5.11	(your) PE uniform	6
5.12	on classroom notice boards	6
5.13	(you can) email events@blhs.edu.hk	6

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

Task 5: Language (L) = 2 marks

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

Task 6 (19 marks)

Task Completion = 10 marks

Item		DF page reference
6.1	To: Frank Brown	7 / 8
6.2	invitation to be the (guest) speaker at the Opening Event of the Asian Games Week (at our school / Ballater High School)	7 / 8
6.3	the event is on 13th October from 2:00pm to 3:15pm at the main hall	3* / 7
6.4	Speech topic: why your sport / ultimate frisbee should be added to the Asian Games	3* / 8
6.5	After the speech, there will be a discussion about your sport / ultimate frisbee	3*
6.6	with questions from students	3*
6.7	ultimate frisbee got the highest number of votes in a survey // students wanted to know more about ultimate frisbee	8
6.8	(our students think) ultimate frisbee is (really) fun to play	8
6.9	and exciting to watch	8
6.10	we can offer you payment of \$1000 / 1000 dollars	7

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

Task 6: Language (L) = 5 marks

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

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

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

Task 6: Appropriacy (A) = 2 marks

Marks	Appropriacy
2	<ul style="list-style-type: none">• Register, tone and style generally appropriate through manipulation of parts of the Data File and own language.• The candidate has produced a text appropriate for task.
1	<ul style="list-style-type: none">• Register, tone and style reasonably appropriate to the text through some manipulation of parts of the Data File and through own language.• Tone may be inconsistent due to parts being copied verbatim from the Data File.
0	<ul style="list-style-type: none">• Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.• 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.

Task 7 (19 marks)**Task Completion = 10 marks**

Item		DF page reference
7.1	the Asian Games was first held in 1951	9 / 10
7.2	Hangzhou, Incheon and Doha have all hosted the Games	9 / 10
7.3	long-distance running, chess and e-sports are three sports that have featured	9 / 10
7.4	Mascots: in Hangzhou / 2022 the mascots were three futuristic robot characters	9 / 10
7.5	in Nagoya / 2026 the mascot will be a tigerfish, which means 'flame' in Japanese	9 / 10
7.6	to promote environmental awareness, the organisers (of Incheon 2014) collected rainwater for the athletes / participants	9 / 10
7.7	to reduce water consumption	10
7.8	to promote health awareness, (in Nagoya 2026) there will be a "walk for fun" campaign	9 / 10
7.9	to get the public walking more	10
7.10	Hong Kong won 53 medals at the last Asian Games / in Hangzhou / in 2022	9 / 10

Task 7: Language (L) = 5 marks

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

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

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

Task 7: Appropriacy (A) = 2 marks

Marks	Appropriacy
2	<ul style="list-style-type: none">• Register, tone and style generally appropriate through manipulation of parts of the Data File and own language.• The candidate has produced a text appropriate for the task.
1	<ul style="list-style-type: none">• Register, tone and style reasonably appropriate to the text through some manipulation of parts of the Data File and own language.• Tone may be inconsistent due to parts being copied verbatim from the Data File.
0	<ul style="list-style-type: none">• Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.• 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.

Part B2 (more difficult section)**Task 8 (19 marks)****Task Completion = 10 marks**

Item		DF page reference
	Details	
8.1	Theme: relax and recover; Month: July	3*
	Re-run events from 2024	
8.2	Yoga and Meditation sessions – led by two celebrity / famous instructors	3*
8.3	yoga can help improve focus and attention span	3*
8.4	Crafting Session – arts and crafts from Asian countries	5 / 6
8.5	Wellness Fair – includes exercise advice and self-care resources	5 / 6
8.6	(this year) features interactive booths	5
	2024 Student Feedback	
8.7	(Alex says the Wellness Month was) a chance to unwind and be much more prepared for (next year's) studies	7
8.8	(Alex also felt it was) a chance to let his creativity run loose and that he picked up healthy habits	7
8.9	(Emma was) impressed by the wide variety of meaningful / useful activities	7
8.10	(Maya) enjoyed / really needed to hear the exercise talk by the Form 6 students	7

** Information from page 3 of the Data File is from the transcript*

Task 8: Language (L) = 5 marks

Marks	Language
5	<p>Data File Manipulation 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>Own Language</p> <ul style="list-style-type: none"> • A wide range of accurate sentence structures using own language, with an excellent grasp of more complex structures. • Grammar extremely accurate with very occasional slips. • Spelling and punctuation are mostly correct.
4	<p>Data File Manipulation 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>Own Language</p> <ul style="list-style-type: none"> • A range of accurate sentence structures with a grasp of simple and complex sentences. • Grammar mainly accurate with occasional common errors that do not affect overall clarity. • Spelling and punctuation are mostly correct.
3	<p>Data File Manipulation 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>Own Language</p> <ul style="list-style-type: none"> • A range of accurate sentence structures with some attempts to use more complex sentences. • Grammatical errors occur in more complex structures but overall clarity not affected. • Spelling and punctuation are sufficiently accurate to convey meaning.
2	<p>Data File Manipulation 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>Own Language</p> <ul style="list-style-type: none"> • Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature. • Grammatical errors sometimes affect meaning. • Most common words are spelt correctly, with basic punctuation being accurate.
1	<p>Data File Manipulation Writing characterised by occasional attempts to adapt language from Data File or by chunks taken <i>verbatim</i> from the Data File.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.
0	<p>Data File Manipulation Writing characterised by being mostly a series of chunks taken <i>verbatim</i> from the Data File.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Short simple sentences may be accurate. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty. <p>OR</p> <ul style="list-style-type: none"> • Not enough evidence in candidate's work to be able to award '1'.

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

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

Task 8: Appropriacy (A) = 2 marks

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

Task 9 (16 marks)**Task Completion = 7 marks**

Item		DF page reference
	Aims	
9.1	a mini sports day, on the beach, so students can spend some (quality) time outdoors	8
9.2	expose students to different cultures and let them try sports they have (likely) never tried before	8
9.3	get students moving // let students try physically challenging sports	8
9.4	we have chosen sports that are suitable for beginners / easy to pick up	8 / 10
	Chosen sport 1: Sepak Takraw	
9.5	Sepak Takraw is a type of volleyball from Southeast Asia played with players' feet, head, chest and knees	11
	Chosen sport 2: Kabaddi	
9.6	Kabaddi is a sport from India, similar to (the game) Tag / where players try to tag each other while holding their breath	11
	Venue	
9.7	suggest holding the event at Cafeteria Beach because of the transport situation / traffic and parking issues (at other beaches) / the recommendation of the school bus company	8 / 9

Task 9: Language (L) = 5 marks

Marks	Language
5	<p>Data File Manipulation 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>Own Language</p> <ul style="list-style-type: none"> • A wide range of accurate sentence structures using own language, with an excellent grasp of more complex structures. • Grammar extremely accurate with very occasional slips. • Spelling and punctuation are mostly correct.
4	<p>Data File Manipulation 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>Own Language</p> <ul style="list-style-type: none"> • A range of accurate sentence structures with a grasp of simple and complex sentences. • Grammar mainly accurate with occasional common errors that do not affect overall clarity. • Spelling and punctuation are mostly correct.
3	<p>Data File Manipulation 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>Own Language</p> <ul style="list-style-type: none"> • A range of accurate sentence structures with some attempts to use more complex sentences. • Grammatical errors occur in more complex structures but overall clarity not affected. • Spelling and punctuation are sufficiently accurate to convey meaning.
2	<p>Data File Manipulation 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>Own Language</p> <ul style="list-style-type: none"> • Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature. • Grammatical errors sometimes affect meaning. • Most common words are spelt correctly, with basic punctuation being accurate.
1	<p>Data File Manipulation Writing characterised by occasional attempts to adapt language from Data File or by chunks taken <i>verbatim</i> from the Data File.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.
0	<p>Data File Manipulation Writing characterised by being mostly a series of chunks taken <i>verbatim</i> from the Data File.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Short simple sentences may be accurate. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty. <p>OR</p> <ul style="list-style-type: none"> • Not enough evidence in candidate's work to be able to award '1'.

