Basic Competency Assessment Research Study 2017 (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. Starting from 2016, 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.
- The principles for question design of Mathematics Assessment (Primary 3) in 2017 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 assessment items are set with the context familiar to students.

Mathematics Assessment

Sub-paper 1 (3ME1)

Learning	Basic	Item Number	Option / Answer
Objective	Competency*		•
Recognize the	KS1-N1-1	3M1-Q01	A.
place values:	Recognize the	In which of the following numbers is the digit '6' in the	11.
units, tens,	place values:	tens place?	B. Correct Answer
hundreds,	units, tens,	O A. 18 246	B. Correct miswer
thousands and ten	hundreds,	O B. 28 461	C.
thousands.	thousands and ten	O C. 48 612	C.
	thousands.	O D. 68 124	D.
		Assessment focus:	
		Recognize the place value of tens.	
Read, write and	KS1-N1-2	3M1-Q02	9988, 10789,
order numbers up	Read, write and	The following table shows the number of people	12300 respectively
to 5 digits.	order numbers up	admitted to the Fun Fair each day.	
	to 5 digits.	Day 1 Day 2 Day 3	
		Number of	
		people 10 789 9 988 12 300	
		Arrange the number of people from the smallest to the largest.	
		Answer:,,	
		Assessment focus:	
		Order numbers up to 5 digits.	
		oraci numbers up to 5 digits.	
Read, write and	KS1-N1-2	3M1-Q03	20068
order numbers up	Read, write and	Write 'twenty thousand and sixty-eight' in numerals.	
to 5 digits.	order numbers up	write twenty thousand and sixty-eight in numerals.	
	to 5 digits.	Answer:	
		Assessment focus:	
		Write numbers up to 5 digits.	

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

Learning	Basic	Item Number	Option / Answer
Objective	Competency	item Number	Option / Answer
Perform addition.	KS1-N2-1	3M1-Q04	256
	Perform addition		
	(with numbers up	58 + 198 =	
	to 3 digits, not		
	involving carrying	Assessment focus:	
	in three steps but	Perform addition.	
	involving the		
	commutative and		
	associative		
	properties of		
	addition).		
Perform	KS1-N2-2	3M1-Q05	695
subtraction.	Perform	3141-Q03	093
subtraction.		824 - 129 =	
	subtraction (with	Assessment focus:	
	numbers up to 3		
	digits).	Perform subtraction.	
Perform	KS1-N2-2	3M1-Q06	A.
subtraction.	Perform	same and the same	A.
	subtraction (with	679 - 245 - 28 =	B. Correct Answer
	numbers up to 3	O A. 154	B. Correct Answer
	digits).	O B. 406	C
		O C. 416	C.
		O D. 434	D
			D.
		Assessment focus:	
		Perform subtraction.	
Perform	KS1-N2-3	3M1-Q07	2490
multiplication.	Perform	416	
	multiplication	415 × 6 =	
	(with numbers up		
	to 1 digit by 3	Assessment focus:	
	digits, involving	Perform multiplication.	
	the commutative		
	property of		
	multiplication).		

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 648 ÷ 3 = Assessment focus: Perform division.	216
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 11 + 9 × 6 = O A. 20 O B. 54 O C. 65 O D. 120 Assessment focus: Perform mixed operations of multiplication and addition.	A. B. C. Correct Answer D.
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M1-Q10 There are 32 pieces in each set of Chess. The total number of pieces in 8 sets of Chess is Assessment focus: Solve problems involving multiplication.	256

Learning Objective	Basic Competency	Item Number	Option / Answer
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M1-Q11 Mr Chan swims for 182 minutes in 7 days. On average, he swims for minutes each day. Assessment focus: Solve problems involving division.	26
Solve problems involving mixed operations.	KS1-N2-6: Solve problems involving mixed operations.	3M1-Q12 There are 250 people on a train originally. When the train arrives at a station, 135 people get off and 64 people get on. There are people on the train now. Assessment focus: Solve problems involving mixed operations.	179
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 20 dollars and 80 cents Mary buys 2 pencil cases. She should pay dollars and cents. Assessment focus: Solve problems involving multiplication in the calculation of money.	41, 60 respectively

Learning	Basic	Item Number	Option / Answer
Objective Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M1-Q14 45 dollars 8 dollars Brian buys 1 cup of popcorn and 4 cups of soft drink. How much should he pay altogether? (Show your working) Assessment focus: Solve problems involving mixed operations.	45 + 8 × 4 = 77 He should pay 77 dollars altogether.
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.	In the following figure, what fraction of the whole is shaded? Answer: of the whole is shaded. Assessment focus: Understand the concept of fractions as a part of one whole.	$\frac{5}{6}$

