

2016 Tryout Study (Primary 3)
Assessment Design
Mathematics

Design Rationale

- The Primary 3 Assessment is designed with reference to the prevailing Mathematics Curriculum Guide (P1–P6) and the Mathematics Curriculum – The Basic Competency of Key Stage 1. The Assessment covers the four dimensions of the Primary 1 to 3 curricula, namely Number, Measures, Shape & Space and Data Handling. It focuses on the concepts, knowledge, skills and applications in these areas.
- According to the suggestions given by the Coordinating Committee on Basic Competency Assessment and Assessment Literacy (Coordinating Committee), the principles for modifications of paper and question design include the consideration of learning needs of students, serving to lessen students' burden of learning, aligning with the spirit of the curriculum and reflecting the standards of basic competencies. In 2016 Tryout Study (Primary 3), the quantities and design of the test items in each sub-paper of Mathematics are adjusted by the Moderation Committee according to the recommendations by the Coordinating Committee.

Assessment Content

- The Assessment is conducted in a paper-and-pencil mode. The items are grouped into 4 sub-papers of 40 minutes each in order to cover adequately the areas to be assessed in Key Stage 1. Each pupil is required to attempt one of the sub-papers only. Each sub-paper consists of about 30 test items covering the four dimensions, namely Number, Measures, Shape & Space and Data Handling. Some test items may consist of sub-items. Some items appear in more than one sub-paper to act as inter-paper links.
- In the Assessment, various types of test items such as multiple-choice questions, fill in the blanks, and writing mathematical expressions, solutions and explanations are used.

Modifications to the content of Mathematics in 2016 Tryout Study (Primary 3) are as follows:

- (i) Only one basic competency is assessed in each item;
- (ii) Distractors in multiple-choice items align with basic competencies;
- (iii) Items requiring students to solve linking problems are minimized with marking criteria adjusted as appropriate;
- (iv) The number of items is reduced, with an immediate cut of around 20%;
- (v) Each paper consists of a variety of item types to avoid giving undue weight to a particular item type;
- (vi) The assessment items are set with the context familiar to students. For example, items about exchanges between large-denomination banknotes and coins are avoided.

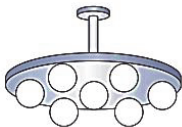
Mathematics Assessment

Sub-paper 1 (3ME1)

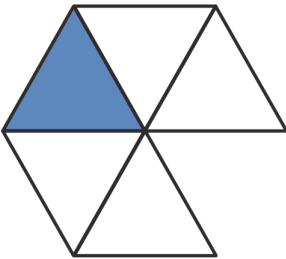
Learning Objective	Basic Competency*	Item Number	Option / Answer								
Recognize the place values: units, tens, hundreds, thousands and ten thousands.	KS1-N1-1: Recognize the place values: units, tens, hundreds, thousands and ten thousands.	3M1-Q01 In which of the following numbers is the digit '3' in the ten thousands place? ☐ A. 13 857 ☒ B. 38 249 ☐ C. 45 663 ☐ D. 88 137 Assessment focus: Recognize the place value of ten thousands.	A B Correct Answer C D								
Read, write and order numbers up to 5 digits.	KS1-N1-2 Read, write and order numbers up to 5 digits.	3M1-Q02 The following table shows the number of people admitted to the Food Fair in three days. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td><td>Day 1</td><td>Day 2</td><td>Day 3</td></tr> <tr> <td>Number of people</td><td>21 056</td><td>21 065</td><td>21 506</td></tr> </table> Arrange the number of people from the largest to the smallest. Answer: _____ , _____ , _____ (Largest) (Smallest) Assessment focus: Order numbers up to 5 digits.		Day 1	Day 2	Day 3	Number of people	21 056	21 065	21 506	21 506, 21 065, 21 056 respectively
	Day 1	Day 2	Day 3								
Number of people	21 056	21 065	21 506								
Read, write and order numbers up to 5 digits.	KS1-N1-2 Read, write and order numbers up to 5 digits.	3M1-Q03 Write 'fifty-two thousand and six' in numerals. Answer: _____ Assessment focus: Write numbers up to 5 digits.	52 006								

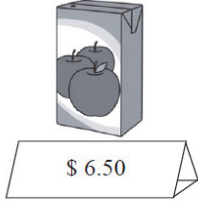
* Please refer to the BCA website (http://cd1.edb.hkedcity.net/cd/eap_web/bca/index3.htm) for the Basic Competencies documents

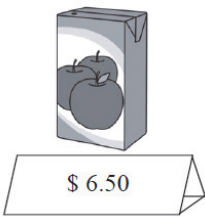
Learning Objective	Basic Competency	Item Number	Option / Answer
Perform addition.	KS1-N2-1 Perform addition (with numbers up to 3 digits, not involving carrying in three steps but involving the commutative and associative properties of addition).	3M1-Q04 $492 + 259 = \underline{\hspace{2cm}}$ Assessment focus: Perform addition.	751
Perform subtraction.	KS1-N2-2 Perform subtraction (with numbers up to 3 digits).	3M1-Q05 $451 - 388 = \underline{\hspace{2cm}}$ Assessment focus: Perform subtraction.	63
Perform subtraction.	KS1-N2-2: Perform subtraction (with numbers up to 3 digits).	3M1-Q06 $513 - 19 - 483 =$ ☒ A. 11 ☐ B. 21 ☐ C. 111 ☐ D. 494 Assessment focus: Perform subtraction.	A Correct Answer B C D
Perform multiplication.	KS1-N2-3 Perform multiplication (with numbers up to 1 digit by 3 digits, involving the commutative property of multiplication).	3M1-Q07 $392 \times 2 = \underline{\hspace{2cm}}$ Assessment focus: Perform multiplication.	784

Learning Objective	Basic Competency	Item Number	Option / Answer
Perform division.	KS1-N2-4 Perform division (with divisor 1 digit and dividend 3 digits).	3M1-Q08 $772 \div 4 = \underline{\hspace{2cm}}$ Assessment focus: Perform division.	193
Perform mixed operations of: (a) Addition and subtraction; (b) Multiplication and addition; (c) Multiplication and subtraction.	KS1-N2-5: Perform mixed operations of: (a) Addition and subtraction; (b) Multiplication and addition; (c) Multiplication and subtraction.	3M1-Q09 $851 - 181 \times 4 =$ ☒ A. 127 ☐ B. 137 ☐ C. 670 ☐ D. 2 680 Assessment focus: Perform mixed operations of multiplication and subtraction.	A Correct Answer B C D
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M1-Q10  Each lamp has 7 light bulbs. 72 lamps have _____ light bulbs altogether. Assessment focus: Solve problems involving multiplication.	504

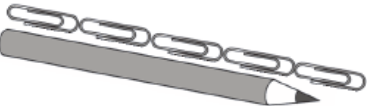
Learning Objective	Basic Competency	Item Number	Option / Answer
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M1-Q11 There are a total of 152 children songs in 8 compact discs. Each compact disc contains _____ children songs on average. Assessment focus: Solve problems involving division.	19
Solve problems involving mixed operations.	KS1-N2-6: Solve problems involving mixed operations.	3M1-Q12 Mr Lee has 480 towels. He buys 5 dozen more. Now, he has a total of ☐ A. 96 towels. ☐ B. 485 towels. ☒ C. 540 towels. ☐ D. 2 400 towels. Assessment focus: Solve problems involving mixed operations.	A B C Correct Answer D
Solve problems involving addition, subtraction, multiplication and division in the calculation of money.	KS1-N2-7 Solve problems involving addition, subtraction, multiplication and division in the calculation of money (not involving mixed operations).	3M1-Q13  22 dollars and 10 cents Ann buys 6 cakes. She should pay _____ dollars and _____ cents. Assessment focus: Solve problems involving multiplication in the calculation of money.	132, 60 respectively

Learning Objective	Basic Competency	Item Number	Option / Answer
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M1-Q14 Mrs Wong has 230 flowers. After selling 43 flowers, she buys 186 flowers. How many flowers does she have now? (Show your working) Assessment focus: Solve problems involving mixed operations.	$230 - 43 + 186$ $= 373$ She has 373 flowers.
Understand the concept of fractions as a part of one whole.	KS1-N3-1 Understand the concept of fractions as a part of one whole.	3M1-Q15 In the following figure, what fraction of the whole is shaded?  Answer: $\frac{\square}{\square}$ of the whole is shaded. Assessment focus: Understand the concept of fractions as a part of one whole.	$\frac{1}{5}$
Understand the concept of fractions as a part of one whole.	KS1-N3-1 Understand the concept of fractions as a part of one whole.	3M1-Q16(a) Mrs Wong makes 8 cakes. $\frac{1}{4}$ of the whole are chocolate cakes and $\frac{1}{8}$ of the whole are banana cakes. The rest are vanilla cakes.  (a) The number of banana cakes is _____. Assessment focus: Understand the concept of fractions as a part of one whole.	1

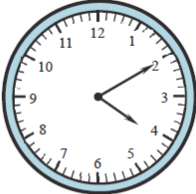
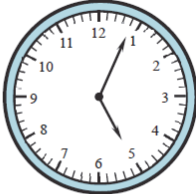
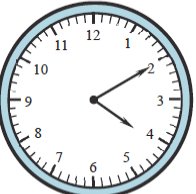
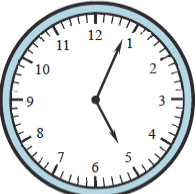
Learning Objective	Basic Competency	Item Number	Option / Answer
Understand the concept of fractions as a part of one whole.	KS1-N3-1 Understand the concept of fractions as a part of one whole.	3M1-Q16(b) Mrs Wong makes 8 cakes. $\frac{1}{4}$ of the whole are chocolate cakes and $\frac{1}{8}$ of the whole are banana cakes. The rest are vanilla cakes.  (b) $\frac{\square}{\square}$ of the whole are vanilla cakes. Assessment focus: Understand the concept of fractions as a part of one whole.	$\frac{5}{8}$
Read price tags.	KS1-M1-2 Read price tags.	3M1-Q17(a)  (a) A carton of apple juice costs _____ dollars and _____ cents. Assessment focus: Read price tags.	6, 50 respectively

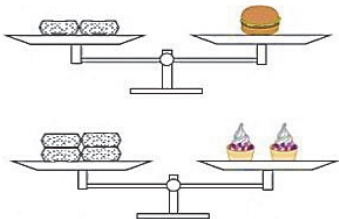
Learning Objective	Basic Competency	Item Number	Option / Answer
Exchange and use money.	KS1-M1-3 Exchange and use money.	3M1-Q17(b)  (b) Betty pays  to buy a carton of apple juice. Circle the change returned to Betty by the shopkeeper.         Assessment focus: Use Hong Kong money.	Circle an amount of ‘\$3.50’
Identify Hong Kong money.	KS1-M1-1 Identify Hong Kong money.	3M1-Q18(a) Mary pays the following amount for tokens in a park.       (a) Mary pays _____ dollars for the tokens. Assessment focus: Identify Hong Kong money.	60

Learning Objective	Basic Competency	Item Number	Option / Answer
Exchange and use money.	KS1-M1-3 Exchange and use money.	3M1-Q18(b) Mary pays the following amount for tokens in a park.  (b) A token costs 20 dollars. She gets _____ tokens in total. Assessment focus: Exchange and use money.	3
Record the length of objects and the distance between objects with an appropriate single unit.	KS1-M2-7 Record the length of objects and the distance between objects with an appropriate single unit.	3M1-Q19(a) Fill in the following blanks with suitable units. (a) The thumb of a child is about 4 _____ long. Assessment focus: Record the length of objects with an appropriate single unit.	centimetres / cm
Record the weight of objects with appropriate units.	KS1-M4-5 Record the weight of objects with appropriate units.	3M1-Q19(b) Fill in the following blanks with suitable units. (b) A pack of tissue paper weighs about 30 _____. Assessment focus: Record the weight of objects with appropriate units.	grams / g

