

2026-DSE  
ENG LANG  
PAPER 1  
PART A  
+ B1/B2



THE 15<sup>TH</sup> HONG KONG DIPLOMA OF SECONDARY EDUCATION MOCK EXAMINATION 2026

ENGLISH LANGUAGE PAPER 1

**A**  
COMPULSORY

**B1**  
EASY SECTION

**B2**  
DIFFICULT SECTION

# 2026

# DSE Reading Mock

*Answers with detailed explanations  
& New question-type analysis*

## (Part A + B1 + B2)

### General Notes for Teachers on Marking:

*\* This symbol indicates a common wrong or unacceptable answer.*

*() Bracketed words, figures or ideas are not essential for the candidate to be awarded the point.*

*/ A single slash indicates an acceptable alternative within an answer.*

*// A double slash indicates an acceptable alternative answer.*

*\* Correct spelling / grammatical accuracy required.*

## Part A 文章大意

本文探討「訂閱經濟 / creator economy」如何改變 Gen Z 的網上內容消費模式：由被廣告支撐的免費內容，轉向以訂閱、打賞、捐款換取參與感與更親密互動。由於 parasocial relationship (單向親密感) 與情緒訴求，部分年輕人會覺得自己對創作者有「情感責任」，結果在多個平台同時支持時產生壓力與疲憊。文章亦指出：表面上「直接支持」很簡單，但背後牽涉平台設計、情緒界線、財務負擔等複雜因素；因此需要 digital literacy，幫助年輕人建立界線，以不犧牲身心與財務為前提去支持創作者。

## Part A 答案、題解及答題技巧

### Text 1

- pressured (from “pressure”) (line 5)  
依據：“pressure begins” (line 5)  
句子要用形容詞，故以 pressured 表達「感到有壓力」。
  - consumption (line 6)  
依據：“changed how people consume content online” (line 6) → online content consumption
  - connected (from “connection”) (line 12 – 13)  
依據：“forming a connection” (line 13)  
句子要用形容詞，故用 connected。
  - exhausted (from “exhaustion”) (line 16 – 17)  
依據：“a growing sense of exhaustion” (paragraph 4)  
句子要用形容詞，故用 exhausted。

只抄 pressure / connection / exhaustion 而不理句子文法 (會扣分 / 不給分，視該卷準則)。
- B. Uncertain (line 5)  
依據：“questioning where generosity ends and pressure begins” (line 5) = 她在「慷慨 vs 壓力」之間猶疑。
- the move/change/shift in how people consume content online (line 6 – 7)  
依據：“[2] ... has changed how people consume content online. Instead of relying on ads ... creators now offer exclusive content...” (line 6 – 8)
- B. Paying money is now a common way to feel involved in online communities (line 9 – 15)  
依據：“paying has become part of participating” (line 9/10) + “forming a connection... part of a tight-knit community” (line 13 – 14)
- C. Supporters feel like they are part of an exclusive group (line 13 – 15)  
依據：“part of a tight-knit community” + “buying a seat at the table” (line 13 – 15)
- significant → meaningful (line 12 – 13)
  - united → tight-knit (line 13 – 14)
  - burnout → exhaustion (paragraph 4)
  - escalate → snowball (line 20)
- They ask/request/solicit donations by sharing emotional videos or heartfelt posts (often about emergencies like rent/medical bills/tuition) to persuade audiences to give.  
依據：“ask for donations... shared through emotional videos or heartfelt posts” (line 21 – 23)
- empathy (line 29 – 30)  
依據：“draw the line between empathy and obligation” (line 29 – 30)
  - parasocial (paragraph 7, line 31 – 32)  
依據：“These parasocial relationships—one-sided emotional connections...” (paragraph 7)

(題目寫 5 - 6, 但「parasocial」此詞在文中明確出現於 paragraph 7。)

(iii) emotionally (line 27 - 28)

依據: “feel emotionally close” (line 27 - 28)

(iv) entanglement (from “entangled”) (line 28 - 29)

依據: “support becomes entangled with emotional responsibility” (line 28 - 29)