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

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

Task 9: Appropriacy (A) = 2 marks

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

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

Item		DF page reference
	Responsibilities	
10.1	be present at your chosen event in case students need help	9
10.2	help administer the events e.g. by taking attendance	9
	Benefits of volunteering at school	
10.3	(a recent study states) the introduction of a parental support policy leads to better school performance	10
10.4	allows students to interact with adults other than teachers	10
10.5	helps make students feel more relaxed during school events, which reduces depression and anxiety	10
	Benefits to parents – testimonials from 2024 parent helpers	
10.6	the events are fun for parents (too) // parents enjoy volunteering	7
10.7	parents can get to know other parents and teachers	7
	Getting involved	
10.8	attend a briefing session before helping out	3*
10.9	sign up via the school app	3*

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

Task 10: Language (L) = 5 marks

Marks	Language
5	<p>Data File Manipulation 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>Own Language</p> <ul style="list-style-type: none"> • A wide range of accurate sentence structures using own language, with an excellent grasp of more complex structures. • Grammar extremely accurate with very occasional slips. • Spelling and punctuation are mostly correct.
4	<p>Data File Manipulation 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>Own Language</p> <ul style="list-style-type: none"> • A range of accurate sentence structures with a grasp of simple and complex sentences. • Grammar mainly accurate with occasional common errors that do not affect overall clarity. • Spelling and punctuation are mostly correct.
3	<p>Data File Manipulation 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>Own Language</p> <ul style="list-style-type: none"> • A range of accurate sentence structures with some attempts to use more complex sentences. • Grammatical errors occur in more complex structures but overall clarity not affected. • Spelling and punctuation are sufficiently accurate to convey meaning.
2	<p>Data File Manipulation 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>Own Language</p> <ul style="list-style-type: none"> • Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature. • Grammatical errors sometimes affect meaning. • Most common words are spelt correctly, with basic punctuation being accurate.
1	<p>Data File Manipulation Writing characterised by occasional attempts to adapt language from Data File or by chunks taken <i>verbatim</i> from the Data File.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.
0	<p>Data File Manipulation Writing characterised by being mostly a series of chunks taken <i>verbatim</i> from the Data File.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Short simple sentences may be accurate. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty. <p>OR</p> <ul style="list-style-type: none"> • Not enough evidence in candidate's work to be able to award '1'.

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

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

Task 10: Appropriacy (A) = 2 marks

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

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

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

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 attempting Paper 1 was 49,293, of whom around 42% chose B1 and around 58% chose B2.

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	49.1	24.0
Part B1	42	48.0	22.9
Part B2	42	39.4	19.6

Part A (Compulsory section)

Part A comprised one text on the theme of celebrity gossip which discussed the fact that while gossip is often viewed negatively it can, in fact, serve useful social functions. A range of items such as multiple choice, short response, gap-fill, True/False/Not Given, and matching the ideas in a parallel dialogue to the ideas in the paragraphs of the text were included. Candidates were also required to identify and match the opinions of people included in Text 1.

The items in Part A that were successfully answered by 70% or more of candidates were: Q.1, Q.3(i) & (ii) and Q.20(iii) and (iv). These represented a range of questions identifying relatively simple factual information, straightforward vocabulary and understanding explicitly stated attitudes and opinions. Close to half of the items in Part A were answered correctly by at least 50% of the candidates. This suggests that the majority of candidates possessed an acceptable range of fundamental reading skills in English.

As noted in previous years, some candidates lost marks due to errors when directed to use language from the reading passage in their responses, such as gap-fill questions, where candidates were asked to use a word taken from the reading passage. For instance, Q.7(iv) required the word 'humanizes', not 'humanize' as many candidates wrote, and Q.7(v) required 'have' not 'has' or 'having' as provided by a number of candidates. In addition, a number of candidates made spelling errors when identifying words in the reading passage in items where candidates were required to find lexis with a similar meaning. For example, Q.14(v) required 'portrayed' but some candidates misspelled this as 'protrayed', 'potrayed' or 'portayed' leading to them not being awarded the mark. It was also apparent that some candidates did not read the question with care. A case in point was seen in Q.21. Despite being directed to match paragraphs 6-14 with the dialogue, a number of candidates included paragraphs 1-5 in addition to paragraphs 6-14 in their answers.

Examiners and markers also noted punctuation, spelling and word form errors in candidates' responses to lexical questions and open question items, which resulted in a change of meaning and therefore a loss of marks. For example, in Q.17 candidates wrote 'word' instead of 'world' and 'feel' instead of 'fill'. In Q.18, some candidates used inappropriate adjective forms such as 'feeling overwhelming' rather than 'feeling overwhelmed'.

Examiners and markers felt that the open questions, such as Q.6 and Q.10 helped distinguish candidates in the higher range. In these questions, less successful candidates were often unable to express the meaning accurately or copied indiscriminately from the text.

It should be noted that Question 20(ii) was deleted because it did not effectively assess candidates' ability to identify evidence from the reading passage. In this item, candidates were asked to determine whether Dr. Andrea Liner 'agrees', 'disagrees', or 'neither agrees nor disagrees' with the statement: 'Celebrity gossip may benefit us.' A post-examination statistical review revealed that most candidates selected 'neither agrees nor disagrees' rather than the correct answer 'agrees'.

The fact that Dr. Liner agrees with the statement is evidenced by clear instances in Text 1 where she expresses support for celebrity gossip. For example, she states that 'find[ing] out that beautiful, gorgeous, wealthy celebrities are getting cheated on or divorcing or breaking up ... kind of humanizes them and can be validating for us to see that they have problems, too.' This suggests a positive view of celebrity gossip's impact. Although in paragraph 3 Dr. Liner notes that celebrity gossip can confuse people and 'obscure what's happening behind the scenes', this should not have been considered to be sufficient to lead candidates to choose 'disagrees' or 'neither agrees nor disagrees.'

With the removal of an item from this part, each of the items in this part carries proportionally more weight, while the full mark remains at 42.

Part B1 (Easier section)

Part B1 comprised three reading passages linked by the theme of foraging, the act of collecting wild food sources such as edible plants, fruit and mushrooms. The first passage was an online guide to foraging in Hong Kong for people new to foraging. The second text was an online article profiling a forager based in Hong Kong. The final text was an online question-answer exchange with an experienced forager. 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 / organisations in all three texts.

Questions 23(i) and (iii), 25 and 29(ii) and (iii) were all answered correctly by at least 70% of candidates. Almost all of these items were related to the first text, the online guide to foraging. Success in these items strengthened the impression of a satisfactory level of fundamental reading skills amongst candidates. Questions 28, 36 and 42 tested more global understanding of the three texts and were moderately well answered with between 22% and 71% of candidates answering these items successfully.