Learning Objective	Basic Competency	Item Number	Option / Answer
Compare the length of objects and the distance between objects using improvised units.	KS1-M2-2 Compare the length of objects and the distance between objects using improvised units.	3M1-Q20 Chopstick  Pencil A  Pencil B  Pencil C  Compare the lengths of the three pencils and the chopstick in the above diagram. Pencil * A / B / C is longer than the chopstick. (*Circle the answer) Assessment focus: Compare the length of objects using improvised units.	B

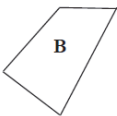
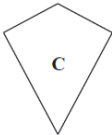
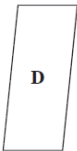
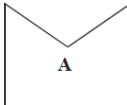
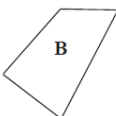
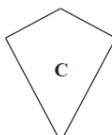
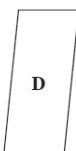
Learning Objective	Basic Competency	Item Number	Option / Answer																																																	
Tell the dates and days of a week.	KS1-M3-1 Tell the dates and days of a week.	3M1-Q21(a) Answer the following questions according to the calendar for May below. <table><tr><th colspan="7">May</th></tr><tr><th>Sunday</th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th><th>Saturday</th></tr><tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr><tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr></table> (a) Mother orders a piano. The company will deliver the piano on the third Tuesday of May. That day is the _____ of _____ . (month) Assessment focus: Tell the dates.	May							Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			15 th , May respectively
May																																																				
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday																																														
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Tell the dates and days of a week.	KS1-M3-1 Tell the dates and days of a week.	3M1-Q21(b) Answer the following questions according to the calendar for May below. <table><tr><th colspan="7">May</th></tr><tr><th>Sunday</th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th><th>Saturday</th></tr><tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr><tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr></table> (b) The piano competition starts on the 22nd of May. It lasts for 4 days. Lisa joins the competition on the third day. That day is _____ . (day of the week) Assessment focus: Tell the days of a week.	May							Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			Thursday
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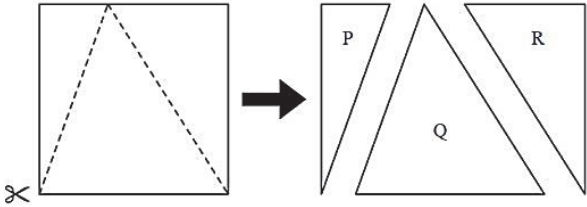
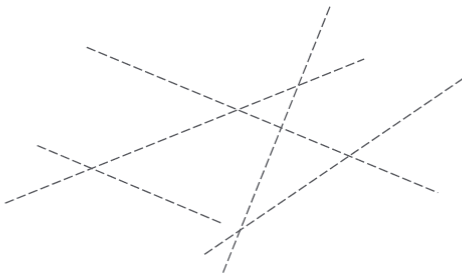
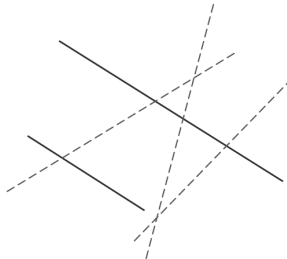
Learning Objective	Basic Competency	Item Number	Option / Answer
Tell time from a clock face and a digital clock.	KS1-M3-2 Tell time from a clock face and a digital clock.	3M1-Q22(a) The two clocks below show the starting time and the finishing time of a dance class.  Starting Time  Finishing Time (a) The dance class starts at _____ minute(s) past _____ in the afternoon. Assessment focus: Tell time from a clock face.	10, 4 respectively
Record the duration of time for different activities using ‘hours and minutes’, ‘minutes and seconds’ or ‘seconds’.	KS1-M3-3 Record the duration of time for different activities using ‘hours and minutes’, ‘minutes and seconds’ or ‘seconds’ (not involving changing units).	3M1-Q22(b) The two clocks below show the starting time and the finishing time of a dance class.  Starting Time  Finishing Time (b) The dance class is scheduled to end at five o’clock in the afternoon. Now, it is _____ minutes late. Assessment focus: Record the duration of time for activities using ‘hours and minutes’.	4

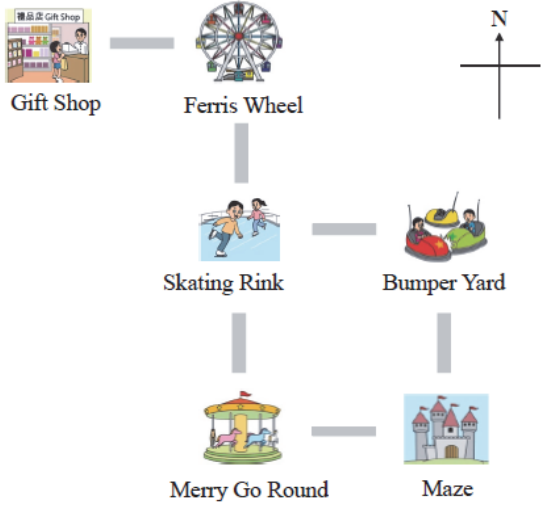
Learning Objective	Basic Competency	Item Number	Option / Answer
Measure and compare the weight of objects using improvised units.	KS1-M4-2: Measure and compare the weight of objects using improvised units.	3M1-Q23  Study the diagram above. Which of the following is correct? ☐ A.  is heavier than  . ☐ B.  is heavier than  . ☒ C.  and  weigh the same. ☐ D. The weights of  and  cannot be compared.	A B C Correct Answer D
Measure and compare the capacity of containers using improvised units.	KS1-M5-2 Measure and compare the capacity of containers using improvised units.	3M1-Q24  of water can fill up  .  of water can fill up  .  of water can fill up _____  .	4

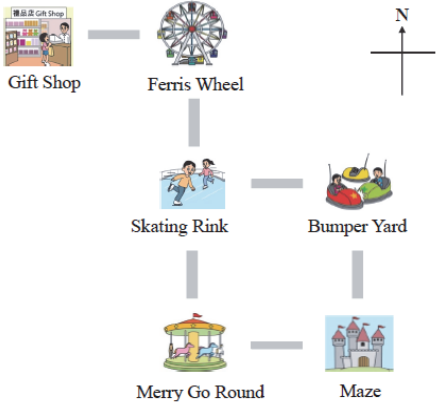
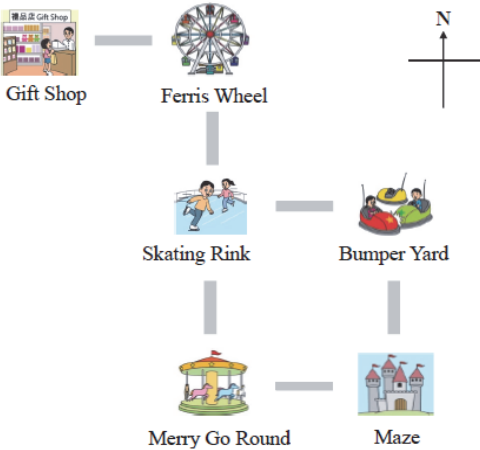
Learning Objective	Basic Competency	Item Number	Option / Answer
Group 3-D shapes.	KS1-S1-2 Group 3-D shapes.	3M1-Q25(a) Follow the instruction. Write down all the letters for the answers.  A.  B.  C.  D.  E.  F. List: (a) Cylinder(s): _____ Assessment focus: Group 3-D shapes.	A
Group 3-D shapes.	KS1-S1-2 Group 3-D shapes.	3M1-Q25(b) Follow the instruction. Write down all the letters for the answers.  A.  B.  C.  D.  E.  F. List: (b) Pyramid(s): _____ Assessment focus: Group 3-D shapes.	F

Learning Objective	Basic Competency	Item Number	Option / Answer
Identify prisms, pyramids and spheres.	KS1-S1-1: Identify prisms, pyramids and spheres.	3M1-Q26  The object above is a ☐ A. prism. ☐ B. cylinder. ☐ C. pyramid. ☒ D. cone. Assessment focus: Identify pyramids / cones.	A B C D Correct Answer

Learning Objective	Basic Competency	Item Number	Option / Answer
Identify 2-D shapes intuitively.	KS1-S2-1 Identify 2-D shapes intuitively: triangles, quadrilaterals, trapeziums, parallelograms, pentagons, hexagons, squares, rectangles, rhombuses and circles.	3M1-Q27(a) Study the 2-D shapes below. Write down all the letters for the answers.     List: (a) Pentagon(s): _____ Assessment focus: Identify pentagons intuitively.	A
Identify 2-D shapes intuitively.	KS1-S2-1 Identify 2-D shapes intuitively: triangles, quadrilaterals, trapeziums, parallelograms, pentagons, hexagons, squares, rectangles, rhombuses and circles.	3M1-Q27(b) Study the 2-D shapes below. Write down all the letters for the answers.     List: (b) Parallelogram(s): _____ Assessment focus: Identify parallelograms intuitively.	D

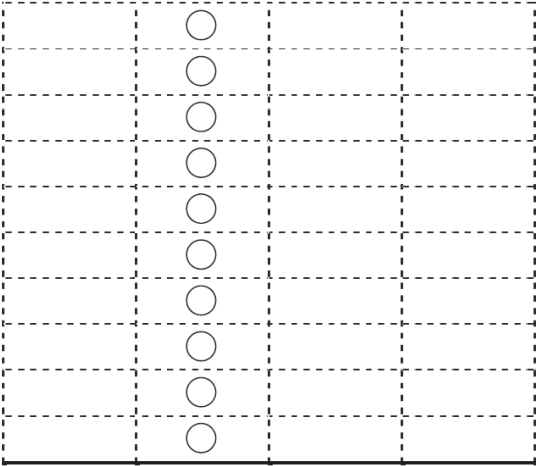
Learning Objective	Basic Competency	Item Number	Option / Answer
Recognize the simple characteristics of triangles.	KS1-S2-2: Recognize the simple characteristics of triangles (e.g. 3 sides, 3 angles), including right-angled triangles, isosceles triangles and equilateral triangles.	3M1-Q28  Mary cuts the square paper above along the dotted lines. She gets three triangles. Triangle P has ☐ A. two sides of equal length. ☐ B. three sides of equal length. ☒ C. a right angle. ☐ D. two right angles. Assessment focus: Recognize the simple characteristics of right-angled triangles, including right-angled triangles, isosceles triangles and equilateral triangles.	A B C Correct Answer D
Identify straight lines, curves, parallel lines and perpendicular lines.	KS1-S3-1 Identify straight lines, curves, parallel lines and perpendicular lines.	3M1-Q29 In the figure below, draw along the dotted lines to show a pair of parallel lines.  Assessment focus: Identify parallel lines.	