句子要名詞, 故用 entanglement 表達「糾纏/交織」。

(v) personal (line 30)

依據: “has never felt so personal” (line 30)

9. (i) T (line 28 - 29)

依據: “followers may feel guilty... financial support becomes entangled with emotional responsibility” (line 28 - 29)

(ii) F (line 32 - 33)

依據: Jason 說 “I felt like I was letting someone down... I felt bad unsubscribing.” (line 32 - 33) 不是 relieved (如釋重負), 而是內疚/難受。

(iii) NG (line 35 - 38)

Natalie 只說 “I’d rather support... than watch ten ads...” (line 35 - 37), 有講 “should be required” 或禁止創作者求助。

10. loyalty now extends to online spaces / online creators (line 33 - 34)

依據: “Loyalty, once reserved for close friends, now stretches across Wi-Fi.” (line 33-34)

簡析: 「忠誠/情義」由現實朋友延伸到網上 (例如對 streamer/creator 的支持)。

可接受改寫/同義關鍵字 (建議用其一):

extends / reaches / spreads / carries over (to the internet)

online creators / streamers / influencers

loyalty / allegiance / devotion

11. (1) 表面: direct support seems simple/easy (line 37 - 38)

(2) 實際: it is not so simple / complicated (line 37 - 38; 亦呼應前文壓力累積)

依據: “feels simple” vs “not so simple” (line 37 - 38)

簡析: 諷刺在於: 看似「直接付費就解決」, 但現實牽涉情感、責任、訂閱堆疊等, 變得複雜。

可接受改寫/同義關鍵字 (建議用其一):

simple → easy / straightforward / effortless

not so simple → complicated / complex / messy / not straightforward

irony → contrast between appearance and reality

12. people feel saying “no” is socially/ethically not acceptable; they feel guilty/pressured (line 41 - 43)

依據: “guilt ... saying ‘no’ can feel ... out of bounds.” (line 41 - 43)

簡析: 「拒絕」像是犯規/越界, 所以產生內疚與壓力。

可接受改寫/同義關鍵字 (建議用其一):

out of bounds → unacceptable / not allowed / beyond limits / taboo

feelings → guilt / pressure / obligation / discomfort

13. (i) free (para 11; line 49)

依據: “offer free content alongside paid posts” (line 49)

簡析: 平台/創作者提供免費內容, 減低付費壓力。

可接受改寫: free / no-cost (建議用 free 最穩)

(ii) limiting / reducing / controlling (para 11; line 49 - 50)

依據: “set monthly budgets to control spending” (line 49 - 50)

簡析: 不是「spending (花更多)」而是「限制/控制」支出。

可接受改寫 (建議用其一): limiting / reducing / controlling / restricting

(iii) digital (para 12; line 51 - 54)

依據：“digital literacy education” (line 51 – 54)

簡析：是「數碼/網絡素養教育」，不是 media literacy (若題目要改正該詞)。

可接受改寫：digital (最穩，不建議換)

(iv) ✓ (不需更改) (para 13; line 55)

依據：“more balanced approach” (line 55)

簡析：該空原詞屬正確方向：提倡更平衡的做法。

(v) non-financial (para 13; line 56 – 58)

依據：“engaging in non-financial ways …” (line 56 – 58)

簡析：支持不一定是金錢，可用非金錢方式參與。

可接受改寫 (視題型容許)：non-financial / non-monetary (建議用 non-financial，最貼原文)

14. (i) platforms are “supporting less” in terms of : spending (line 49 – 50)

依據：“set monthly budgets to control spending … support less” (line 49 – 50)

簡析：「少支持」= 少花錢/控制支出。

可接受改寫：spending / expenditure (建議用 spending)

(ii) 如何做到 (任答其一即可)：

offer free content (line 49)

clearer labels for donation requests (line 49)

set monthly budgets to control spending (line 49 – 50)

依據：“offer free content… clearer labels… set monthly budgets…” (line 49 – 50)