Candidates had greatest difficulty with Q.26(ii), Q.30, Q.32, Q.38, Q.39 and Q.40. These items were gap-fill, short response and finding a synonym items. For example, in item Q.26(ii), candidates were required to comprehend 'Familiarise yourself with the herbs, bushes, and trees around you' and then in the gapped text, provide the adverb 'around' from the paragraph in the reading passage to form the phrasal verb 'look around'. Only 38% of candidates did this correctly. In Q.30, candidates were expected to manipulate the language from the reading passage, changing 'happens naturally' in the reading passage to 'happen naturally' based on the grammatical context of the gap in the gapped text. Only 12% of candidates were successful in doing this. In Q.32 weaker candidates either did not attempt the items or adopted the strategy of selecting unfamiliar vocabulary rather than considering the context and meaning. For example, many wrote 'beverage', 'edible' and 'related' in Q.32(i), (ii) and (iii) respectively. Consequently, only between 6 and 15% of candidates were successful in these items. In Q.38, many candidates only identified one of the two required elements expected in their response. This resulted in only 7% of candidates gaining a point for this item.

Part B2 (More difficult section)

Part B2 comprised one text on the theme of quiet quitting, a workplace phenomenon where employees try to achieve a better work-life balance. The main part of the text considered the development and consequences of the phenomenon in relation to both employees and employers. This was followed by some online comments from readers of the text. Candidates were required to respond to a range of items

including working out the implied meaning of phrases, such as metaphors, and identifying examples of the consequences of issues relating to quiet quitting.

In Part B2, candidates were more successful in answering items asking for specific detail / information from the text with over 60% of candidates responding successfully to such items. These included Q.43, Q.51, Q.52(i), (ii) and (iv), and Q.57(i). Candidates' performance was more varied when answering questions on global understanding (e.g. Q.63(i)-(vi), where between 37% and 66% of candidates answered correctly).

It was noted by examiners and markers that candidates of a lower ability struggled with several of the items contained in Q.59 and Q.60. In these questions, candidates were expected to use their understanding of the reading passage to complete the gapped texts with their own language rather than using exact words / phrases from the reading passage or with some slight manipulation of the language. Unfortunately, many candidates copied indiscriminately from the reading passage for these items. For instance, in Q.60(i) a common incorrect response was 'adaptable', which appeared in the original text. However, in order to complete the gapped text correctly, candidates had to be aware that the gap comes after the relative clause 'which', which refers to a thing or phenomenon, whereas 'adaptable' refers to a quality of a person. Thus, candidates were required to thoroughly understand both the reading passage and the paragraph in the question to convey the idea that being a digital native was 'beneficial' or 'advantageous' during the pandemic. Both of these were considered acceptable although they did not appear in the original reading passage. Hence, in such items, candidates were expected to produce accurate grammar with the correct meaning and demonstrate an understanding of the relevant section of the reading passage and the question. The comprehension tested in such items required the application of a complex set of skills, which the strongest candidates were able to employ.

Examiners and markers felt that items that assessed candidates' understanding of more figurative language (e.g. Q.53) as well as items that tested candidates' ability to understand more implicit textual cohesion (e.g. Q.50, Q.54, Q.56 and Q.61) were a good test of the higher-range candidates.

In open questions, such as Q.44, Q.45 and Q.62, examiners and markers noted a significant number of cases of indiscriminate lifting from the reading passage. This often resulted in an answer lacking sufficient focus or one which incorporated too much inaccurate and/or irrelevant content to be considered to be a valid response. Between 9% and 43% of candidates answered these items successfully.

Examiners and markers noted that many candidates at the lower range who attempted Part B2 left a significant number of questions blank. Such candidates would have been better advised to have attempted Part B1, where they may well have been able to answer significantly more items successfully.

Recommendations

As in the last few years, there were far fewer cases of candidates using letters more than once in matching questions. However, there are several aspects of being successful in this paper which future candidates would be advised to adhere to. Candidates should:

- (i) Comply with instructions to use a word or a phrase taken from specific paragraphs in the reading passage (e.g. Q.35(i) 'long hours' not 'long time').
- (ii) Match only those paragraphs indicated in the question (e.g. Q.21).
- (iii) Ensure spelling is correct when lifting language from the reading passage (e.g. Q.14(v)).
- (iv) Include all the required elements, such as when explaining the progression from a challenge to a career in Q.38.
- (v) Be mindful of spelling and punctuation where this may create a different meaning (e.g. Q.11, Q.17, Q.18).
- (vi) Avoid copying excessively (e.g. Q.17 and Q.62). In relation to this, candidates also need to be aware that they may need to manipulate language lifted from the text such as amending pronouns (e.g. Q.10 'Other people are telling **me...**').
- (vii) Pay attention to grammatical prompts such as at the beginning of sentence-completion tasks and in gap-fill texts (e.g. Q.30, Q.55, Q.59 and Q.60).

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 49,085.

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	50.2	19.0
Part B	42	47.0	19.2

Part A

Part A was a short writing task. Candidates assumed the role of a staff member or club member at the 852 Teen Art Club in Hong Kong. Their task was to write an information leaflet promoting the club, using three headings: 'Our background', 'A club member's most memorable experience' and 'Our future activities'. They were provided with the first page of the leaflet showing images of a painter, a camera and pottery; and an image of some paints and pencils, above which was stated '... and many more activities!!'.

Most candidates were able to fulfil the task requirements effectively and demonstrated a good understanding of the promotional purpose. They successfully included various types of art in their responses, with painting and photography being the most mentioned art forms, likely influenced by the visual prompts provided. Stronger candidates showed impressive familiarity with specific art forms such as Zentangle and number painting or referenced well-known art galleries or museums, such as the Louvre Museum. While some candidates included borderline activities like yoga and star gazing as art forms, this showed a creative interpretation of what constitutes artistic expression.

The 'Our background' section was generally the best-written part of the responses. Candidates effectively provided relevant background information, including details about the club's founding, history, the significance of the name '852 Teen Art Club', membership characteristics and past activities. However, the 'A club member's most memorable experience' section presented some challenges. While many candidates wrote extensively for this part, some misunderstood the requirement to focus on one member's specific memorable experience and instead wrote about events that were memorable for all club members. Others provided lengthy narratives of character development, describing how members transformed from introverted to outgoing personalities, often incorporating multiple incidents rather than focusing on a single memorable experience. Some stronger candidates included topics related to mental health issues such as bullying, depression and anxiety, and showed their awareness of art's therapeutic potential. The 'Our future activities' section varied in quality. Some candidates simply listed activities with minimal description, while others focused on just one activity with detailed elaboration. Stronger candidates demonstrated creativity by including diverse activities such as talks, seminars, visits, workshops, local and overseas tours, classes and social outings.

Most candidates demonstrated appropriate language use for describing past events, with stronger candidates effectively employing a wide range of accurate sentence structures and vocabulary. They showed competence in using reported speech and past tense to narrate incidents and employed a good range of adjectives and adverbs to convey emotions and strengthen descriptions. Stronger candidates demonstrated a wide range of vocabulary related to art at their disposal. Such candidates also incorporated sophisticated vocabulary that effectively served the promotional purpose.

The overall structure was generally appropriate to the leaflet genre, with most candidates following the given order of prompts and maintaining coherence throughout. Candidates generally demonstrated good awareness of their audience, writing from the perspective of club members or staff and including appealing language to encourage readers to join. The register, tone, and style were mostly appropriate, with candidates adopting an informal, friendly, welcoming and encouraging tone suitable for promotional materials. Most responses showed effective use of transitional words and cohesive devices to link different sections, creating coherent and well-organised texts that successfully fulfilled the promotional purpose of attracting potential new members to the art club.