Learning Objective	Basic Competency	Item Number	Option / Answer
Recognize angles and right angles.	KS1-S4-1: Recognize angles and right angles.	3M1-Q30 Which of the following figures has a right angle?  ☐ A.  ☐ B.  ☐ C.  ☒ D. Assessment focus: Recognize right angles.	A B C D Correct Answer
Recognize the four directions: east, south, west and north, with the use of compass.	KS1-S5-1 Recognize the four directions: east, south, west and north, with the use of compass.	3M1-Q31(a) The map of a theme park is shown below.  (a) Gift Shop is to the west of _____. Assessment focus: Recognize the four directions: east, south, west and north with the concept of use of compass.	Ferris Wheel

Learning Objective	Basic Competency	Item Number	Option / Answer
Recognize the four directions: east, south, west and north, with the use of compass.	KS1-S5-1 Recognize the four directions: east, south, west and north, with the use of compass.	3M1-Q31(b)(1) The map of a theme park is shown below.  (b) Starting from Merry Go Round, Daisy goes _____ to Maze. She then turns _____ (direction) to Bumper Yard. Assessment focus: Recognize the four directions: east, south, west and north with the concept of use of compass.	east
Recognize the four directions: east, south, west and north, with the use of compass.	KS1-S5-1 Recognize the four directions: east, south, west and north, with the use of compass.	3M1-Q31(b)(2) The map of a theme park is shown below.  (b) Starting from Merry Go Round, Daisy goes _____ to Maze. She then turns _____ (direction) to Bumper Yard. Assessment focus: Recognize the four directions: east, south, west and north with the concept of use of compass.	north

Learning Objective	Basic Competency	Item Number	Option / Answer										
Read and interpret simple pictograms with a one-to-one representation.	KS1-D1-1 Read and interpret simple pictograms with a one-to-one representation.	3M1-Q32(a) Mr Tse did a survey of the number of P.2 scouts getting activity badges. Each scout got one badge only. Number of P.2 Scouts Getting Activity Badges Each 😊 stands for 1 person <table><tr><td>Knotting Badge</td><td>😊 😊 😊 😊 😊</td></tr><tr><td>Musician Badge</td><td>😊 😊 😊</td></tr><tr><td>Sportsman Badge</td><td>😊 😊 😊 😊 😊</td></tr><tr><td>Computer Badge</td><td>😊 😊 😊 😊 😊 😊</td></tr><tr><td>Explorer Badge</td><td>😊 😊</td></tr></table> (a) The number of scouts getting the _____ Badge was the least. There were only _____ scouts. Assessment focus: Read and interpret simple pictograms with a one-to-one representation.	Knotting Badge	😊 😊 😊 😊 😊	Musician Badge	😊 😊 😊	Sportsman Badge	😊 😊 😊 😊 😊	Computer Badge	😊 😊 😊 😊 😊 😊	Explorer Badge	😊 😊	Explorer, 2 respectively
Knotting Badge	😊 😊 😊 😊 😊												
Musician Badge	😊 😊 😊												
Sportsman Badge	😊 😊 😊 😊 😊												
Computer Badge	😊 😊 😊 😊 😊 😊												
Explorer Badge	😊 😊												
Read and interpret simple pictograms with a one-to-one representation.	KS1-D1-1 Read and interpret simple pictograms with a one-to-one representation.	3M1-Q32(b) Mr Tse did a survey of the number of P.2 scouts getting activity badges. Each scout got one badge only. Number of P.2 Scouts Getting Activity Badges Each 😊 stands for 1 person <table><tr><td>Knotting Badge</td><td>😊 😊 😊 😊 😊</td></tr><tr><td>Musician Badge</td><td>😊 😊 😊</td></tr><tr><td>Sportsman Badge</td><td>😊 😊 😊 😊 😊</td></tr><tr><td>Computer Badge</td><td>😊 😊 😊 😊 😊 😊</td></tr><tr><td>Explorer Badge</td><td>😊 😊</td></tr></table> (b) The total number of P.2 scouts getting activity badges was _____. Assessment focus: Read and interpret simple pictograms with a one-to-one representation.	Knotting Badge	😊 😊 😊 😊 😊	Musician Badge	😊 😊 😊	Sportsman Badge	😊 😊 😊 😊 😊	Computer Badge	😊 😊 😊 😊 😊 😊	Explorer Badge	😊 😊	21
Knotting Badge	😊 😊 😊 😊 😊												
Musician Badge	😊 😊 😊												
Sportsman Badge	😊 😊 😊 😊 😊												
Computer Badge	😊 😊 😊 😊 😊 😊												
Explorer Badge	😊 😊												

Learning Objective	Basic Competency	Item Number	Option / Answer															
Construct pictograms using a one-to-one representation.	KS1-D1-2 Construct pictograms using a one-to-one representation.	3M1-Q33(a) Mr Wong did a survey of the favourite mooncakes of P.3A pupils. (a) According to the record, complete the table below. <table><tr><td>Type of mooncakes</td><td>Lotus</td><td>Sesame</td><td>Nut</td><td>Red Bean</td></tr><tr><td>Record</td><td> </td><td>+++ ++</td><td> </td><td>+++ </td></tr><tr><td>Number of pupils</td><td></td><td></td><td></td><td></td></tr></table> Assessment focus: Complete the information in a table according to the record of a survey.	Type of mooncakes	Lotus	Sesame	Nut	Red Bean	Record		+++ ++		+++	Number of pupils					2, 10, 1, 9 respectively
Type of mooncakes	Lotus	Sesame	Nut	Red Bean														
Record		+++ ++		+++														
Number of pupils																		
Construct pictograms using a one-to-one representation.	KS1-D1-2 Construct pictograms using a one-to-one representation.	3M1-Q33(b)(1) Mr Wong did a survey of the favourite mooncakes of P.3A pupils. (b) According to the result, complete the following pictogram and give it a title. <table><tr><td></td></tr></table> (Title) Assessment focus: Give a title for the pictogram.		Title: The Favourite Mooncakes of P.3A Pupils														

Learning Objective	Basic Competency	Item Number	Option / Answer
Construct pictograms using a one-to-one representation	KS1-D1-2 Construct pictograms using a one-to-one representation.	3M1-Q33(b)(2) Each ○ stands for 1 pupil  Lotus Sesame Nut Red Bean Assessment focus: Construct pictograms using a one-to-one representation.	Lotus: 2 pictures Nut: 1 picture Red Bean: 9 pictures

Sub-paper 2 (3ME2)

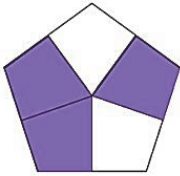
Learning Objective	Basic Competency*	Item Number	Option / Answer								
Recognize the place values: units, tens, hundreds, thousands and ten thousands.	KS1-N1-1: Recognize the place values: units, tens, hundreds, thousands and ten thousands.	3M2-Q01 In which of the following numbers is the digit '3' in the ten thousands place? ☐ A. 13 857 ☒ B. 38 249 ☐ C. 45 663 ☐ D. 88 137 Assessment focus: Recognize the place value of ten thousands.	A B Correct Answer C D								
Read, write and order numbers up to 5 digits.	KS1-N1-2: Read, write and order numbers up to 5 digits.	3M2-Q02 The following table shows the number of people admitted to the Food Fair in three days. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td><td>Day 1</td><td>Day 2</td><td>Day 3</td></tr> <tr> <td>Number of people</td><td>21 056</td><td>21 065</td><td>21 506</td></tr> </table> Arrange the number of people from the largest to the smallest. Answer: _____ , _____ , _____ (Largest) (Smallest) Assessment focus: Order numbers up to 5 digits.		Day 1	Day 2	Day 3	Number of people	21 056	21 065	21 506	21 506, 21 065, 21 056 respectively
	Day 1	Day 2	Day 3								
Number of people	21 056	21 065	21 506								
Read, write and order numbers up to 5 digits.	KS1-N1-2: Read, write and order numbers up to 5 digits.	3M2-Q03 Write 'fifty-two thousand and six' in numerals. Answer: _____ Assessment focus: Write numbers up to 5 digits.	52 006								

* Please refer to the BCA website (http://cd1.edb.hkedcity.net/cd/eap_web/bca/index3.htm) for the Basic Competencies documents

Learning Objective	Basic Competency	Item Number	Option / Answer
Perform addition.	KS1-N2-1: Perform addition (with numbers up to 3 digits, not involving carrying in three steps but involving the commutative and associative properties of addition).	3M2-Q04 $492 + 259 = \underline{\hspace{2cm}}$ Assessment focus: Perform addition.	751
Perform subtraction.	KS1-N2-2: Perform subtraction (with numbers up to 3 digits).	3M2-Q05 $451 - 388 = \underline{\hspace{2cm}}$ Assessment focus: Perform subtraction.	63
Perform multiplication.	KS1-N2-3 Perform multiplication (with numbers up to 1 digit by 3 digits, involving the commutative property of multiplication).	3M2-Q06 $392 \times 2 = \underline{\hspace{2cm}}$ Assessment focus: Perform multiplication.	784

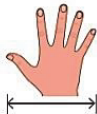
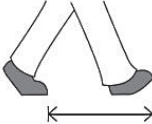
Learning Objective	Basic Competency	Item Number	Option / Answer
Perform division.	KS1-N2-4 Perform division (with divisor 1 digit and dividend 3 digits).	3M2-Q07 $772 \div 4 = \underline{\hspace{2cm}}$ Assessment focus: Perform division.	193
Perform mixed operations of: (a) Addition and subtraction; (b) Multiplication and addition; (c) Multiplication and subtraction.	KS1-N2-5: Perform mixed operations of: (a) Addition and subtraction; (b) Multiplication and addition; (c) Multiplication and subtraction.	3M2-Q08 $851 - 181 \times 4 =$ ☒ A. 127 ☐ B. 137 ☐ C. 670 ☐ D. 2 680 Assessment focus: Perform mixed operations of multiplication and subtraction.	A Correct Answer B C D
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M2-Q09  Each lamp has 7 light bulbs. 72 lamps have _____ light bulbs altogether. Assessment focus: Solve problems involving multiplication.	504

Learning Objective	Basic Competency	Item Number	Option / Answer
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M2-Q10 There are 941 oranges in John's orchard. He sells 484 oranges in the morning and 391 oranges in the afternoon. How many oranges are left? (Show your working) Assessment focus: Solve problems involving subtraction.	$941 - 484 - 391$ $= 66$ There are 66 oranges left.
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M2-Q11 There are 8 tins of cookies in a box. Each tin contains 48 cookies. How many cookies are there in one box? (Show your working) Assessment focus: Solve problems involving multiplication.	48×8 $= 384$ There are 384 cookies in one box.

Learning Objective	Basic Competency	Item Number	Option / Answer
Understand the concept of fractions as a part of one whole.	KS1-N3-1: Understand the concept of fractions as a part of one whole.	3M2-Q12 In the following figure, what fraction of the whole is shaded?  ☐ A. $\frac{2}{3}$ ☐ B. $\frac{2}{5}$ ☐ C. $\frac{3}{4}$ ☒ D. $\frac{3}{5}$ Assessment focus: Understand the concept of fractions as a part of one whole.	A B C D Correct Answer
Recognize the relationship between fractions and the whole.	KS1-N3-2 Recognize the relationship between fractions and the whole.	3M2-Q13(a) (a) $\frac{10}{10}$ is * smaller than / equal to / larger than 10. (*Circle the answer) Assessment focus: Recognize the relationship between fractions and the whole.	Circle 'smaller than'
Compare fractions with same denominators or same numerators.	KS1-N3-3 Compare fractions with same denominators or same numerators.	3M2-Q13(b) (b) Fill in the box with a suitable number. $\frac{\boxed{}}{6}$ is smaller than $\frac{5}{6}$. Assessment focus: Compare fractions with same denominators.	Accept any whole number smaller than 5

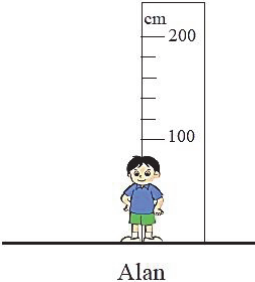
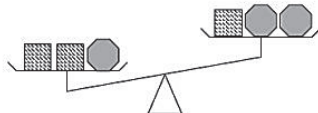
Learning Objective	Basic Competency	Item Number	Option / Answer
Compare fractions with same denominators or same numerators.	KS1-N3-3 Compare fractions with same denominators or same numerators.	3M2-Q14 Laura buys some flowers. $\frac{2}{7}$ of all the flowers are roses, $\frac{1}{7}$ of all the flowers are lilies and $\frac{4}{7}$ of all the flowers are tulips. Most of the flowers are * roses / lilies / tulips . (*Circle the answer) Assessment focus: Compare fractions with same denominators.	Circle ‘tulips’
Read price tags.	KS1-M1-2 Read price tags.	3M2-Q15(a) (a) A jacket costs _____ dollars and _____ cents. Assessment focus: Read price tags.	275, 90 respectively