簡析：透過免費內容、清晰標示、預算上限，減少被迫付費。

可接受改寫/同義關鍵字：

clearer labels → clearer tagging / clearer notices / transparency labels

set budgets → spending cap / monthly limit / budget tools

15. it helps young people navigate/handle the new online economy and protect mental health + financial stability (line 51 – 54)

依據：“digital literacy education … navigate … protect their mental health and financial stability” (line 51 – 54)

簡析：讓年輕人懂得分辨「同理 vs 義務」、管理情緒與金錢風險。

可接受改寫/同義關鍵字 (建議用其一)：

navigate → handle / cope with / manage

protect → safeguard / preserve

financial stability → financial well-being / money security

16. support one or two creators only (line 55 – 56) // focus on a few 或 engage in non-financial ways (e.g. share posts / leave comments) (line 56 – 58)

依據：“supporting one or two creators” / “non-financial ways” (line 55 – 58)

簡析：減少同時訂閱太多人，或改用非金錢方式參與，避免精力與金錢被攤薄。

可接受改寫/同義關鍵字 (建議用其一)：

spreading too thin → overcommitting / overstretching / taking on too much

focus on a few → limit to a small number / narrow down

17. generosity should be a choice, not pressure/obligation; support should not harm well-being (line 60 – 62)

依據：“generosity … choice” / “not pressure” / “well-being” (line 60 – 62)

簡析：支持創作者不應變成道德綁架；要設界線，先顧好自己。

可接受改寫/同義關鍵字 (建議用其一)：

choice → voluntary / freely given

pressure/obligation → coercion / guilt / duty

well-being → mental health / welfare

18. C (line 66 – 68) “set boundaries” + “without sacrificing well-being” (line 66 – 68)

19. (1) support (creators) = give financial/direct support (subscribe/donate/pay) (line 55 - 58)  
(2) support (yourself) = protect your own well-being by setting boundaries (line 60 - 62 ; 66 - 68)  
依據：“non-financial ways” / “well-being” / “boundaries” (line 56 - 58 ; 60 - 62 ; 66 - 68)  
簡析：文末玩味同一字：既可「支援他人（創作者）」，亦可「支援自己（身心與財務）」。  
可接受改寫／同義關鍵字（建議用其一）：  
financial/direct support → pay / subscribe / donate / monetary support  
support yourself → self-care / protect yourself / maintain well-being  
boundaries → limits / personal limits / boundaries setting 建議 Gen Z 設界線，支持別人同時不犧牲自己。
20. (i) Jason → A (line 32 - 33) “felt bad unsubscribing / letting someone down”  
(ii) Natalie → C (line 35 - 37) “rather support ... than watch ten ads”  
(iii) Daniel Lee → B (line 44 - 47) 評論「關懷被商品化/貨幣化」的觀點  
(iv) Dr. Alice Tang → F (line 51 - 54) “digital literacy education ... mental health and financial stability”

## Part B1 文章大意

本文探討成人（特別是年輕上班族）購買玩具的現象及其背後原因：從傳統兒童專屬的玩物，轉變為成人自我消費、自我療癒的重要媒介。文章指出，「kidults」（成人小孩）因懷舊情懷、減壓需要及尋求簡單快樂，而購買毛公仔、模型套裝及收藏公仔等玩具；社交媒體的展示文化進一步強化此趨勢，形成社群認同與情感連結。

通過香港年輕女性 Olivia Tang 的個人故事，文章展示此愛好如何從單次衝動購買，演變為龐大收藏與生活儀式，帶來放鬆、自我照顧及人生階段的記憶錨點。同時，文章亦呈現不同聲音：部分人視之為正常興趣或健康消遣，甚至具投資價值；另一些則擔心過度沉迷或家居空間問題。

整體而言，文章強調在高壓、不確定的現代生活中，玩具不再僅是童年象徵，而是成人重新連結玩樂本能、緩解疲憊、維持心理平衡的一種途徑；此現象反映出當代成人對情緒支持與簡單喜悅的深層需求。