Part B

Part B comprises four questions (Q.2-Q.5). In this part of the examination, candidates are 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	Short story: a meeting at a theme park with an old classmate who told you about an event that made him/her a better person	30.7	13
3	Letter to the Editor: giving your opinion on people staying in coffee shops and fast-food restaurants for a long time	48.1	54
4	Essay: discussing the challenges of group work in the workplace and ways to overcome them	51.0	19
5	Blogpost: trying out being a vegetarian for one week	56.4	13

The most popular question was Question 3, which was attempted by 54% of the candidature (see Table 3).

The following is a summary of candidates' general performance in each question.

Question 2: Short story

Candidates were required to write a short story about an old classmate whom they met at a theme park. The classmate had behaved badly at school, but something occurred last year which made the classmate a better person. Candidates were instructed to base their story on the event that brought about this transformation.

This question attracted candidates with a range of abilities with many weaker candidates opting to answer this question, accounting for the relatively low mean for this question (see Table 3). Better candidates were able to develop a coherent narrative addressing the prompts provided. Such candidates demonstrated an ability to construct a storyline centred around the classmate and the incident that resulted in some improved behaviour. Stronger candidates were also able to identify and describe in detail a critical or meaningful incident that plausibly explained the classmate's transformation, such as experiencing a serious illness or facing a major setback. In contrast, weaker candidates tended to attribute the change to less substantial events, for example, attending a short workshop during the summer. This diminished the impact of the narrative. Some candidates disregarded certain requirements of the prompt, producing stories that were not focused on the classmate or failed to address the pivotal event that led to the change for the better.

In terms of language, stronger candidates demonstrated the ability to employ rhetorical devices commonly found in storytelling, such as metaphors, similes, immersive and descriptive language, as well

as incorporating monologues and dialogues to engage the reader. Conversely, weaker candidates often wrote the story in the style of an essay, lacking the narrative techniques and creative language that would make their story compelling. Stronger candidates were also able to structure their story creatively, using techniques such as foreshadowing at the beginning, and a corresponding revelation towards the end.

Question 3: Letter to the Editor

Question 3 required candidates to write a letter to the editor of a local newspaper giving their opinion on the growing trend of people in Hong Kong staying in coffee shops and fast-food restaurants for a long time for activities such as tutorial lessons. Most candidates demonstrated a clear understanding of the task requirements and were able to articulate their viewpoints on the issue using relevant arguments and supporting details.

Candidates who expressed concerns highlighted negative impacts, such as the inconvenience caused to other diners and the potential decline in revenue for these establishments. On the other hand, candidates supporting the phenomenon argued that the low cost of using these venues and the pleasant atmosphere they provide can facilitate effective learning for students. A few candidates went further by offering recommendations on how to address the issues arising from the trend, although providing such suggestions was not a compulsory aspect of the task.

Stronger candidates distinguished themselves by supporting their stance with a diverse range of elaboration strategies, including providing concrete examples, drawing comparisons, and explaining possible consequences. In contrast, weaker candidates often relied on simplistic reasoning, with underdeveloped arguments or insufficient elaboration.

Many candidates adopted a style and tone appropriate to the target genre, demonstrating an awareness of the conventions of letter writing intended for publication. A variety of organisational strategies were observed in stronger candidates' responses, including approaches such as problem-solution, cause-effect, and point-counterpoint. However, some candidates used overly ornate language, archaic expressions, or unnecessarily complex sentence structures, which often detracted from the clarity of their ideas and were not always suitable for the context. Weaker candidates also tended to rely on paragraph-initial and sentence-initial adverbials such as *firstly*, *secondly*, *moreover* and *furthermore* to organise the piece. Stronger candidates demonstrated their ability to use more sophisticated means of developing a coherent and cohesive text such as lexical repetition, pronoun referencing and ellipsis.

Question 4: Essay

For this question, candidates were required to write an essay which explored the challenges of group work in the workplace, and which proposed methods for overcoming these difficulties.

Most candidates demonstrated a sound understanding of the demands of the task and were able to give an appropriate response. Stronger candidates stood out by examining the challenges from multiple perspectives, such as contrasting the experiences of Boomers and Gen Z employees, and by offering targeted and practical solutions—such as adopting communication and work styles tailored to younger workers. In contrast, weaker responses tended to remain general in their discussion of challenges and often failed to provide specific strategies to address the issues raised.

Stronger candidates showed an ability to use a range of linguistic forms to describe divergent views from different workers, especially from the older and younger generations. They were able to explain why some solutions were practical and likely to be effective in solving the issue. Stronger essays also featured appropriate use of modals, greater grammatical accuracy, varied vocabulary as well as more complex structures, particularly when making the comparison of the working styles of tech natives and older colleagues. However, there were instances where weaker candidates employed unnecessarily elaborate language and overly complex sentence structures, which at times led to confusion and diminished clarity.

It was evident that most candidates were familiar with the structure of an essay. The majority opted to address the challenges in the opening sections of their essays, before moving on to recommendations; a

smaller number chose to alternate between challenges and corresponding solutions throughout their writing. Both approaches were deemed acceptable.

Question 5: Blogpost

Question 5 required candidates to write a blogpost describing their experience of trying out being a vegetarian for a week and stating whether they would continue. The task was designed to allow candidates to reflect on this experience and share insights with their readers in an engaging and personal manner.

Since the blogpost format is relatively flexible, candidates generally performed satisfactorily. Most candidates were able to describe their vegetarian week experience, at least briefly, demonstrating a basic understanding of the task requirements. Stronger candidates distinguished themselves by focusing selectively on the most impressive or meaningful aspects of their experience rather than providing a mundane day-by-day account. These candidates also demonstrated the ability to reflect thoughtfully on their experience and implicitly encouraged readers to try new experiences or consider vegetarianism themselves. Notably, candidates were not required to portray the vegetarian week as entirely positive, and some effectively described challenges or negative outcomes, which added authenticity to their narratives. However, some candidates misunderstood the concept of 'vegetarian' and instead wrote about farming experiences or travel adventures, hence completely missing the core requirement of the question.

Stronger candidates demonstrated language proficiency in describing their experiences vividly through appropriate tense usage, varied vocabulary and diverse language patterns. They were particularly effective at describing dining and cooking experiences with rich detail and engaging language. Conversely, weaker candidates often struggled with proper use of past tenses when recounting their experiences. Some candidates further compounded their difficulties by misinterpreting 'vegetarian' as simply 'vegetables', leading them to focus on farming activities rather than dietary experiences, which reflected both vocabulary limitations and task comprehension issues.

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, promotional materials like information leaflets require an encouraging and appealing tone to attract potential members, while letters to the editor need a mature, reasoned approach suitable for adult newspaper readers.

As in previous years, a significant number of candidates produced responses that were excessively long, rendering them arduous to read and less effective. Such lengthy responses often risk a lack of relevance, weaker organisation and an increased incidence of language errors. Candidates are strongly encouraged to approach their writing more strategically by allocating sufficient time for planning, drafting, and proofreading, rather than devoting the entirety of the examination period to producing extended responses at the expense of coherence and accuracy.

A further recurring issue was the tendency among some candidates to employ archaic or ornate expressions, as well as unnecessarily complex sentence structures, in an attempt to impress examiners. Candidates are reminded that clarity and precision of expression should always take precedence, and language choices should be appropriately matched to the target genre.

Finally, good time management remains crucial for completing both short and long writing tasks effectively. Candidates should allocate sufficient time for planning, writing, and proofreading, with particular attention to ensuring their responses directly address the specific requirements of each prompt rather than providing generic content.