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. KS1-N3-1 Understand the concept of fractions as a part of one whole. (a) The number of milk sweets is Assessment focus: Understand the concept of fractions as a part of one whole. 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. KS1-N3-1 Understand the concept of fractions as a part of one whole. Accept $\frac{1}{3}$, $\frac{2}{6}$ (b) of the whole are fruit sweets. Assessment focus: Assessment focus: Assessment focus:	Learning Objective	Basic Competency	Item Number	Option / Answer
Understand the concept of fractions as a part of one whole. 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. $CONCEPT OF TO THE MANUAL PROPERTY OF THE MANUAL PROPERTY$	Understand the concept of fractions as a part	KS1-N3-1 Understand the concept of fractions as a part	Joe has 6 sweets. $\frac{2}{3}$ of the whole are milk sweets. The rest are fruit sweets.	4
concept of fractions as a part of one whole. Understand the concept of fractions as a part of one whole. Accept $\frac{1}{3}$, $\frac{2}{6}$				
Understand the concept of fractions as a part of one whole.	concept of fractions as a part	Understand the concept of fractions as a part	(b) of the whole are fruit sweets. Assessment focus:	Accept $\frac{1}{3}$, $\frac{2}{6}$

Learning Objective	Basic Competency	Item Number	Option / Answer
Read price tags.	KS1-M1-2 Read price tags.	3M1-Q17(a) \$ 9.30 (a) An ice-cream bar costs dollars and cents. Assessment focus: Read price tags.	9, 30 respectively
Exchange and use money.	KS1-M1-3 Exchange and use money.	3M1-Q17(b) (b) Jimmy pays to buy an ice-cream bar. Circle the change returned to Jimmy by the shopkeeper. (50) (20) (10) Assessment focus: Use Hong Kong money.	Circle an amount of '\$0.70'
Identify Hong Kong money.	KS1-M1-1 Identify Hong Kong money.	Mr Lam pays the following amount to buy a gift. Type Type	190

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.	3M1-Q19(a) Fill in the following blanks with suitable units. (a) A toothbrush is about 16 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) (b) An apple weighs about 200 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'.	Which of the following is most suitable for measuring the height of a refrigerator? O A. O B. Assessment focus: Choose appropriate 'ever-ready rulers' for measuring the length of objects.	A. B. C. D. Correct Answer

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.	Sunday 3 10 17 24 (a) T	Monday 4 11 18 25 The school f Novem	N Tuesday 5 12 19 26 Di picnic ber. is the	wednesday 6 13 20 27 is held o	Thursday 7 14 21 28 n the four	Friday 1 8 15 22 29 arth Frid	Saturday 2 9 16 23 30	22 nd , November respectively
Tell the dates and days of a week.	KS1-M3-1 Tell the dates and days of a week.	18	e penma th of Nov at day is	vember. (day o	mpetitio		on the		Monday

Learning	Basic	Item Number	Option / Answer
Objective	Competency	Teem 1 (united)	option / Tins // Ci
Tell time from a	KS1-M3-2	3M1-Q22(a)	15, 10 respectively
clock face and a digital clock.	Tell time from a clock face and a digital clock.	The two clocks below show the starting time and the finishing time of a quiz. Starting Time (a) The quiz starts at minute(s) past in the morning. Assessment focus: Tell time from a clock face.	10, 10 tespectively
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) (b) The time is 10:25 a.m. now. The quiz has minute(s) left. Assessment focus: Record the duration of time for activities using 'hours and minutes'.	5

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).	3M1-Q23(a) (a) The weight of is kg. Assessment focus:	8
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).	Measure the weight of objects using 'kilogram' (kg). 3M1-Q23(b) (b) is kg * lighter / heavier than (*Circle the answer) Assessment focus: Measure and compare the weight of objects using 'kilogram' (kg).	3, circle 'lighter' respectively

Learning Objective	Basic Competency	Item Number	Option / Answer
Compare the capacity of containers directly.	KS1-M5-1 Compare the capacity of containers directly.	Fill up the container P with water and then pour all the water into the empty container Q. The container Q is just filled up with the water. Which of the following is correct? O A. The capacities of P and Q are the same. O B. The capacity of P is greater than the capacity of Q. O C. The capacity of P is smaller than the capacity of Q. O D. The capacities of P and Q cannot be compared. Assessment focus: Compare the capacity of containers directly.	A. Correct Answer B. C. D.
Identify prisms, pyramids and spheres.	KS1-S1-1 Identify prisms, pyramids and spheres.	3M1-Q25 The 3-D shape on the right is a O A. prism. O B. pyramid. O C. cylinder. O D. cone. Assessment focus: Identify prisms / cylinders.	A. B. C. Correct Answer D.