## Part B1 答案、題解及答題技巧

### Text 2

21. C. General readers interested in consumer trends.

文章以中性、資訊性語調介紹成人玩具消費趨勢，無特定商業推銷或針對家長／兒童內容。

22. (i) T (line 1: “Toy shops were once mainly for children”)

(ii) T (line 3 – 4: “people over 18 are responsible for most of the new toy spending in the U.S., U.K., and parts of Asia”)

(iii) F (line 4: 提及 U.S., U.K., parts of Asia，而非 exclusively Europe)

(iv) NG (無明確使用 “global” 或涵蓋全世界之表述)

23. A. Adults purchasing toys for personal use.

line 1 – 3: “adults are filling their baskets with plush toys, action figures, and complex model kits — and they’re buying them for themselves”。

24. D. promoted

line 8: “Social media has boosted this trend” → 社交媒體促進／推動此趨勢

25. communities

line 9: “earning likes and building communities”

26. (任何一個，來自 para 2) 例如：

to reconnect with happy childhood memories (line 6–7)

// for nostalgia (line 6)

// for relaxation (line 6)

// a calming way to unwind after a busy day (line 7–8)

27. B. inform about a growing trend.

全文結構為現象描述 → 原因解釋 → 商業反應，屬資訊報導型。

### Text 3

28. (i) T (line 1–2: “wandered into a cozy gift shop during her lunch break”)

(ii) T (line 6: “It reminded me of a beloved toy from my childhood”)

- (iii) T (line 7: “Today, Olivia owns over 300 toys”)  
(iv) NG (line 10: “colleagues often stop to admire her latest find” → 無負面態度)
29. impressive/energetic  
line 8: “Her apartment is a vibrant display of her collection” ◦
30. comfort  
line 12 – 13: “For some, it’s about building impressive collections; for others, it’s a source of comfort. For Olivia, it’s a blend of both”
- 31.(i) diverse (line 16: “Her collection is diverse” → varied)  
(ii) treasures (line 17: “Among her treasures” → prized possessions)  
(iii) bargain (line 19: “a bargain at \$20” → thing on sale)
32. B. Stories associated with each toy.  
line 21-22 “They mark moments in my life... I can tell you where I got each one and what I was feeling... They’re like soft memories”
33. (來自 para 5)  
(i) to relax / bring a moment of calm / like a quiet hug  
(ii) reduce stress / offer comfort / provide a source of calm in a noisy and uncertain world
34. (i) noisy  
(ii)uncertain (line 24: “The world feels noisy and uncertain”)  
(iii)aunt (line 29)  
(iv) friendships (line 30)
35. (i) 2  
(ii) 7  
(iii) X  
(iv) 5  
(v) 3  
(vi) 4  
(vii) 6

#### Text 4

36. collecting toys / adults buying toys for themselves / this hobby  
指前文討論的成人買玩具行為
37. She works in a hospital and coming home to something soft helps her unwind. (line 5-6)
38. Hobbies like collecting toys / collecting toys / this kind of hobby  
“It’s not childish — it’s a healthy way to care for yourself.” (line 15)
39. acceptable // fine  
“Collecting toys is fine, but you don’t want your home looking like a toy shop.” (line 10-11)

40. (i) passable (line 13) // fine (line 9)

(ii) passable (line 13) // fine (line 9)

41. (i) C

Text 2 整體介紹成人購買玩具的趨勢，最後一段明確指出：In a stressful and uncertain world, playing with toys is becoming a serious hobby. 此陳述正是對 kidults 群體的總結，將玩具視為現代壓力環境下的一種正當且重要的興趣，而非單純童年回歸。

(ii)A

此句精準概括 Olivia 的個人故事主軸。Text 3 標題即為 'It Started with One Toy' 描述她從一次午餐時間衝動購買綠色恐龍公仔開始，發展至擁有超過 300 件收藏，並融入日常生活與情感世界。此陳述捕捉了從「單一衝動」到「全面生活方式」的轉變，是她的獨特經歷。