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 48,557, of whom around 24% chose B1 and around 76% 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	49.6	26.5
Part B1	53	30.8	25.2
Part B2	53	39.9	17.8

Part A (Compulsory section)

In Part A, candidates had to listen to four recordings related to the theme of health and fitness. Unless otherwise stated, synonyms or similar wordings were accepted as correct answers to those stated here.

Task 1 (Mean = 57.1%)

Candidates were required to listen to two school friends, Stella Poon and Adrian Timpson, who are hosting a podcast about health and fitness in Hong Kong. In this podcast, they interview a guest, Ricky Harrison, who is the founder of a charity called Sea Friends.

Items 1-4 asked candidates to write short phrases regarding details of the charity. Items 1, 2 and 4 proved to be straightforward for most candidates (85%, 77% and 88% correct respectively). Item 3, however, was more challenging (29% correct). The correct answer for Item 3 was in two parts (1) 'high school students' and (2) 'their parents'. Many candidates wrote the first part of the answer correctly but for the second part incorrectly wrote the singular form 'parent'.

Items 5-8 asked candidates to write short phrases related to Ricky's connection with swimming. Items 5 and 8 were found to be reasonably straightforward by candidates (68% correct and 69% correct respectively). However, candidates found Items 6 and 7 to be more challenging (39% correct and 35% correct respectively). For Item 6, candidates needed to write 'was always shouting (at him)' or 'always shouted (at him)'. Some candidates experienced difficulty writing the correct form of the verb, writing answers such as 'shout' or 'was shouted.' Other candidates wrote the incorrect preposition with shout, such as 'shout with him' or 'shout to him', thus providing an answer with a different meaning. For Item 7 candidates needed to include (1) the idea of Ricky's own children and (2) Ricky had more than one child. Some candidates incorrectly wrote 'teach kids', i.e. kids in general, or wrote the singular form with answers such as 'teach his kid'.

Items 9-10 were related to next year's Sea Friends event and candidates were required to complete a table with short phrases. Candidates found these items to be challenging (35% and 31% correct respectively). For Item 9 some candidates did not write a complete answer or misspelled 'Grand Islands Project'. For Item 10, some candidates did not write a complete answer or incorrectly wrote the singular form 'all island in Hong Kong', thus rendering the answer unclear.

For Items 11-13 candidates had to write short phrases relating to three reasons why Ricky recommends joining Sea Friends. Items 11 and 13 were found to be reasonably straightforward by candidates (75%

and 68% correct respectively). For Item 12 (43% correct), some candidates failed to include the idea that swimming is the best exercise. Answers such as 'swimming is good' were not accepted as correct.

Task 2 (Mean = 57.8%)

For Task 2, candidates were required to listen to Adrian Timpson interviewing Jessica Becker about her recent book on culture and fitness in Asia.

For Items 14-18, candidates were required to write short phrases related to Taiko Drumming in Japan. These items proved to be reasonably straightforward for candidates (ranging from 59% to 67% correct).

For Items 19-22, candidates were required to write short phrases related to K-pop Dancing Lessons in Korea. These items proved to be reasonably straightforward for candidates (ranging from 61% to 78% correct).

For Items 23-26, candidates were required to write short phrases related to marathons in Thailand. These items proved to be more challenging (ranging from 28% to 64% correct). For Item 23, some candidates incorrectly wrote 'when it's dark', thus failing to include the idea of it still being dark, i.e. that the races begin just before it gets light. For Item 24 some candidates did not appear to know the word 'towel'. For Item 26, candidates needed to include the idea of checking the difficulty of the course(s). Some candidates wrote imprecise answers such as 'check the difficulty' or did not appear to recognise the word 'course' in this context. Finally, some candidates incorrectly wrote 'check the difficulties'.

Task 3 (Mean = 53.4%)

For Task 3, candidates were required to listen to a podcast conversation between Adrian Timpson and Stella Poon about their recent experience of testing some wearable fitness trackers.

For Items 27-30, candidates were required to write short phrases regarding their experience of testing the N.R.G 6 fitness tracker. Items 27 and 28 proved to be reasonably straightforward for candidates (66% and 73% correct respectively). Item 29 was challenging for some candidates (47% correct). On the recording Adrian says, 'The app's not free', meaning the app is not free. Some candidates understood this as being the plural form of the word 'app' and incorrectly wrote answers such as 'apps not free' or 'the apps are not free.' Item 30 proved to be extremely challenging for candidates (20% correct). The correct answer was '(a lot of) detailed fitness data' and many candidates wrote incomplete answers such as 'fitness data'.

For Items 31-34, candidates were required to write short phrases regarding their experience of testing the Getfit 4 fitness tracker. Item 31 proved to be challenging for candidates (35% correct). Some candidates did not appear to be familiar with the word 'apartment'. Item 34 proved to be challenging for candidates (38% correct). For this item to be correct, candidates needed to demonstrate their understanding that (1) the Getfit 4 gave Adrian a good sleep rating, i.e. Getfit indicated that he slept well, and (2) Adrian did not sleep well and still feels tired.

For Items 35-38 candidates were required to complete a table summarising Adrian's and Stella's opinion on the features of the two fitness trackers. For each item, candidates were required to tick one of three options. Candidates found these items to be straightforward (ranging from 74% to 87% correct respectively).

For Items 39-40, candidates were required to write a short phrase summarising their recommendations for who should buy each of the two fitness trackers. Candidates found Item 40 to be extremely challenging (13% correct) with many candidates leaving this item blank.

Task 4 (Mean = 29.7%)

For Task 4, candidates were required to listen to an episode of the podcast in which Stella Poon's friend, Sandy Elliot is giving a talk about her life as a professional dog walker.

For Items 41-43, candidates were required to write short phrases regarding Sandy's experience as a new dog walker and unusual requests from her customers. Items 41 and 43 in particular proved to be extremely challenging for candidates (16% and 18% correct).

For Item 41, candidates needed to include two elements: (1) a short report on/about (2) their/the customer's dog. Many candidates failed to include the idea of the report being about the customer's dog, writing incomplete answers such as 'a short report by text message.' For Item 43, candidates needed to include the following elements (1) dressed in a historical costume (2) around the city. Many candidates omitted one or both of these elements.

For Items 44-47, candidates were required to complete a table with short phrases. Candidates had to write the health benefits of walking a dog and the corresponding reason for each health benefit. Item 44 was extremely challenging for candidates (16% correct). For this item, candidates needed to include the following elements (1) regular social contact (2) with other dog owners. Many candidates who attempted this item failed to include the second element. Items 45-47 proved to be moderately challenging for candidates (58% correct, 57% correct, 41% correct respectively). For Items 45 and 46, some candidates incorrectly wrote the plural form 'balances' and 'memories', the correct answers being 'improve (your) balance' (Item 45) and 'improve (your) memory' (Item 46). For Item 47 candidates needed to include the idea of sending more oxygen to the brain, many failed to communicate the notion of the comparative.

For Items 48-51, candidates were required to write a short phrase about Sandy taking her dog, Buggy, scuba diving. Item 48 proved to be extremely challenging to candidates and the most challenging item in Paper 3A (6% correct). For this item, candidates needed to include the following elements: (1) Buggy was crying/upset (2) Buggy was left alone (3) on the boat/ when Sandy went scuba diving. Very few candidates managed to include all three pieces of information. Items 49 and 50 were challenging for candidates (34% and 35% correct respectively). For Item 49 some candidates failed to include the idea that the dog owner must be an experienced scuba diver. Some candidates wrote answers such as 'you must be good at scuba diving', which was considered to be too imprecise, or 'you must be a professional scuba diver', which is factually wrong. Some candidates omitted the letter 'd' from 'experienced'. For Item 50, candidates were required to include the idea of needing to (1) make a diving suit / have a diving suit made (2) for your dog. Some candidates failed to include the idea that the diving suit was custom-made, incorrectly writing answers such as 'a special diving suit for your dog.' Other candidates did not appear to be familiar with the term 'diving suit', incorrectly writing answers such as 'clothes' or 'shoes'. Item 51 was extremely challenging for candidates (18% correct). For this item candidates needed to include the idea that the diving school sponsored Sandy or that Sandy's diving school paid for everything. Some candidates wrote that Sandy was sponsored but failed to include by whom.