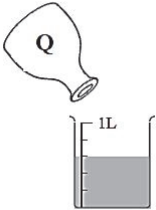
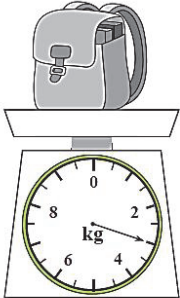
Learning Objective	Basic Competency	Item Number	Option / Answer
Exchange and use money.	KS1-M1-3 Exchange and use money.	3M2-Q15(b)  (b) Paul pays a 500-dollar note to buy a jacket. Circle the change returned to Paul by the shopkeeper.          Assessment focus: Use Hong Kong money.	Circle an amount of '\$224.10'

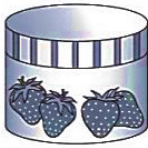
Learning Objective	Basic Competency	Item Number	Option / Answer
Record the length of objects and the distance between objects with an appropriate single unit.	KS1-M2-7 Record the length of objects and the distance between objects with an appropriate single unit.	3M2-Q16(a) Fill in the following blanks with suitable units. (a) The thumb of a child is about 4 _____ long. Assessment focus: Record the length of objects with an appropriate single unit.	centimetres / cm
Record the weight of objects with appropriate units.	KS1-M4-5 Record the weight of objects with appropriate units.	3M2-Q16(b) Fill in the following blanks with suitable units. (b) A pack of tissue paper weighs about 30 _____. Assessment focus: Record the weight of objects with appropriate units.	grams / g
Use 'ever-ready rulers' to measure the length of objects and the distance between objects	KS1-M2-5: Measure the length of objects and the distance between objects with finger width, arm length, foot span, finger span, stride length, etc., as 'ever-ready rulers'.	3M2-Q17 Which of the following is most suitable for measuring the length of a football field?  ○ A.  ○ B.  ● C.  ○ D. Assessment focus: Choose appropriate 'ever-ready rulers' for measuring the length of objects.	A B C Correct Answer D

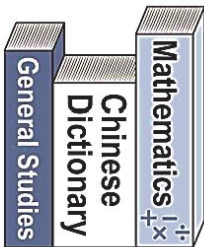
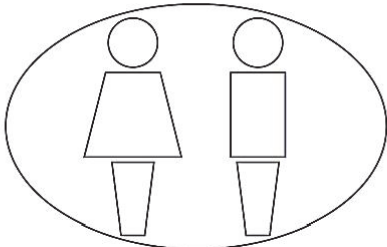
Learning Objective	Basic Competency	Item Number	Option / Answer																																																	
Tell the dates and days of a week.	KS1-M3-1 Tell the dates and days of a week.	3M2-Q18(a) Answer the following questions according to the calendar for July below. <table><tr><th colspan="7">July</th></tr><tr><th>Sunday</th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th><th>Saturday</th></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr><tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr></table> (a) The Parent Teacher Association has a meeting on the second Wednesday of July. That day is the _____ of _____ . (month) Assessment focus: Tell the dates.	July							Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					11 th , July respectively
July																																																				
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday																																														
1	2	3	4	5	6	7																																														
8	9	10	11	12	13	14																																														
15	16	17	18	19	20	21																																														
22	23	24	25	26	27	28																																														
29	30	31																																																		
Tell the dates and days of a week.	KS1-M3-1 Tell the dates and days of a week.	3M2-Q18(b) Answer the following questions according to the calendar for July below. <table><tr><th colspan="7">July</th></tr><tr><th>Sunday</th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th><th>Saturday</th></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr><tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr></table> (b) The first day of July is _____ . (day of the week) Assessment focus: Tell the days of a week.	July							Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					Sunday
July																																																				
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday																																														
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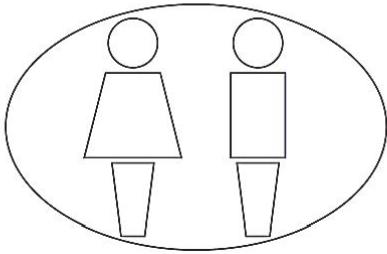
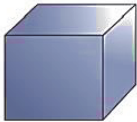
Learning Objective	Basic Competency	Item Number	Option / Answer
Tell time from a clock face and a digital clock.	KS1-M3-2 Tell time from a clock face and a digital clock.	3M2-Q19(a) A school is holding outdoor activities today. Primary One students reach a country park at  . (a) They reach the park at _____ minutes past _____ in the * morning / afternoon . (*Circle the answer) Assessment focus: Tell time from a digital clock.	25, 1, circle 'afternoon' respectively
Record the duration of time for different activities using 'hours and minutes', 'minutes and seconds' or 'seconds'	KS1-M3-3 Record the duration of time for different activities using 'hours and minutes', 'minutes and seconds' or 'seconds' (not involving changing units).	3M2-Q19(b) A school is holding outdoor activities today. Primary One students reach a country park at  . (b) They leave the park at  . They stay in the park for _____ hour(s). Assessment focus: Record the duration of time for different activities using 'hours and minutes'.	3

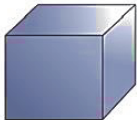
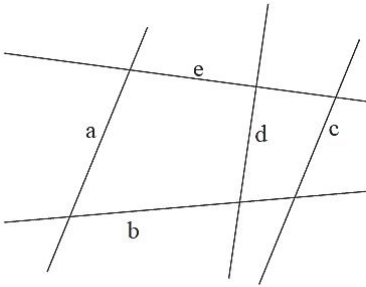
Learning Objective	Basic Competency	Item Number	Option / Answer
Measure and compare the length of objects and the distance between objects using 'millimetre' (mm), 'centimetre' (cm) or 'metre' (m).	KS1-M2-3 Measure and compare the length of objects and the distance between objects using 'millimetre' (mm), 'centimetre' (cm) or 'metre' (m).	3M2-Q20  Alan Study the diagram above. The height of Alan is about * 120 cm / 100 cm / 80 cm / 60 cm . (*Circle the answer) Assessment focus: Measure the length of objects using 'centimetre' (cm).	Circle '80 cm'
Compare the weight of objects directly.	KS1-M4-1: Compare the weight of objects directly.	3M2-Q21  Study the diagram above. Which of the following is correct? ☐ A.  and  weigh the same. ☐ B.  is heavier than  . ☒ C.  is heavier than  . ☐ D. The weights of  and  cannot be compared. Assessment focus: Compare the weight of objects directly.	A B C Correct Answer D

Learning Objective	Basic Competency	Item Number	Option / Answer
Measure and compare the capacity of containers using 'litre' (L) or 'millilitre' (mL).	KS1-M5-3 Measure and compare the capacity of containers using 'litre' (L) or 'millilitre' (mL).	3M2-Q22 Fill up container Q with water. Then pour all the water into an empty measuring cup.  The capacity of container Q is _____ mL. Assessment focus: Measure the capacity of containers using 'millilitre' (mL).	600
Measure and compare the weight of objects using 'gram'(g) or 'kilogram' (kg).	KS1-M4-3 Measure and compare the weight of objects using 'gram'(g) or 'kilogram' (kg).	3M2-Q23   The weight of _____ is _____ kg. Assessment focus: Measure the weight of objects using 'kilogram' (kg).	3

Learning Objective	Basic Competency	Item Number	Option / Answer
Measure the capacity of containers with appropriate tools.	KS1-M5-4: Measure with appropriate tools.	3M2-Q24  Which the following tools is most suitable for measuring the capacity of a cup?  ☐ A.  ☒ B.  ☐ C.  ☐ D. Assessment focus: Measure the capacity of containers with appropriate tools.	A B Correct Answer C D
Identify prisms, pyramids and spheres.	KS1-S1-1: Identify prisms, pyramids and spheres.	3M2-Q25 The box on the right is a ☐ A. circle. ☒ B. cylinder. ☐ C. prism. ☐ D. cone.  Assessment focus: Identify prisms / cylinders.	A B Correct Answer C D

Learning Objective	Basic Competency	Item Number	Option / Answer
Compare objects according to their lengths, widths, heights and thicknesses.	KS1-S1-3 Compare objects according to their lengths, widths, heights and thicknesses.	3M2-Q26  Study the figure above. Which book is the thickest? Answer: * General Studies / Chinese Dictionary / Mathematics (*Circle the answer) Assessment focus: Compare objects according to their thicknesses.	Circle 'Chinese Dictionary'
Identify 2-D shapes intuitively.	KS1-S2-1 Identify 2-D shapes intuitively: triangles, quadrilaterals, trapeziums, parallelograms, pentagons, hexagons, squares, rectangles, rhombuses and circles.	3M2-Q27(a) Betty uses different 2-D shapes to design a symbol.  (a) There is / are _____ circle(s) in the diagram above. Assessment focus: Identify circles.	2

Learning Objective	Basic Competency	Item Number	Option / Answer
Identify 2-D shapes intuitively.	KS1-S2-1 Identify 2-D shapes intuitively: triangles, quadrilaterals, trapeziums, parallelograms, pentagons, hexagons, squares, rectangles, rhombuses and circles.	3M2-Q27(b) Betty uses different 2-D shapes to design a symbol.  (b) There is / are _____ rectangle(s) in the diagram above. Assessment focus: Identify rectangles.	1
Group 3-D shapes.	KS1-S1-2 Group 3-D shapes.	3M2-Q28(a) Follow the instruction. Write down all the letters for the answers.  A.  B.  C.  D.  E. List: (a) Sphere(s): _____ Assessment focus: Group 3-D shapes.	A

Learning Objective	Basic Competency	Item Number	Option / Answer
Group 3-D shapes.	KS1-S1-2 Group 3-D shapes.	3M2-Q28(b) Follow the instruction. Write down all the letters for the answers.  A.  B.  C.  D.  E. List: (b) Prism(s): _____ Assessment focus: Group 3-D shapes.	B
Identify straight lines, curves, parallel lines and perpendicular lines.	KS1-S3-1 Identify straight lines, curves, parallel lines and perpendicular lines.	3M2-Q29 Study the following figure. Write down the letters for the answers.  Line _____ and Line _____ are a pair of perpendicular lines. Assessment focus: Identify perpendicular lines.	d, e

Learning Objective	Basic Competency	Item Number	Option / Answer										
Read and interpret simple pictograms with a one-to-one representation.	KS1-D1-1 Read and interpret simple pictograms with a one-to-one representation.	3M2-Q32(a) The following pictogram shows the number of different types of books sold in Happy Bookshop. Number of Different Types of Books Sold in Happy Bookshop Each  stands for 1 book <table><tr><td>Science</td><td>         </td></tr><tr><td>Arts</td><td>    </td></tr><tr><td>Fiction</td><td>       </td></tr><tr><td>History</td><td>  </td></tr><tr><td>Languages</td><td>        </td></tr></table> (a) The number of _____ books sold is the largest. (type of books) Assessment focus: Read and interpret simple pictograms with a one-to-one representation.	Science	         	Arts	    	Fiction	       	History	  	Languages	        	Science
Science	         												
Arts	    												
Fiction	       												
History	  												
Languages	        												