(iii)B

Leo 的 forum 發言清楚表達兩方面：一方面他享受收藏 LEGO (it helps me relax after work)，另一方面他直接面對家人批評 (my sister laughed... 'You're not a kid anymore.' Do people think this is weird?)。此陳述同時包含熱愛與對外界質疑的意識，最貼合他的語氣與立場。

## Part B2 文章大意

這篇文章探討文化挪用 ( cultural appropriation ) 與文化欣賞 ( cultural appreciation ) 之間的模糊界線，並分析當中涉及的權力、經濟與倫理問題。

作者首先舉出一個時尚品牌「借用」原住民文化作為設計靈感的例子，指出這種行為往往被稱為「致敬」，但實際上可能是對被邊緣化群體的剝削。她解釋文化挪用的核心問題在於\*權力不對等\*：當主流（多數/有權力）文化從弱勢文化中「取材」，卻沒有給予尊重、理解或補償，便構成問題。

文章指出，即使文化交流在歷史中是常態，現代的文化借用亦需\*考慮動機與影響。欣賞文化應包括學習、合作與尊重；相反，挪用則是表面化、商品化而缺乏理解。當中，社交媒體與網紅文化進一步加劇了文化商品化與膚淺化\*，令傳統成為用來吸「like」的工具，而非真正被理解。

作者呼籲社會培養文化素養 ( cultural literacy )，並從「擁有文化」轉向「承擔責任」的角度去思考文化交流。她強調問題不在於「可唔可以用」，而係應該問「我為甚麼要用」，從而推動一種更互重、平等、有意識的文化互動方式。

## Part B2 答案、題解及答題技巧

### Text 5

42. (i) the (general) public // socially aware readers (1 mark)  
(ii) unacknowledged / inappropriate adoption of cultural expressions (1 mark)  
(iii) contextual understanding, intentional collaboration, and ethical engagement (1 mark)  
(iv) A fashion brand using tribal patterns and sacred symbols in a campaign // A luxury fashion house unveiling a new collection allegedly 'inspired by tribal aesthetics.' // Yoga is packaged as a fitness regimen by instructors with no knowledge of its spiritual lineage. // Natural Black hairstyles are deemed 'unprofessional' in workplaces, yet celebrated as 'edgy' on white celebrities. // Indigenous motifs become lucrative design elements while indigenous communities remain economically marginalised. // To don a mass-produced faux version as a Halloween costume, devoid of any cultural literacy. (1 mark)
43. The phrase suggests that the term "appropriation" is used in a reckless and emotionally explosive way online. // The term "appropriation" causes strong reactions, spreads conflict and often lacks thoughtful understanding. // It implies the word is thrown around online aggressively and carelessly, often causing arguments and division. // It suggests people use the term as a "weapon" on social media to attack or condemn others. // It shows the term is used in a way that triggers sudden, heated reactions rather than calm discussion. // It suggests online discussion becomes loud and polarised once the term is mentioned. // It suggests the term spreads quickly across platforms and creates conflict wherever it lands. // It suggests the conversation is highly charged and destructive, like something that "blows up" discussions. // It implies the term is used indiscriminately online, leading to misunderstanding and hostility. // It shows the topic often becomes divisive, with people taking sides rather than trying to understand each other. (accept any reasonable answers)
44. It means that the sacred symbols are used without understanding or respecting their original cultural or historical meaning. // Their cultural or historical meaning is removed or ignored. // They are used without understanding their original significance. // Taken out of their original cultural or religious setting. // The meaning and importance behind the symbols are lost when used for decoration. // They are removed from their original culture and used for fashion or trends. (accept any reasonable answers)
45. (i) Cultural appropriation  
(ii) Because it shows a double standard where features of marginalised cultures, such as Black hairstyles or indigenous designs, are criticised in their original context but praised or profited from when adopted by dominant groups. // Because it is unfair that when Black people wear natural hairstyles, they are seen as

unprofessional, but when white celebrities do the same, they are praised. Similarly, indigenous patterns are turned into profit while the communities stay poor. // Because people from dominant cultures are praised or make money from using things that minority groups are judged for, which is unfair and shows inequality. (accept any reasonable answers)