For Items 52 and 53, candidates were required to write a short phrase giving advice for people who want to take their dog scuba diving. Item 52 proved to be challenging (33% correct) and Item 53 extremely challenging (11% correct). For Item 52 candidates needed to include the idea of training in a swimming pool. For Item 53, candidates needed to include the idea of human divers. Some candidates omitted this. Other candidates failed to include the idea of 'at all times/all the time'.

Recommendations for Part A

Candidates should always be aware that the HKDSE is an examination which tests candidates' ability to communicate. In Paper 3A, they are required to understand a part of the recording and then communicate this understanding through their answers. Hence, candidates' answers need to be clear (i.e. with the correct choice of grammar, lexis and spelling), be adequate (i.e. that they include all of the essential details) and be factually accurate. In order to prepare for this paper, candidates need practice in providing clear, adequate and factually accurate answers in real time whilst the recording continues onto the next point. All of this can only be achieved if candidates have an ample knowledge of lexis related to a range of topics. Too often examiners see candidates writing words that they guess they have heard from the recording which make no sense in the context of the task or item at hand. As in all papers, extensive reading is the most effective means in increasing one's active vocabulary and candidates should read widely and frequently to prepare even for this, a listening paper.

Part B

In both Parts B1 and B2, candidates assumed the role of Nico Lin, the president of the Healthy Living Club of Ballater High School, who had been asked to help organise the Asian Games Week and Wellness Month by completing three tasks.

An audio recording of a meeting was used for both parts, and an identical note-taking sheet with headings was provided to all candidates. A separate Data File, containing texts in various genres with the necessary instructions and information, was also included for each part. Candidates would be assessed on their ability to identify and extract key information from the texts and the recording, integrate that into their written responses, and demonstrate attention to the task requirements, genre features, organisation, and suitability for the intended audience.

Overall, Part B distinguished between weaker and stronger candidates and demonstrated a high level of internal reliability. The performance of the candidates in each Part and Task will be discussed below.

Part B1 (Easier section)

The focus in Part B1 was the Asian Games Week. Candidates had to complete three tasks: completing a poster with information about the Asian Games Week, writing an email to invite a guest speaker to the Opening Event, and preparing a script for a presentation to be delivered to the whole school.

Candidates needed to use their notes from a recording of a meeting between the school's principal, vice principal and head of PE as well as a variety of texts in the Data File, including emails, transcripts, survey results and SMS messages, to complete the tasks.

Table 5: Paper 3 Part B1 Results

Task	Full Mark	Mean Score (%)	Standard Deviation (%)
5	15	43.2	32.1
6	19	29.8	26.2
7	19	21.9	25.6

From Table 5 above, it is evident that Part B1 presented significant challenges for this year's candidates, with an overall mean of 30.8%. Task 5 was completed with greater success by the candidates, while Tasks 6 and 7 proved to be more difficult.

Task 5

For Task 5, candidates were required to complete a poster about the school's Asian Games Week using information from the transcript of a teachers' meeting and SMS chat messages in the Data File, as well as their own notes from the recording. With a mean of 43.2%, this task was the best performed in Part B1.

For the items taken from the recording, relatively few candidates successfully noted down the slogan, 'One Games, One Asia' (item 5.1). Common mistakes were confusing 'Asia' with 'Asian' and 'one' with 'won'. A majority of candidates correctly informed readers that the Asian Games Week began on 13th October (item 5.2). However, many candidates were unable to state the venue 'Main Hall' (item 5.3), writing 'school hall', 'hall', or even 'sports ground'.

For information contained in the teacher meeting transcript, over half of candidates provided correct answers to items 5.4, 5.5, 5.8 and 5.9. Item 5.10 proved much more difficult for candidates, requiring them to complete the stem 'form teams with schoolmates and...'. Although answers such as 'teachers' or 'parents' fitted grammatically, they showed a failure to identify and transfer the correct information

from the Data File. Another related common error was including 'track events' here, which had been explicitly ruled out in the text.

Finally, a majority of candidates correctly informed students what to wear during the Asian Games Week (item 5.11), whereas relatively few candidates stated that the event schedule would be posted on the classroom notice boards (item 5.12) and that students could email events@blhs.edu.hk for enquires (item 5.13). Many candidates chose the incorrect email address from the SMS message exchange.

Task 6

In Task 6, candidates were required to invite a professional athlete to Ballater High School to be the guest speaker of the Opening Event of the Asian Games Week. The school let students choose the speaker via a survey, which candidates had to interpret to decide which athlete to address the invitation to.

Candidates in general demonstrated good understanding of the genre and were able to write an appropriate opening paragraph inviting the speaker to the Opening Event. The mean score for this task was relatively low, however, at 29.8%.

Stronger candidates followed the prompts and synthesised information from the input sources successfully to complete the task. They addressed the email to the correct recipient and clearly explained the students' interest in the winning sport. Weaker candidates tended to address the email to the wrong person, give insufficient information about the Opening Event and fail to refer to the speaker's sport at all.

Items for this task from the recording proved to be particularly challenging to candidates, including telling the speaker what the topic of the speech should be (item 6.4) and what would happen after the speech (item 6.5). Most candidates only mentioned the Q&A session but left out that the speaker would be discussing their sport with the students. A majority of candidates, however, were able to correctly include the remuneration for the speaker (item 6.10).

Task 7

For Task 7, candidates were asked to write a presentation with information about the Asian Games to be broadcast to all students before a school-wide quiz. This proved to be the most challenging task in Part B1, with a mean of 21.9%.

Stronger candidates showed good audience awareness and were consequently able to use their own words to heighten their schoolmates' anticipation for the quiz ahead. They reminded schoolmates to pay attention to the presentation as it would help them in answering the questions in the Asian Games Quiz. They also made the presentation sound fun and encouraged their schoolmates to support the Asian Games Week. Weaker candidates tended to have difficulty organising the information coherently and showed little or no awareness of their audience or that the content of the script was related to the Asian Games Quiz.

Candidates had difficulty in naming the three cities that had hosted the Asian Games in the past (item 7.2) and giving three examples of sports played at the Asian Games (item 7.3). Other challenging items included giving two examples of the Asian Games mascots (items 7.4 and 7.5) explaining how the Games promotes health and environmental awareness (items 7.6 to 7.9).

Part B2 (More difficult section)

The focus in Part B2 was the school's Wellness Month. Candidates had to complete three tasks: an article for the school magazine, a proposal to the principal for a new event, and a letter to parents requesting volunteers.

To complete these tasks, candidates were required to extract relevant information from the Data File, which included emails, a poster, an interview transcript, WhatsApp chat messages, a blog post, and a

magazine article, as well as from their own notes from a recording of a meeting between the school's principal, vice principal and the head of PE.

Candidates were expected to produce well-structured and coherent texts tailored to the specified text type and audience, using concise and precise English. This challenged them to demonstrate their ability to organise and synthesise information, write genre-appropriate texts, and communicate effectively within a given context.