Learning Objective	Basic Competency	Item Number	Option / Answer																		
Read and interpret simple pictograms with a one-to-one representation.	KS1-D1-1 Read and interpret simple pictograms with a one-to-one representation.	3M2-Q32(b) The following pictogram shows the number of different types of books sold in Happy Bookshop. Number of Different Types of Books Sold in Happy Bookshop Each  stands for 1 book <table><tr><td>Science</td><td>        </td></tr><tr><td>Arts</td><td>   </td></tr><tr><td>Fiction</td><td>     </td></tr><tr><td>History</td><td> </td></tr><tr><td>Languages</td><td>      </td></tr></table> (b) The number of Arts books sold is _____ * more / less than that of Languages books. (*Circle the answer) Assessment focus: Read and interpret simple pictograms with a one-to-one	Science	        	Arts	   	Fiction	     	History	 	Languages	      	4, circle ‘less’ respectively								
Science	        																				
Arts	   																				
Fiction	     																				
History	 																				
Languages	      																				
Construct pictograms using a one-to-one representation.	KS1-D1-2 Construct pictograms using a one-to-one representation.	3M2-Q33(a) The pupils of P.3B voted for their favourite types of movies with one person, one vote. (a) According to the record, complete the table below. <table><tr><td>Type of movies</td><td>Animation</td><td>Musical</td><td>Comedy</td><td>Action</td><td>Science Fiction</td></tr><tr><td>Record</td><td>+++ </td><td> </td><td>+++</td><td>+++ </td><td>+++</td></tr><tr><td>Number of pupils</td><td></td><td></td><td></td><td></td><td></td></tr></table> Assessment focus: Complete the information in a table according to the record of a survey.	Type of movies	Animation	Musical	Comedy	Action	Science Fiction	Record	+++		+++	+++	+++	Number of pupils						6, 3, 5, 9, 5 respectively
Type of movies	Animation	Musical	Comedy	Action	Science Fiction																
Record	+++		+++	+++	+++																
Number of pupils																					

Learning Objective	Basic Competency	Item Number	Option / Answer																																																							
Construct pictograms using a one-to-one representation.	KS1-D1-2 Construct pictograms using a one-to-one representation.	3M2-Q33(b)(1) (b) According to the results, complete the following pictogram. Favourite Types of Movies of P.3B Pupils Each ○ stands for 1 pupil <table><tr><td>Animation</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Musical</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td> </td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td> </td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td></td><td></td></tr><tr><td>Science Fiction</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> Assessment focus: Fill in the appropriate types in the pictogram.	Animation											Musical												○	○	○	○	○							○	○	○	○	○	○	○	○			Science Fiction											From top to bottom: Comedy, Action
Animation																																																										
Musical																																																										
	○	○	○	○	○																																																					
	○	○	○	○	○	○	○	○																																																		
Science Fiction																																																										
Construct pictograms using a one-to-one representation.	KS1-D1-2 Construct pictograms using a one-to-one representation.	3M2-Q33(b)(2) (b) According to the results, complete the following pictogram. Favourite Types of Movies of P.3B Pupils Each ○ stands for 1 pupil <table><tr><td>Animation</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Musical</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td> </td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td> </td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td></td><td></td></tr><tr><td>Science Fiction</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> Assessment focus: Construct pictograms using a one-to-one representation.	Animation											Musical												○	○	○	○	○							○	○	○	○	○	○	○	○			Science Fiction											Animation: 6 pictures Musical: 3 pictures Science Fiction: 5 pictures
Animation																																																										
Musical																																																										
	○	○	○	○	○																																																					
	○	○	○	○	○	○	○	○																																																		
Science Fiction																																																										

Sub-paper 3 (3ME3)

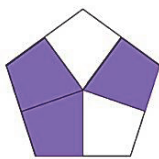
Learning Objective	Basic Competency*	Item Number	Option / Answer
Recognize the place values: units, tens, hundreds, thousands and ten thousands.	KS1-N1-1 Recognize the place values: units, tens, hundreds, thousands and ten thousands.	3M3-Q01 Write a 5-digit number according to the instructions below. The digit '1' is in the ten thousands place. The digit '2' is in the units place. The digit '4' is in the thousands place. The digit '8' is in the hundreds place. The digit '0' is in the tens place. Assessment focus: Recognize the place values: units, tens, hundreds, thousands and ten thousands.	14 802
Read, write and order numbers up to 5 digits.	KS1-N1-2 Read, write and order numbers up to 5 digits.	3M3-Q02 Write 'fifty-two thousand and six' in numerals. Answer: _____ Assessment focus: Write numbers up to 5 digits.	52 006
Read, write and order numbers up to 5 digits.	KS1-N1-2 Read, write and order numbers up to 5 digits.	3M3-Q03 Write an <i>odd number</i> which is larger than 19 365 but smaller than 20 776. Answer: _____ Assessment focus: Write numbers up to 5 digits.	Accept 19 367, 19 369, . . . , 20 775

* Please refer to the BCA website (http://cd1.edb.hkedcity.net/cd/eap_web/bca/index3.htm) for the Basic Competencies documents

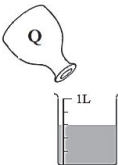
Learning Objective	Basic Competency	Item Number	Option / Answer
Perform addition.	KS1-N2-1 Perform addition (with numbers up to 3 digits, not involving carrying in three steps but involving the commutative and associative properties of addition).	3M3-Q04 $374 + 202 + 255 = \underline{\hspace{2cm}}$ Assessment focus: Perform addition.	831
Perform subtraction.	KS1-N2-2 Perform subtraction (with numbers up to 3 digits).	3M3-Q05 $692 - 466 - 146 =$ ☒ A. 80 ☐ B. 90 ☐ C. 190 ☐ D. 236 Assessment focus: Perform subtraction.	A Correct Answer B C D
Perform multiplication.	KS1-N2-3 Perform multiplication (with numbers up to 1 digit by 3 digits, involving the commutative property of multiplication).	3M3-Q06 $563 \times 6 = \underline{\hspace{2cm}}$ Assessment focus: Perform multiplication.	3 378

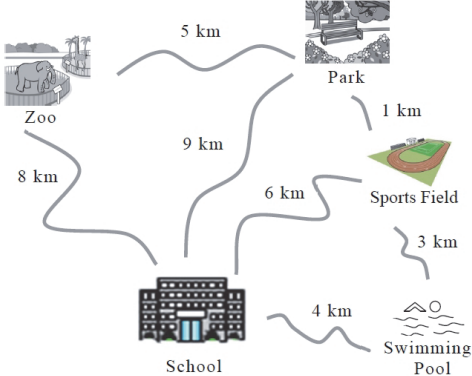
Learning Objective	Basic Competency	Item Number	Option / Answer
Perform division.	KS1-N2-4 Perform division (with divisor 1 digit and dividend 3 digits).	3M3-Q07 $649 \div 6 =$ ☐ A. 18 ☐ B. 18...1 ☐ C. 108 ☒ D. 108...1 Assessment focus: Perform division.	A B C D Correct Answer
Perform mixed operations of: (a) Addition and subtraction ; (b) Multiplication and addition; (c) Multiplication and subtraction.	KS1-N2-5 Perform mixed operations of: (a) Addition and subtraction; (b) Multiplication and addition; (c) Multiplication and subtraction.	3M3-Q08 $437 - (198 + 84) = \underline{\hspace{2cm}}$ Assessment focus: Perform mixed operations of addition and subtraction.	155

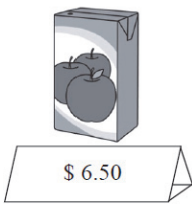
Learning Objective	Basic Competency	Item Number	Option / Answer
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M3-Q09 There are 941 oranges in John's orchard. He sells 484 oranges in the morning and 391 oranges in the afternoon. There are _____ oranges left. Assessment focus: Solve problems involving subtraction.	66
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M3-Q10 Lily pays 816 dollars for 4 pairs of shoes. On average, the cost of each pair of shoes is ☐ A. 24 dollars. ☐ B. 102 dollars. ☒ C. 204 dollars. ☐ D. 3 264 dollars. Assessment focus: Solve problems involving mixed operations.	A B C Correct Answer D
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M3-Q11 Each adult ticket of a theme park costs 399 dollars and each child ticket costs 199 dollars. Ann buys 1 adult ticket and 2 child tickets. How much does she have to pay altogether? (Show your working) Assessment focus: Solve problems involving mixed operations.	$399 + 199 \times 2$ $= 797$ She has to pay 797 dollars altogether.

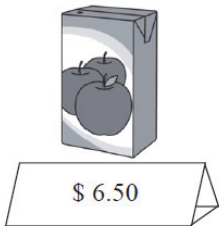
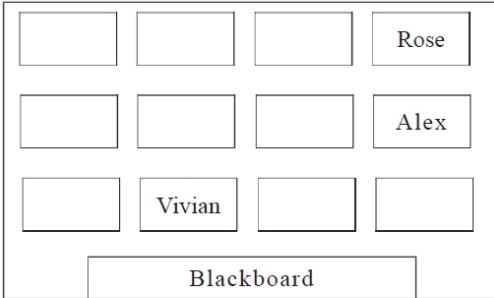
Learning Objective	Basic Competency	Item Number	Option / Answer
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M3-Q12 On each shelf, there are 36 boxes of milk. The total number of boxes of milk on 8 shelves is _____ . Assessment focus: Solve problems involving multiplication.	288
Solve problems involving addition, subtraction, multiplication and division in the calculation of money.	KS1-N2-7 Solve problems involving addition, subtraction, multiplication and division in the calculation of money (not involving mixed operations).	3M3-Q13  22 dollars and 10 cents Ann buys 6 cakes. She should pay _____ dollars and _____ cents. Assessment focus: Solve problems involving multiplication in the calculation of money.	132, 60 respectively
Understand the concept of fractions as a part of one whole.	KS1-N3-1 Understand the concept of fractions as a part of one whole.	3M3-Q14 In the following figure, what fraction of the whole is shaded?  ☐ A. $\frac{2}{3}$ ☐ B. $\frac{2}{5}$ ☐ C. $\frac{3}{4}$ ☒ D. $\frac{3}{5}$ Assessment focus: Understand the concept of fractions as a part of one whole.	A B C D Correct Answer

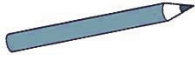
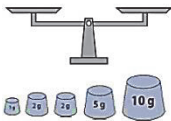
Learning Objective	Basic Competency	Item Number	Option / Answer
Recognize the relationship between fractions and the whole.	KS1-N3-2 Recognize the relationship between fractions and the whole.	3M3-Q15(a) (a) $\frac{10}{10}$ is * smaller than / equal to / larger than 10. (*Circle the answer) Assessment focus: Recognize the relationship between fractions and the whole.	Circle 'smaller than'
Compare fractions with same denominators or same numerators.	KS1-N3-3 Compare fractions with same denominators or same numerators.	3M3-Q15(b) (b) Fill in the box with a suitable number. $\frac{\square}{6}$ is smaller than $\frac{5}{6}$. Assessment focus: Compare fractions with same denominators.	Accept any whole number smaller than 5
Compare fractions with same denominators or same numerators.	KS1-N3-3 Compare fractions with same denominators or same numerators.	3M3-Q16 Laura buys some flowers. $\frac{2}{7}$ of all the flowers are roses, $\frac{1}{7}$ of all the flowers are lilies and $\frac{4}{7}$ of all the flowers are tulips. Most of the flowers are * roses / lilies / tulips . (*Circle the answer) Assessment focus: Compare fractions with same denominators.	Circle 'tulips'