46. (i) T  
(ii) NG  
(iii) F

47. (i) Appreciation: The person understands the cultural significance and wears it respectfully at a tea ceremony. // The wearer has contextual understanding and wears it as an act of reverence. //

The person wears it respectfully in a tea ceremony, having learned its cultural meaning. // Wearing it is presented as ethical engagement based on understanding its significance. // The kimono is worn with respect because the person has studied its cultural significance. // The example shows appreciation involves learning the cultural significance before wearing it in a suitable context. (accept any reasonable answers)

(ii) Appropriation: The person wears a faux kimono as a Halloween costume without understanding the cultural literacy. // Wearing a fake kimono for Halloween without any cultural literacy. // Treating the kimono as a costume or prop for Halloween rather than respecting its cultural meaning. // Using a mass-produced imitation and wearing it out of context as a Halloween costume. // Wearing it as a Halloween costume without understanding its cultural significance. // The example suggests appropriation is using a faux kimono as a costume with no cultural literacy. (accept any reasonable answers)

48. (i) benevolent intent  
(ii) harmful impact  
(iii) monetise the aesthetic labour  
(iv) original  
(v) uncredited and uncompensated  
(vi) beadwork necklace

49. Because it reflects broader systems of inequality where dominant cultures routinely extract value from others without accountability. // Because appropriation is described as systemic because it mirrors long-standing imbalances in wealth, power, and cultural recognition between groups. // It is systemic as it acts like a “mirror” of historical asymmetries, showing how dominant cultures continue to profit from others under unequal conditions. // It shows how rich or powerful people keep using other cultures for their own benefit, not just one person doing something wrong about the cultures. (accept any reasonable answers)

50. (i) a slippery slope toward cultural gatekeeping  
(ii) adaptation or survival  
(iii) Social media  
(iv) the influencer economy  
(v) (cultivating) cultural literacy as a social ethic

51. exploitative

52. (many) social media users // (many) users on social media

53. (i) weakened → amplified  
(ii) right → wrong

- (iii) ✓
- (iv) thoroughly → poorly // insufficiently // badly
- (v) reflection → backlash

54. The algorithm rewards the exotic, not the accurate (;the photogenic, not the profound.)

55. the weight of symbols

56. It refers to approaching culture with care and reciprocity instead of just asking whether one has the right to use it. // The effort to share culture responsibly, with care and reciprocity. // Respecting that culture is a living, breathing inheritance that must be shared with care. // Understanding that culture is not a free-for-all marketplace, but something to be shared with responsibility.

57. B

- 58. (i) Indigenous communities →D
- (ii) Social media users →E
- (iii) Fashion brands →F
- (iv) General public →B
- (v) Global influencers →C

59. Optimistic + she says cultural exchange “*can be enriching for all parties involved*” if it is based on respect, collaboration, and a desire to learn. (Paragraph 17) / she proposes that education and cultural literacy can help people engage with culture more responsibly. (Paragraph 15) / she believes culture is “a living, breathing inheritance” that “can be shared, but only with care and reciprocity.” (Paragraph 16) / she states that “not every cross-cultural encounter is exploitative”, suggesting that ethical cultural exchange is possible. (Paragraph 12) //

Pessimistic + she says social media often amplifies outrage rather than dialogue, making meaningful discussions about culture difficult. (Paragraph 13) / she describes cultural appropriation as a systemic issue that reflects historical power imbalances. (Paragraph 9) / she says culture is often consumed with entitlement instead of being shared with care. (Paragraph 12) / she explains that the algorithm “rewards the exotic, not the accurate,” encouraging superficial cultural use. (Paragraph 14)

\*由於批改時，對於重點字的要求會較高。因此會出現部份考生答中部份重點而未有獲得分數的情況。考生可於參閱閱讀考試答案後，自行加回當中合理的分數，以評估自己的卷別最終水平。