Table 6: Paper 3 Part B2 results

Task	Full Mark	Mean Score (%)	Standard Deviation (%)
8	19	39.8	19.4
9	16	45.1	21.0
10	18	35.4	20.8

From Table 6 above, it can be seen that Part B2 presented a robust challenge for this year's candidates, with an overall mean of 39.9%. Task 9 was completed with greater success by the candidates, while Tasks 8 and 10 proved to be more difficult.

Task 8

Candidates' performance on Task 8 yielded a mean score of 39.8%. In this task, candidates were required to write an article promoting the school's Wellness Month. They needed to provide basic information about three events from 2024 that would be included again this year and incorporate student feedback on last year's events. Candidates were expected to synthesise information from various sources, including the listening input, emails, a promotional poster and an interview transcript.

Stronger candidates identified the three relevant events from the 2024 Wellness Month, noting any details to be updated for the current year. They were able to use their own words to create an engaging promotional article to encourage others to join this year's Wellness Month, as well as include an appropriate and compelling title for their article and an engaging introduction that effectively captured the reader's attention. Weaker candidates simply presented an article listing event details without any promotional tone or style, making their articles less attractive and engaging for readers.

In terms of items from the recording, many candidates correctly identified the theme '*Relax and Recover*' and the month '*July*' (item 8.1). Items 8.2 and 8.3 proved to be more challenging: some candidates failed to note down that the '*yoga and meditation sessions will be led by two celebrity instructors*' (item 8.2). Many candidates also struggled to clearly express that yoga '*can help improve focus and attention span*' (item 8.3).

Some candidates directly copied information from the Data File instead of expressing the ideas in their own words, which led to incorrect details in their articles. For example, in item 8.4 about the crafting session, some wrote '*arts and crafts from South American countries*,' not realising that this year's focus had shifted to Asian countries. For item 8.5 about the Wellness Fair, some failed to notice that only '*exercise advice and self-care resources*' would be provided as the nutrition talk would not be included this year.

In general, most candidates successfully identified the relevant student feedback from 2024 and included it in their articles. However, only stronger candidates were able to express these ideas in their own words to match the tone and style of a promotional article.

Task 9

In Task 9, candidates were required to write a proposal to the principal about 'Sports Day at the Beach,' a brand-new event proposed for Wellness Month. The mean score for this task was 45.1%, the highest among the B2 tasks this year. The Data File provided a variety of texts for this task, including a WhatsApp chat, emails, and a magazine article included as an email attachment.

Candidates who performed well on this task wrote proposals that maintained a polite, respectful and enthusiastic tone throughout. Their responses were clear, relatively formal and well-organised, effectively demonstrating genuine interest in the event they proposed. Many candidates were able to state the aims of the event (items 9.1 to 9.4) and explain how it would benefit students. However, some struggled to organise these ideas clearly and effectively, making it difficult for the reader to follow.

Most candidates were able to identify the two correct sports for the event based on the criteria stated in the Data File. Stronger candidates also introduced the two sports to the principal by clearly summarising the information from the magazine article. Weaker candidates, however, tended to copy information verbatim from the Data File, often in a disorganised manner.

Item 9.7 was the most challenging. Candidates had to suggest the venue, '*Cafeteria Beach*,' for the event. Some candidates were unable to deduce the venue from the Data File, while others identified it but failed to explain the '*transport situation*' discussed between Ms Henley and the Principal. Some did not include this information in their proposals at all.

Task 10

For Task 10, candidates were asked to write a letter to parents requesting volunteers for the Wellness Month using information from a transcript of an interview, emails, a blog post, and the listening input. This was the most challenging task in Part B2, with a mean score of 35.4%.

Stronger candidates were able to show clear reader awareness and write in a positive, persuasive tone, often aided by an appropriate salutation and complimentary close, with a clear opening stating the purpose of the letter, as well as a closing that called for action. Weaker candidates tended to copy information verbatim from the Data File without addressing or persuading the reader and lacked a clearly-stated purpose.

Candidates seemed to find difficulty in identifying and presenting all the salient information for the content points in Task 10. For item 10.1, for example, many candidates only mentioned that parents would be asked to '*be present at their chosen event*,' but failed to include the reason '*in case students need help*.' For item 10.2, some candidates did not understand that '*taking attendance*' is an example of parents' administration role and wrote '*parents will be asked to administer some of the event and take attendance*.' In addition, weaker candidates simply copied from the Data File, not realising that the teachers were discussing what happened last year in the source, therefore presenting these two items using past tenses.

For item 10.7, some candidates only mentioned students could '*get to interact with other adults*' without explicitly mentioning parents and failing to add teachers as well. Many candidates omitted item 10.8 in their letters or simply asked parents to '*attend a briefing session*' without specifying it should be '*before helping out*'. For item 10.9, while the correct answer was '*sign up via the school app*,' some candidates incorrectly added '*and through the school website*,' which was mentioned in the meeting but is not an accepted enrolment method.

Overall, the challenges encountered in Task 10 primarily arose from candidates' difficulties in fully comprehending information from the Data File, synthesising details from different parts of a particular source, accurately recording relevant ideas from the listening input, and effectively conveying these in their text.

Recommendations for Part B

To perform well, candidates should start by understanding their role and thoroughly reviewing the instructions to identify the text type, writing purpose, target reader, and any specific requirements. This will ensure they use an appropriate tone, style, and format throughout their written work.

Before the recording starts, candidates should familiarise themselves with the note-taking headings and task requirements in the Data File, so they know what to listen for. Immediately after listening, candidates are recommended to tidy up their notes while details are still fresh in their memory, ensuring the main ideas are correctly noted down for later use.

It is essential for candidates to recognise that information from the Data File may serve different communicative purposes to the texts they are asked to write. Rather than copying verbatim, candidates should take the time to select relevant ideas, rephrase them in their own words if necessary, and use an appropriate format and tone for the task.

Paper 4

The number of candidates who attended this paper was 48,314. 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 with varied themes. Candidates were required to carry out their speaking tasks by, for example, expressing their support or opposition to a given statement or a situation, justifying their responses, sharing their knowledge or ideas with their groupmates and contemplating a decision together. 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 7.6, 7.5, 7.2 and 7.7 respectively. The percentage mean score was 53.6 and the standard deviation was 17.6%.

Part A Group Interaction

Candidates' performance in terms of the four domains of assessment is discussed as follows:

Pronunciation & delivery

The majority of the candidates spoke with good voice projection. Stronger candidates were able to articulate clearly, using appropriate pronunciation, stress and intonation to effectively communicate their intended meaning. They were fluent in delivering their speech and were able to intentionally slow down when addressing weaker candidates.

Weaker candidates were often inaudible or hesitant in responding. They struggled with the pronunciation of common words. This at times affected the meaning of their speech and led to miscommunication in the discussion.

Common errors in pronunciation included words which contain an initial consonant cluster, for example pronouncing the /pl/ in 'play' as /pr/ and the inarticulation of the final consonant /k/, in words such as 'music' and 'break'.

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.

Some candidates who were passive during the discussion were keen to perform in this part. The majority of candidates were quite responsive but many lacked creative ideas. Stronger candidates often responded in a calm and enthusiastic manner. Such candidates were able to present their answers coherently and share their personal thoughts with a strong awareness of timing. Weaker candidates were generally hesitant and had difficulty expressing themselves due to a lack of vocabulary. Weaker candidates also sometimes misunderstood the question or just repeated what was mentioned earlier in the discussion.