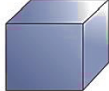
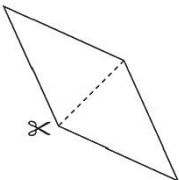
Learning Objective	Basic Competency	Item Number	Option / Answer
Record the duration of time for different activities using ‘hours and minutes’, ‘minutes and seconds’ or ‘seconds’.	KS1-M3-3 Record the duration of time for different activities using ‘hours and minutes’, ‘minutes and seconds’ or ‘seconds’ (not involving changing units).	3M3-Q17(a) Central → Cheung Chau Departure Time 19:20 19:40 20:00 20:30 21:00 21:30 22:10 23:20 Study the timetable of the ferries on the left. (a) The first ferry leaves Central at 19:20, and reaches Cheung Chau at 19:55. The journey takes ____ minutes. Assessment focus: Record the duration of time for different activities using ‘hours and minutes’.	35
Recognize and apply the ‘24-hour time’.	KS1-M3-4 Recognize and apply the ‘24-hour time’.	3M3-Q17(b) Central → Cheung Chau Departure Time 19:20 19:40 20:00 20:30 21:00 21:30 22:10 23:20 Study the timetable of the ferries on the left. (b) The last ferry from Central to Cheung Chau departs at ____ : ____ p.m. Assessment focus: Recognize and apply the ‘24-hour time’.	11, 20 respectively
Measure and compare the capacity of containers using ‘litre’ (L) or ‘millilitre’ (mL).	KS1-M5-3 Measure and compare the capacity of containers using ‘litre’ (L) or ‘millilitre’ (mL).	3M3-Q18 Fill up container Q with water. Then pour all the water into an empty measuring cup.  The capacity of container Q is ____ mL. Assessment focus: Measure the capacity of containers using ‘millilitre’ (mL).	600

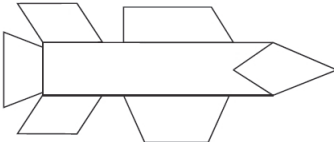
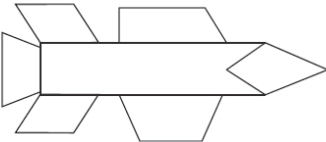
Learning Objective	Basic Competency	Item Number	Option / Answer
Express and compare the length of objects and the distance between objects using 'kilometre' (km).	KS1-M2-4 Express and compare the length of objects and the distance between objects using 'kilometre' (km).	3M3-Q19(a) Study the following diagram and answer the questions below.  (a) It is only 6 km from Sports Field to Zoo passing _____. Assessment focus: Express and compare the distance between objects using 'kilometre' (km).	Park
Express and compare the length of objects and the distance between objects using 'kilometre' (km).	KS1-M2-4 Express and compare the length of objects and the distance between objects using 'kilometre' (km).	3M3-Q19(b) (b) The shortest route from Park to School is _____ km. Assessment focus: Express and compare the distance between objects using 'kilometre' (km).	7

Learning Objective	Basic Competency	Item Number	Option / Answer
Measure the length of objects and the distance between objects with appropriate measuring tools.	KS1-M2-6 Measure with appropriate measuring tools.	3M3-Q20  Which of the following is most suitable for measuring the height of a rubbish bin?  ☐ A.  ☒ B.  ☐ C.  ☐ D. Assessment focus: Measure the height of an object with appropriate measuring tools.	A B Correct Answer C D
Read price tags.	KS1-M1-2 Read price tags.	3M3-Q21(a)  (a) A carton of apple juice costs _____ dollars and _____ cents. Assessment focus: Read price tags.	6, 50 respectively

Learning Objective	Basic Competency	Item Number	Option / Answer
Exchange and use money.	KS1-M1-3 Exchange and use money.	3M3-Q21(b)  (b) Betty pays  to buy a carton of apple juice. Circle the change returned to Betty by the shopkeeper.  Assessment focus: Exchange and use money.	Circle an amount of ‘\$3.50’
Compare the length of objects and the distance between objects directly.	KS1-M2-1 Compare the length of objects and the distance between objects directly.	3M3-Q22  Study the above seating plan. * Rose / Alex / Vivian is farthest from the blackboard. (*Circle the answer) Assessment focus: Compare the distance between objects directly.	Circle ‘Rose’

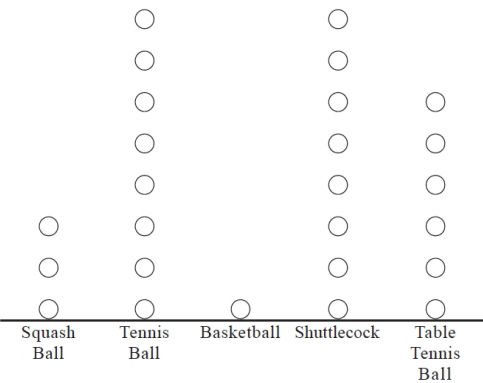
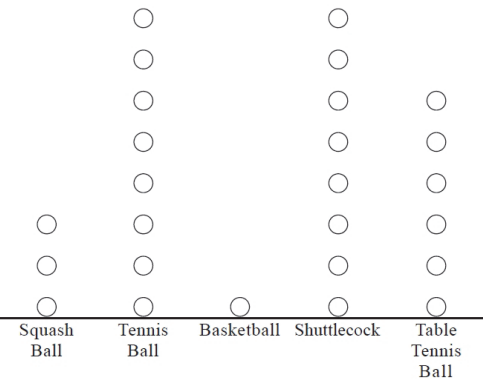
Learning Objective	Basic Competency	Item Number	Option / Answer
Measure the weight of an object with appropriate measuring tools.	KS1-M4-4 Measure with appropriate tools.	3M3-Q23  Which of the following is most suitable for measuring the weight of a pencil?  ☐ A.  ☐ B.  ☒ C.  ☐ D. Assessment focus: Measure the weight of an object with appropriate measuring tools.	A B C Correct Answer D
Record the weight of objects with appropriate units.	KS1-M4-5 Record the weight of objects with appropriate units.	3M3-Q24(1) Study the birth record of a baby below. Fill in the following blanks with suitable units. Love Hospital Baby Birth Record Name : Ann Cheung Sex : Female Weight : 3 _____ Foot length : 6 _____  Assessment focus: Record the weight of objects with appropriate units.	kilograms / kg
Record the length of objects and the distance between objects with an appropriate single unit	KS1-M2-7 Record the length of objects and the distance between objects with an appropriate single unit	3M3-Q24(2) Study the birth record of a baby below. Fill in the following blanks with suitable units. Love Hospital Baby Birth Record Name : Ann Cheung Sex : Female Weight : 3 _____ Foot length : 6 _____  Assessment focus: Record the length of objects with an appropriate single unit.	centimetres / cm

Learning Objective	Basic Competency	Item Number	Option / Answer
Group 3-D shapes.	KS1-S1-2 Group 3-D shapes.	3M3-Q26(b) Follow the instruction. Write down all the letters for the answers.  A.  B.  C.  D.  E. List: (b) Prism(s): _____ Assessment focus: Group 3-D shapes.	B
Recognize the simple characteristics of triangles.	KS1-S2-2 Recognize the simple characteristics of triangles (e.g. 3 sides, 3 angles), including right-angled triangles, isosceles triangles and equilateral triangles.	3M3-Q27  Peter cuts the above rhombus along the dotted line. He gets ☐ A. two equilateral triangles. ☐ B. two right-angled triangles. ☒ C. two isosceles triangles. ☐ D. an equilateral triangle and an isosceles triangle. Assessment focus: Recognize the simple characteristics of right-angled triangles, isosceles triangles and equilateral triangles.	A B C Correct Answer D

Learning Objective	Basic Competency	Item Number	Option / Answer
Identify 2-D shapes intuitively.	KS1-S2-1 Identify 2-D shapes intuitively: triangles, quadrilaterals, trapeziums, parallelograms, pentagons, hexagons, squares, rectangles, rhombuses and circles.	3M3-Q28(a) Ada uses different 2-D shapes to form a picture of a rocket.  (a) There is/are _____ trapezium(s) in the diagram above. Assessment focus: Identify trapeziums intuitively.	3
Identify 2-D shapes intuitively.	KS1-S2-1 Identify 2-D shapes intuitively: triangles, quadrilaterals, trapeziums, parallelograms, pentagons, hexagons, squares, rectangles, rhombuses and circles.	3M3-Q28(b) Ada uses different 2-D shapes to form a picture of a rocket.  (b) There is/are _____ parallelogram(s) in the diagram above. Assessment focus: Identify parallelograms intuitively.	2

Learning Objective	Basic Competency	Item Number	Option / Answer
Describe the relative positions of two 2-D shapes using 'left', 'right', 'above' and 'under'.	KS1-S2-4 Describe the relative positions of two 2-D shapes using 'left', 'right', 'above' and 'under'.	3M3-Q29 Mr Lau puts 4 sets of 2-D shapes on <i>a wall</i>. In which set below is  under  ?  ☐ A.  ☐ B.  ☐ C.  ☒ D. Assessment focus: Describe the relative positions of two 2-D shapes using 'left', 'right', 'above' and 'under'.	A B C D Correct Answer
Identify straight lines, curves, parallel lines and perpendicular lines.	KS1-S3-1 Identify straight lines, curves, parallel lines and perpendicular lines.	3M3-Q30 (a) Study the letters below. V B D E List: (a) The letter(s) formed by straight lines only: _____ Assessment focus: Identify straight lines.	V, E
Identify straight lines, curves, parallel lines and perpendicular lines.	KS1-S3-1 Identify straight lines, curves, parallel lines and perpendicular lines.	3M3-Q30 (b) Study the letters below. V B D E List: (b) The letter(s) formed by straight line(s) and curve(s): _____ Assessment focus: Identify straight lines and curves.	B, D

Learning Objective	Basic Competency	Item Number	Option / Answer
Recognize the four directions: east, south, west and north, with the use of compass.	KS1-S5-1 Recognize the four directions: east, south, west and north, with the use of compass.	3M3-Q31(a) The map of a theme park is shown below. (a) Gift Shop is to the west of _____ . Assessment focus: Recognize the four directions: east, south, west and north with the concept of use of compass.	Ferris Wheel
Recognize the four directions: east, south, west and north, with the use of compass.	KS1-S5-1 Recognize the four directions: east, south, west and north, with the use of compass.	3M3-Q31(b)(1) (b) Starting from Merry Go Round, Daisy goes _____ to Maze. She then turns _____ to Bumper Yard. (direction) (direction) Assessment focus: Recognize the four directions: east, south, west and north with the concept of use of compass.	east
Recognize the four directions: east, south, west and north, with the use of compass.	KS1-S5-1 Recognize the four directions: east, south, west and north, with the use of compass.	3M3-Q31(b)(2) (b) Starting from Merry Go Round, Daisy goes _____ to Maze. She then turns _____ to Bumper Yard. (direction) (direction) Assessment focus: Recognize the four directions: east, south, west and north with the concept of use of compass.	north

Learning Objective	Basic Competency	Item Number	Option / Answer
Read and interpret simple pictograms with a one-to-one representation.	KS1-D1-1 Read and interpret simple pictograms with a one-to-one representation.	3M3-Q32 (a) Ken did a survey of the types of sports balls at home. Number of Different Types of Sports Balls at Ken's Home Each ○ stands for 1 ball  (a) The numbers of shuttlecocks and _____ are the same. There are _____ of each type. Assessment focus: Read and interpret simple pictograms with a one-to-one representation.	tennis ball, 8 respectively
Read and interpret simple pictograms with a one-to-one representation.	KS1-D1-1 Read and interpret simple pictograms with a one-to-one representation.	3M3-Q32 (b) Ken did a survey of the types of sports balls at home. Number of Different Types of Sports Balls at Ken's Home Each ○ stands for 1 ball  (b) The difference between the numbers of squash balls and table tennis balls is _____. Assessment focus: Read and interpret simple pictograms with a one-to-one representation.	3