# 第十五屆全港 DSE 模擬試 2026

## Our Mock Paper 1 Reading Cutting Scores vs DSEs 我們模擬試與歷屆文憑試的 卷一閱讀卷 分數線比較列表

	Our range (Total score)	DSE 2025 資料來自 A	DSE 2024 資料來自 A	DSE 2023 資料來自 A	DSE 2022 資料來自 A
Level 2	≥ 25.0%	沒有提供	沒有提供	29%	28%
Level 3	≥ 38.0%	41%	47%	45%	40%
Level 4	≥ 49.5%	58%	59%	62%	57%
Level 5	≥ 60.5%	72%	67%	77%	72%
Level 5*	≥ 75.0%	78%	73%	82%	75%
Level 5**	≥ 82.2%	87%	80%	89%	83%

資料來自:

A: <https://www.notesity.hk/blog/posts/dse-english-cut-off-score/#2025>

## Our Mock Paper 2 Writing Cutting Scores vs DSEs 我們模擬試與歷屆文憑試的 卷二寫作卷 分數線比較列表

	Our range	DSE 2025 資料來自 A	DSE 2024 資料來自 A	DSE 2023 資料來自 A	DSE 2022 資料來自 A
Level 2	6-10 marks ≥ 28.6%	沒有提供	沒有提供	沒有提供	沒有提供
Level 3	11-12 marks ≥ 52.4%	>48%	>49%	>50%	>53.8%
Level 4	13-15 marks ≥ 62.0%	>62%	>74%	>67.8%	>67.3%
Level 5	16-17 marks ≥ 76.2%	>74%	>76%	>76.7%	>79.8%
Level 5*	18-19 marks ≥ 85.7%	>80%	>83%	>86.1%	>83.7%
Level 5**	20-21 marks ≥ 95.2%	>82%	>86%	>88.3%	>89.4%

資料來自:

A: <https://www.notesity.hk/blog/posts/dse-english-cut-off-score/#2025>

本次模擬試特意提高難度，分數線與過去四年文憑試一致，但出卷及批改準則更為嚴謹。此舉旨在讓考生更好地應對正式考試，實際文憑試成績有機會比模擬試提升一級。如有任何查詢，歡迎透過 WhatsApp 聯絡我們：6112 5953。

The Mock Exam has been intentionally designed with a higher level of difficulty. While the grading scales and cutting scores align with that of the past four years of the HKDSE, both the question setting and marking standards are more rigorous. This approach aims to better prepare students for the actual examination, where their final HKDSE results may potentially be one level higher than in this mock exam. For any inquiries, please feel free to contact us via WhatsApp at 6112 5953.



# 適合DSE同學提升英文GD+IR成績



成立**超過兩週年**，  
我們已發佈**超過260個post**  
及**超過3200個follower**，  
內容淺白易懂，  
包含豐富的**練習題目**、  
**例句**、**解釋**和**video**，  
配合**香港生態**並且帶有**中文翻譯例子**，  
讓你能夠**輕鬆掌握英文知識**。




DSE Speaking  
提升 Good 同  
Bad 的用法




DSE Speaking  
Hot Topic  
Q8-16




DSE Speaking  
Bonus Mock  
Speaking  
Practice &  
Answer (6 sets)




SPEAKING說話  
平安包系列  
第一包: Group Discussion: 25  
個重要步驟、常用語及技巧 (3/3)  
3/3(下)




DSE Speaking  
Hot Topic 9-17




DSE Speaking  
GD "Anything  
else you think  
is important"  
點樣講先高分?




SPEAKING說話  
平安包系列  
第一包: Group Discussion: 25  
個重要步驟、常用語及技巧 (3/3)  
3/3(上)




DSE 2026 Speaking  
skills + reminders  
開考 2 周前  
開始不斷更新




DSE Speaking  
IR 神級回答  
食盡正反  
兩家茶飯




SPEAKING說話  
平安包系列  
第一包: Group Discussion: 25  
個重要步驟、常用語及技巧 (2/3)  
2/3




DSE Speaking  
2025 DSE 應考  
前最後提示  
Final Reminder




DSE Speaking  
Hot Topic  
Q17-20