Recommendations

Candidates are encouraged to develop a habit of talking about current affairs and world issues with their peers; to read books and watch movies or documentaries about local and international cultures and to keep abreast of global and local news to acquire a wide theme-based vocabulary to express their ideas. Candidates should also be aware of their grammatical errors and strive to self-correct as they are talking. Candidates who are unsure about the topic and purpose of the group interaction are encouraged to clarify the focus of the discussion in order to keep the discussion on track and keep it relevant to the task at hand.

School-based Assessment (SBA)

Overview

This year, a total of 44,062 students participated in the School-based Assessment (SBA) and there were 469 moderation groups. The mean of the moderated SBA marks was 63.5%, slightly lower than that of last year, and the standard deviation was 17.7%.

As in the past few years, it was found that the marks submitted by participating schools are on average accurate and reliable. Around 84.0% of schools fell into the 'within the expected range' category, while the marks of 8.3% of schools were higher than expected, and 7.5% lower than expected. However, among the schools with marks higher or lower than expected, the majority only deviated slightly from the expected range. This is encouraging as the data shows that the majority of the teachers have a good understanding of the SBA implementation, and hence the marking standards are generally appropriate.

In order to ensure that teachers who are new to SBA understand the rationale, the administration of SBA and the grading of students, professional development courses are conducted each year. These courses are well-attended and from the feedback collected at the end of each course, teachers have reported that they have a clearer understanding of SBA and feel more confident in grading students' performance. The district coordinators also play an important role in the smooth running of SBA. They organise inter-school sharing sessions for the schools in their districts and are in constant contact with the school coordinators to answer queries and to provide advice and support whenever needed. On the whole, the English Language SBA component has given students more opportunities to speak in English and to develop their speaking ability.

Comments on Students' Performance

It is encouraging to note that the majority of the students took SBA seriously and were able to give an individual presentation of about 3-5 minutes as well as take part in a group interaction. They were generally well-prepared and were familiar with what they had to do. Consequently, most were able to complete the given tasks satisfactorily. Many students still wrote out in full what they planned to say. Some then simply read aloud what they had prepared with little audience awareness. There were still some cases of memorisation but the number of cases was slightly fewer than in previous years.

Individual Presentation

Students at the top end of the spectrum were able to give interesting and well-organised presentations. They enunciated all words and utterances clearly and accurately with the use of appropriate intonation and body language to enhance their speech. Such students had a very high level of language proficiency and used accurate, varied and appropriate vocabulary and sentence structures with only occasional minor slips. Ideas were coherent, relevant and well developed, and presented fluently, confidently and naturally, making it easy for the audience to follow. Some students were even able to give their presentations without the use of any note cards. However, some capable students were still too dependent on their note cards and a few even gave memorised presentations, which affected their overall performance.

The majority of the students in the mid-range were aware of the skills that they needed to get a good grade but due to their limited language proficiency and lack of sufficient practice and confidence, they were usually unable to get a high mark. Their major problems were inaccurate pronunciation of many words as they had difficulty with certain consonant clusters and often omitted the ending of the words, for example in words such as 'talked', 'sold' and 'gift'. Little intonation was used and when used it was sometimes inappropriate. They also sometimes spoke softly with many hesitations, making it difficult to follow what was being said. Most of them were able to express some simple ideas using simple vocabulary and sentence structures but were unable to elaborate on their ideas. They also made a number of basic errors in the use of tenses, pronouns, agreement, number and word order. In some cases, students wrote out what they wanted to say on their note card and just read it aloud with no or little eye contact with the audience.

Nearly all the students at the low end of the spectrum were very dependent on their note cards and many simply read aloud in monotone what they had prepared. Their presentations were relatively short, varying from 1 to 2.5 minutes. They had difficulty pronouncing most of the words accurately and because they often paused in the wrong places or read everything out word by word, it was difficult for the audience to follow what was being said. It was obvious that the students did not always understand what they were reading. Students were only able to present very limited information or ideas and were unable to make use of even simple language patterns accurately. Generally, there was no or very limited audience awareness.

Group Interaction

Students' performance during the group interactions was on the whole quite satisfactory. All students took turns to say something and it was noted that even the weaker students, when given a chance, tried to say at least a few words during the discussion. In some groups the turn-taking was quite mechanical and followed a fixed pattern, so it was rather unnatural and did not seem to be a genuine discussion. There were still some groups in which there was practically no interaction at all. Group members took turns to present what they had written on their note cards, so it resembled four mini presentations rather than a group interaction.

More capable students were able to fully understand the task and spent their preparation time thinking of relevant ideas. As they had a high level of language proficiency, they were able to express their ideas clearly and fluently with appropriate and accurate pronunciation, vocabulary and language patterns. They also listened when other members of the group were speaking so when they got a turn, they would build on what had just been said, before adding their own ideas. In this way, the whole discussion was more coherent, meaningful and easier to follow. They could also make use of different communication strategies to initiate and maintain the interaction. They also tried to include the weaker students in the discussion by asking them questions.

Most of the students in the mid-range of the spectrum were able to use some simple turn-taking strategies to participate in the discussion but some had to refer to their note cards quite frequently. When they took a turn, they were able to express some relevant ideas which were usually comprehensible despite some pronunciation and grammatical errors. A few of them tried to link their ideas with those presented by other group members before presenting their own ideas but those students who were not paying attention when others were speaking or were unable to follow what was being said, simply began their turns by using some formulaic expressions like 'I agree' or 'That's a good idea' followed by their own ideas

without genuinely responding in any way to what the other members had said. As a result, the overall coherence of the discussion was affected.

The students at the lower end of the spectrum seldom took the initiative to speak, but when prompted some could use some familiar vocabulary and very basic language patterns to express some simple ideas. The majority were very dependent on their note cards and some simply read out what they had written on their note cards during preparation time. Even the very weak students made an attempt to respond when asked questions but some responses were very brief while others were unintelligible.

Recommendations

For recommendations related to choosing texts to read and view for the reading and viewing programme, as well as what to do before, during and after assessments, readers can refer to comments from previous reports.

In order to enable students to engage in authentic interactions and demonstrate effective turn-taking skills, it is essential that all students in the same group share a common understanding of the text(s). This is best achieved by having all group members read or view the same material. A less ideal alternative is to assign texts that revolve around a common theme. Such an approach can still support meaningful interaction. However, if students read different texts and are then asked to participate in a discussion, they may well give four mini presentations, and the interaction may become stilted due to wide and multiple information gaps.

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 6 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).

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 6 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).

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	1
2	1
3	2
4	2
5	2
6	3
7	3
8	3
9	4
10	4
11	4
12	4
13	5
14	5
15	5
16	5
17	6
18	6
19	6
20	6
21	7
22	7
23	7
24	8
25	8
26	8
27	9
28	9
29	10
30	11
31	12
32	13
33	14
34	15
35	17
36	19
37	21
38	24
39	27
40	30
41	34
42	38

Paper 3B	
3B1 (easier)	3B2 (more difficult)
0	0
1	1
2	2
3	2
4	3
5	3
6	3
7	4
8	4
9	4
10	5
11	5
12	5
13	6
14	6
15	6
16	7
17	7
18	7
19	8
20	8
21	9
22	9
23	10
24	10
25	10
26	11
27	11
28	12
29	12
30	13
31	14
32	14
33	15
34	15
35	16
36	17
37	17
38	18
39	19
40	20
41	21
42	22

Paper 3B	
3B1 (easier)	3B2 (more difficult)
43	23
44	24
45	25
46	26
47	28
48	30
49	33
50	36
51	39
52	43
53	47