Learning Objective	Basic Competency	Item Number	Option / Answer																																																		
Construct pictograms using a one-to-one representation.	KS1-D1-2 Construct pictograms using a one-to-one representation.	3M3-Q33(1) The pupils of P.3C voted for their favourite seasons with one person, one vote. The results are as follows: <table><tr><td>Season</td><td>Spring</td><td>Summer</td><td>Autumn</td><td>Winter</td></tr><tr><td>Number of pupils</td><td>8</td><td>10</td><td>6</td><td>2</td></tr></table> According to the results, complete the following pictogram and give it a title. (Title) Assessment focus: Given a title for the pictogram.	Season	Spring	Summer	Autumn	Winter	Number of pupils	8	10	6	2	Title: The Favourite Seasons of P.3C Pupils																																								
Season	Spring	Summer	Autumn	Winter																																																	
Number of pupils	8	10	6	2																																																	
Construct pictograms using a one-to-one representation.	KS1-D1-2 Construct pictograms using a one-to-one representation.	3M3-Q33(2) The pupils of P.3C voted for their favourite seasons with one person, one vote. The results are as follows: <table><tr><td>Season</td><td>Spring</td><td>Summer</td><td>Autumn</td><td>Winter</td></tr><tr><td>Number of pupils</td><td>8</td><td>10</td><td>6</td><td>2</td></tr></table> Each ○ stands for 1 pupil <table><tr><td>Spring</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Summer</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr><tr><td>Autumn</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Winter</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> Assessment focus: Construct pictograms using a one-to-one representation.	Season	Spring	Summer	Autumn	Winter	Number of pupils	8	10	6	2	Spring										Summer	○	○	○	○	○	○	○	○	○	Autumn										Winter										Spring: 8 pictures Autumn: 6 pictures Winter: 2 pictures
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Sub-paper 4 (3ME4)

Learning Objective	Basic Competency*	Item Number	Option / Answer
Recognize the place values: units, tens, hundreds, thousands and ten thousands.	KS1-N1-1 Recognize the place values: units, tens, hundreds, thousands and ten thousands.	3M4-Q01 In the number 84 612, the digit '6' stands for * 6 / 60 / 600 / 6 000 / 60 000 . (*Circle the answer) Assessment focus: Recognize the place values: hundreds.	Circle '600'
Read, write and order numbers up to 5 digits.	KS1-N1-2 Read, write and order numbers up to 5 digits.	3M4-Q02 Write an <i>odd number</i> which is larger than 19 365 but smaller than 20 776. Answer: _____ Assessment focus: Write numbers up to 5 digits.	Accept 19 367, 19 369, . . . , 20 775
Perform addition.	KS1-N2-1 Perform addition (with numbers up to 3 digits, not involving carrying in three steps but involving the commutative and associative properties of addition).	3M4-Q03 $68 + 503 + 29 =$ ☐ A. 590 ☒ B. 600 ☐ C. 861 ☐ D. 1 212 Assessment focus: Perform addition.	A B Correct Answer C D

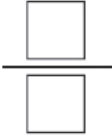
* Please refer to the BCA website (http://cd1.edb.hkedcity.net/cd/eap_web/bca/index3.htm) for the Basic Competencies documents

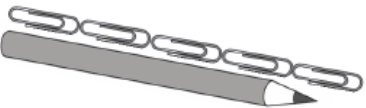
Learning Objective	Basic Competency	Item Number	Option / Answer
Perform subtraction.	KS1-N2-2 Perform subtraction (with numbers up to 3 digits).	3M4-Q04 $861 - 349 - 233 =$ ☒ A. 279 ☐ B. 289 ☐ C. 389 ☐ D. 399 Assessment focus: Perform subtraction.	A Correct Answer B C D
Perform mixed operations of: (a) Addition and subtraction; (b) Multiplication and addition; (c) Multiplication and subtraction.	KS1-N2-5 Perform mixed operations of: (a) Addition and subtraction; (b) Multiplication and addition; (c) Multiplication and subtraction.	3M4-Q05 $437 - (198 + 84) = \underline{\hspace{2cm}}$ Assessment focus: Perform mixed operations of addition and subtraction.	155

Learning Objective	Basic Competency	Item Number	Option / Answer
Perform multiplication.	KS1-N2-3 Perform multiplication (with numbers up to 1 digit by 3 digits, involving the commutative property of multiplication).	3M4-Q06 $738 \times 3 = \underline{\hspace{2cm}}$ Assessment focus: Perform multiplication.	2 214
Perform division.	KS1-N2-4 Perform division (with divisor 1 digit and dividend 3 digits).	3M4-Q07 $259 \div 3 =$ ☐ A. 86 ☒ B. 86...1 ☐ C. 806...1 ☐ D. 860...1 Assessment focus: Perform division.	A B Correct Answer C D
Perform mixed operations of: (a) Addition and subtraction; (b) Multiplication and addition; (c) Multiplication and subtraction.	KS1-N2-5 Perform mixed operations of: (a) Addition and subtraction; (b) Multiplication and addition; (c) Multiplication and subtraction.	3M4-Q08 $199 \times 2 + 154 = \underline{\hspace{2cm}}$ Assessment focus: Perform mixed operations of multiplication and addition.	552

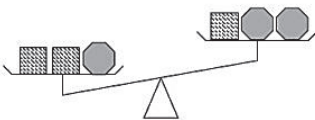
Learning Objective	Basic Competency	Item Number	Option / Answer
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M4-Q09 There are 941 oranges in John's orchard. He sells 484 oranges in the morning and 391 oranges in the afternoon. There are _____ oranges left. Assessment focus: Solve problems involving mixed operations.	66
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M4-Q10 Mrs Wong has 230 flowers. After selling 43 flowers, she buys 186 flowers. How many flowers does she have now? (Show your working) Assessment focus: Solve problems involving mixed operations.	$230 - 43 + 186$ $= 373$ She has 373 flowers.
Compare fractions with same denominators or same numerators.	KS1-N3-3 Compare fractions with same denominators or same numerators.	3M4-Q11 Fill in the box with a suitable number. $\frac{1}{3}$ is larger than $\frac{1}{\square}$. Assessment focus: Compare fractions with same numerators.	Accept any whole number greater than 3

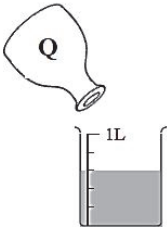
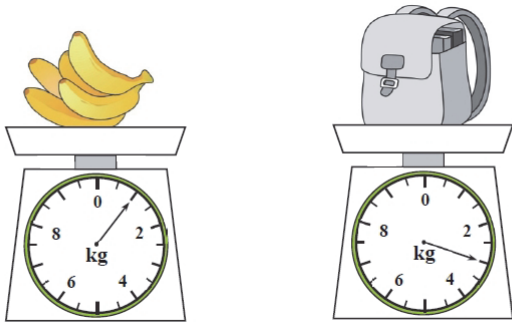
Learning Objective	Basic Competency	Item Number	Option / Answer
Solve problems involving addition, subtraction, multiplication and division in the calculation of money.	KS1-N2-7 Solve problems involving addition, subtraction, multiplication and division in the calculation of money (not involving mixed operations).	3M4-Q12  105 dollars 29 dollars and 90 cents John buys a teapot and a cup. He should pay _____ dollars and _____ cents. Assessment focus: Solve problems involving addition in the calculation of money.	134, 90 respectively
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M4-Q13 Mr Lee has 480 towels. He buys 5 dozen more. Now, he has a total of ☐ A. 96 towels. ☐ B. 485 towels. ☒ C. 540 towels. ☐ D. 2 400 towels. Assessment focus: Solve problems involving mixed operations.	A B C Correct Answer D
Understand the concept of fractions as a part of one whole.	KS1-N3-1 Understand the concept of fractions as a part of one whole.	3M4-Q14(a) Mrs Wong makes 8 cakes. $\frac{1}{4}$ of the whole are chocolate cakes and $\frac{1}{8}$ of the whole are banana cakes. The rest are vanilla cakes.  (a) The number of banana cakes is _____. Assessment focus: Understand the concept of fractions as a part of one whole.	1

Learning Objective	Basic Competency	Item Number	Option / Answer
Understand the concept of fractions as a part of one whole.	KS1-N3-1 Understand the concept of fractions as a part of one whole.	3M4-Q14(b) Mrs Wong makes 8 cakes. $\frac{1}{4}$ of the whole are chocolate cakes and $\frac{1}{8}$ of the whole are banana cakes. The rest are vanilla cakes.  (b) $\frac{\square}{\square}$ of the whole are vanilla cakes. Assessment focus: Understand the concept of fractions as a part of one whole.	$\frac{5}{8}$
Recognize the relationship between fractions and the whole.	KS1-N3-2 Recognize the relationship between fractions and the whole.	3M4-Q15 Fill in the box with a suitable number.  is equal to 1. Assessment focus: Recognize the relationship between fractions and the whole.	Accept $\frac{1}{1}, \frac{2}{2}, \frac{3}{3}, \dots$ Numerator and denominator must be the same

Learning Objective	Basic Competency	Item Number	Option / Answer
Compare fractions with same denominators or same numerators.	KS1-N3-3 Compare fractions with same denominators or same numerators.	3M4-Q16 Arrange the following fractions from the largest to the smallest. $\frac{2}{9}, \frac{2}{7}, \frac{1}{9}$ Answer : , , (Largest) (Smallest) Assessment focus: Compare fractions with same denominators or same numerators.	$\frac{2}{7}, \frac{2}{9}, \frac{1}{9}$ respectively
Compare the length of objects and the distance between objects using improvised units.	KS1-M2-2 Compare the length of objects and the distance between objects using improvised units.	3M4-Q17 Chopstick  Pencil A  Pencil B  Pencil C  Compare the lengths of the three pencils and the chopstick in the above diagram. Pencil * A / B / C is longer than the chopstick. (*Circle the answer) Assessment focus: Compare the length of objects using improvised units.	B

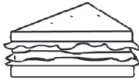
Learning Objective	Basic Competency	Item Number	Option / Answer
Exchange and use money.	KS1-M1-3 Exchange and use money.	3M4-Q18  2 can be  1 exchanged for _____. Assessment focus: Exchange money.	10
Record the length of objects and the distance between objects with an appropriate single unit.	KS1-M2-7 Record the length of objects and the distance between objects with an appropriate single unit.	3M4-Q19 Fill in the following blank with a suitable unit. The length of a blackboard is about 3 _____. Assessment focus: Record the length of objects with an appropriate single unit.	metres / m
Tell time from a clock face and a digital clock.	KS1-M3-2 Tell time from a clock face and a digital clock.	3M4-Q20(a) A school is holding outdoor activities today. Primary One students reach a country park at  (a) They reach the park at _____ minutes past _____ in the * morning / afternoon . (*Circle the answer) Assessment focus: Tell time from a digital clock.	25, 1, circle 'afternoon' respectively

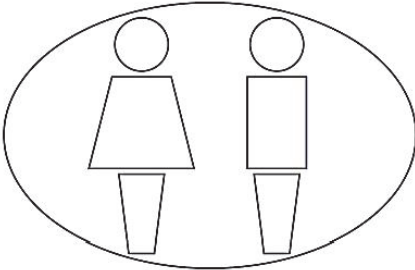
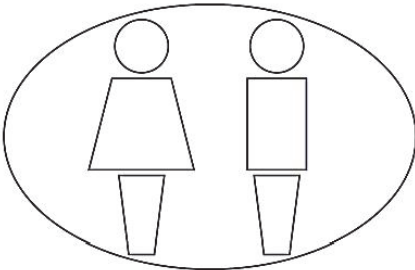
Learning Objective	Basic Competency	Item Number	Option / Answer
Record the duration of time for different activities using 'hours and minutes', 'minutes and seconds'.	KS1-M3-3 Record the duration of time for different activities using 'hours and minutes', 'minutes and seconds' or 'seconds' (not involving changing units).	3M4-Q20(b) A school is holding outdoor activities today. Primary One students reach a country park at  (b) They leave the park at  They stay in the park for _____ hour(s). Assessment focus: Record the duration of time for different activities using 'hours and minutes'.	3
Compare the weight of objects directly.	KS1-M4-1 Compare the weight of objects directly.	3M4-Q21  Study the diagram above. Which of the following is correct? ☐ A.  and  weigh the same. ☐ B.  is heavier than . ☒ C.  is heavier than . ☐ D. The weights of  and  cannot be compared. Assessment focus: Compare the weight of objects directly.	A B C Correct Answer D

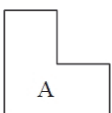
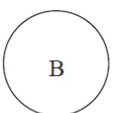
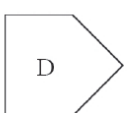
Learning Objective	Basic Competency	Item Number	Option / Answer
Measure and compare the capacity of containers using 'litre' (L) or 'millilitre' (mL).	KS1-M5-3 Measure and compare the capacity of containers using 'litre' (L) or 'millilitre' (mL).	3M4-Q22 Fill up container Q with water. Then pour all the water into an empty measuring cup.  The capacity of container Q is _____ mL. Assessment focus: Measure and compare the capacity of containers using 'millilitre' (mL).	600
Measure and compare the weight of objects using 'gram'(g) or 'kilogram' (kg).	KS1-M4-3 Measure and compare the weight of objects using 'gram'(g) or 'kilogram' (kg).	3M4-Q23(a)  (a) The weight of  is _____ kg. Assessment focus: Measure the weight of objects using 'gram'(g) or 'kilogram' (kg).	3

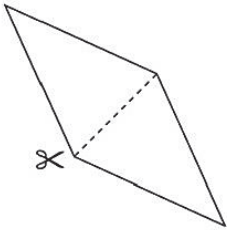
Learning Objective	Basic Competency	Item Number	Option / Answer																																																	
Measure and compare the weight of objects using ‘gram’(g) or ‘kilogram’ (kg).	KS1-M4-3 Measure and compare the weight of objects using ‘gram’(g) or ‘kilogram’ (kg).	3M4-Q23(b)  (b) is _____ kg * lighter / heavier  than . (* Circle the answer) Assessment focus: Measure and compare the weight of objects using ‘gram’(g) or ‘kilogram’ (kg).	2, circle ‘heavier’ respectively																																																	
Tell the dates and days of a week.	KS1-M3-1 Tell the dates and days of a week.	3M4-Q24(a) Answer the following questions according to the calendar for May below. <table border="1"><thead><tr><th colspan="7">May</th></tr><tr><th>Sunday</th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th><th>Saturday</th></tr></thead><tbody><tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr><tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr></tbody></table> (a) Mother orders a piano. The company will deliver the piano on the third Tuesday of May. That day is the _____ of _____ . (month) Assessment focus: Tell the dates.	May							Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			15 th , May respectively
May																																																				
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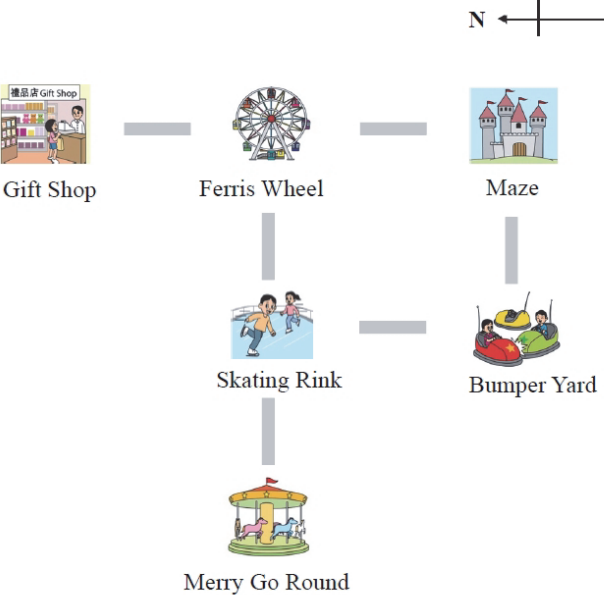
Learning Objective	Basic Competency	Item Number	Option / Answer																																																	
Tell the dates and days of a week.	KS1-M3-1 Tell the dates and days of a week.	3M4-Q24(b) Answer the following questions according to the calendar for May below. <table><tr><th colspan="7">May</th></tr><tr><th>Sunday</th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th><th>Saturday</th></tr><tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr><tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr></table> (b) The piano competition starts on the 22nd of May. It lasts for 4 days. Lisa joins the competition on the third day. That day is _____ . (day of the week) Assessment focus: Tell the days of a week.	May							Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			Thursday
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Group 3-D shapes.	KS1-S1-2 Group 3-D shapes.	3M4-Q25(a) Follow the instruction. Write down all the letters for the answers.  A.  B.  C.  D.  E.  F. List: (a) Cylinder(s): _____ Assessment focus: Group 3-D shapes.	A																																																	

Learning Objective	Basic Competency	Item Number	Option / Answer
Group 3-D shapes.	KS1-S1-2 Group 3-D shapes.	3M4-Q25(b) Follow the instruction. Write down all the letters for the answers.  A.  B.  C.  D.  E.  F. List: (b) Pyramid(s): _____ Assessment focus: Group 3-D shapes.	F
Identify prisms, pyramids and spheres.	KS1-S1-1 Identify prisms, pyramids and spheres.	3M4-Q26  The object above is a ☐ A. prism. ☐ B. cylinder. ☐ C. pyramid. ☒ D. cone. Assessment focus: Identify pyramids / cones.	A B C D Correct Answer

Learning Objective	Basic Competency	Item Number	Option / Answer
Identify 2-D shapes intuitively.	KS1-S2-1 Identify 2-D shapes intuitively: triangles, quadrilaterals, trapeziums, parallelograms, pentagons, hexagons, squares, rectangles, rhombuses and circles.	3M4-Q27(a) Betty uses different 2-D shapes to design a symbol.  (a) There is / are _____ circle(s) in the diagram above. Assessment focus: Identify circles.	2
Identify 2-D shapes intuitively.	KS1-S2-1 Identify 2-D shapes intuitively: triangles, quadrilaterals, trapeziums, parallelograms, pentagons, hexagons, squares, rectangles, rhombuses and circles.	3M4-Q27(b) Betty uses different 2-D shapes to design a symbol.  (b) There is / are _____ rectangle(s) in the diagram above. Assessment focus: Identify rectangles.	1

Learning Objective	Basic Competency	Item Number	Option / Answer
Identify straight lines, curves, parallel lines and perpendicular lines.	KS1-S3-1 Identify straight lines, curves, parallel lines and perpendicular lines.	3M4-Q28 Study the following figures. Write down the letter(s) for the answer.     A B C D List the figure(s) formed by perpendicular lines. Answer: _____ Assessment focus: Identify perpendicular lines.	A
Group 2-D shapes.	KS1-S2-3 Group 2-D shapes.	3M4-Q29(a) Study the following 2-D shapes. Write down all the letters for the answers.      List: (a) Pentagon(s): _____ Assessment focus: Group 2-D shapes.	D
Group 2-D shapes.	KS1-S2-3 Group 2-D shapes.	3M4-Q29(b) (b) Circle(s): _____ Assessment focus: Group 2-D shapes.	B

Learning Objective	Basic Competency	Item Number	Option / Answer
Recognize the simple characteristics of triangles.	KS1-S2-2 Recognize the simple characteristics of triangles (e.g. 3 sides, 3 angles), including right-angled triangles, isosceles triangles and equilateral triangles.	3M4-Q30  Peter cuts the above rhombus along the dotted line. He gets ☐ A. two equilateral triangles. ☐ B. two right-angled triangles. ☒ C. two isosceles triangles. ☐ D. an equilateral triangle and an isosceles triangle. Assessment focus: Recognize the simple characteristics of right-angled triangles, isosceles triangles and equilateral triangles.	A B C Correct Answer D

Learning Objective	Basic Competency	Item Number	Option / Answer
Recognize the four directions: east, south, west and north, with the use of compass.	KS1-S5-1 Recognize the four directions: east, south, west and north, with the use of compass.	3M4-Q31(a) The map of a theme park is shown below.  (a) Starting from Merry Go Round, Daisy goes east to Skating Rink. She then turns _____ to reach Bumper Yard. (direction) Assessment focus: Recognize the four directions: east, south, west and north with the concept of use of compass.	south
Recognize the four directions: east, south, west and north, with the use of compass.	KS1-S5-1 Recognize the four directions: east, south, west and north, with the use of compass.	3M4-Q31(b) (b) Bumper Yard is to the _____ of Maze. (direction) Assessment focus: Recognize the four directions: east, south, west and north with the concept of use of compass.	west

Learning Objective	Basic Competency	Item Number	Option / Answer
Read and interpret simple pictograms with a one-to-one representation.	KS1-D1-1 Read and interpret simple pictograms with a one-to-one representation.	3M4-Q32 (a) Ken did a survey of the types of sports balls at home. Number of Different Types of Sports Balls at Ken's Home Each ○ stands for 1 ball (a) The numbers of shuttlecocks and _____ are the same. There are _____ of each type. Assessment focus: Read and interpret simple pictograms with a one-to-one representation.	tennis ball, 8 respectively
Read and interpret simple pictograms with a one-to-one representation.	KS1-D1-1 Read and interpret simple pictograms with a one-to-one representation.	3M4-Q32 (b) Ken did a survey of the types of sports balls at home. Number of Different Types of Sports Balls at Ken's Home Each ○ stands for 1 ball (b) The difference between the numbers of squash balls and table tennis balls is _____. Assessment focus: Read and interpret simple pictograms with a one-to-one representation.	3

Learning Objective	Basic Competency	Item Number	Option / Answer																																																		
Construct pictograms using a one-to-one representation.	KS1-D1-2 Construct pictograms using a one-to-one representation.	3M4-Q33(1) The pupils of P.3C voted for their favourite seasons with one person, one vote. The results are as follows: <table><tr><td>Season</td><td>Spring</td><td>Summer</td><td>Autumn</td><td>Winter</td></tr><tr><td>Number of pupils</td><td>8</td><td>10</td><td>6</td><td>2</td></tr></table> According to the results, complete the following pictogram and give it a title. (Title) Assessment focus: Given a title for the pictogram.	Season	Spring	Summer	Autumn	Winter	Number of pupils	8	10	6	2	Title: The Favourite Seasons of P.3C Pupils																																								
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Construct pictograms using a one-to-one representation.	KS1-D1-2 Construct pictograms using a one-to-one representation.	3M4-Q33(2) The pupils of P.3C voted for their favourite seasons with one person, one vote. The results are as follows: <table><tr><td>Season</td><td>Spring</td><td>Summer</td><td>Autumn</td><td>Winter</td></tr><tr><td>Number of pupils</td><td>8</td><td>10</td><td>6</td><td>2</td></tr></table> Each ○ stands for 1 pupil <table><tr><td>Spring</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Summer</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr><tr><td>Autumn</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Winter</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> Assessment focus: Construct pictograms using a one-to-one representation.	Season	Spring	Summer	Autumn	Winter	Number of pupils	8	10	6	2	Spring										Summer	○	○	○	○	○	○	○	○	○	Autumn										Winter										Spring: 8 pictures Autumn: 6 pictures Winter: 2 pictures
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