Learning Objective	Basic Competency	Item Number	Option / Answer
Objective Group 3-D shapes.	KS1-S1-2 Group 3-D shapes.	3M1-Q26(a) Follow the instruction. Write down all the letters for the answers. A. B. C. D. E. List:	Option / Answer B
Group 3-D shapes.	KS1-S1-2 Group 3-D shapes.	Assessment focus: Group 3-D shapes. 3M1-Q26(b) (b) Cone(s): Assessment focus: Group 3-D shapes.	A

Learning	Basic	Item Number	Option / Answer
Objective	Competency KS1-S2-3	2M1 O27(c)	С
Group 2-D		3M1-Q27(a)	C
shapes.	Group 2-D	Study the 2-D shapes below. Write down all the letters	
	shapes.	for the answers.	
		A B	
		C	
		List:	
		(a) Hexagon(s):	
		Assessment focus:	
		Group 2-D shapes.	
Group 2-D	KS1-S2-3	3M1-Q27(b)	В
shapes.	Group 2-D		
	shapes.	(b) Rectangle(s):	
		Assessment focus:	
		Group 2-D shapes.	
		Group 2 D shapes.	

Learning	Basic	.	
Objective	Competency	Item Number	Option / Answer
Recognize angles and right angles.	KS1-S4-1 Recognize angles and right angles.	Study the following figures. Write down the letter(s) for the answer. A. B. C. D. List the figure(s) with right angle(s). Answer: Assessment focus: Recognize right angles.	D
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-Q29 Which of the following is an equilateral triangle? O A. O B. O D. Assessment focus: Recognize the simple characteristics of triangles, including right-angled triangles, isosceles triangles and equilateral triangles.	A

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.	3M1-Q30 In the figure below, draw along the dotted lines to show a pair of parallel lines.	
		Assessment focus: Identify parallel lines.	
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.	The map of a fun fair is shown below. Gift Shop Gift Shop Food Court Food Court Food Court Food Court Food Court Gift Shop Food Court Food C	south

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) (b) *Box Office / Food Court / Games Booth is to the west of Ferris Wheel. (*Circle the answer) Assessment focus: Recognize the four directions: east, south, west and north with the concept of use of compass.	Circle 'Games Booth'
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.	SM1-Q32(a) Kitty did a survey of the number of different kinds of toys in a play room. Number of Different Kinds of Toys in the Play Room Each stands for 1 box Card Puzzles Board Models Building Games Games Blocks (a) There are boxes of puzzles in the play room. Assessment focus: Read and interpret simple pictograms with a one-to-one representation.	4
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) (b) The difference between the number of boxes of board games and that of building blocks is Assessment focus: Read and interpret simple pictograms with a one-to-one representation.	2

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(1) The pupils of P.3B voted for their favourite festivals with one person, one vote. The results are as follows: Festival Chinese Easter Mid-Autumn Christmas Number 6 3 4 8 According to the results, complete the following pictogram and give it a title. (Title) Assessment focus: Give a title for the pictogram.	Title: Favourite Festivals of P.3B pupils
Construct pictograms using a one-to-one representation.	KS1-D1-2 Construct pictograms using a one-to-one representation.	Each Stands for 1 pupil Chinese New Year Easter Mid-Autumn Festival Christmas OOOOOO Assessment focus: Construct pictograms using a one-to-one representation.	Chinese New Year: 6 pictures Easter: 3 pictures Mid-Autumn Festival: 4 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 '6' in the tens place? O A. 18 246 O B. 28 461 O C. 48 612 O D. 68 124 Assessment focus: Recognize the place value of tens.	A. B. Correct Answer C. D.
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-Q02 In the number 93 715, the digit '3' stands for * 3 / 30 / 300 / 3000 / 30000 . (*Circle the answer) Assessment focus: Recognize the place value of thousands.	Circle '3 000'
Read, write and order numbers up to 5 digits.	KS1-N1-2 Read, write and order numbers up to 5 digits.	3M2-Q03 Write 'twenty thousand and sixty-eight' in numerals. Answer: Assessment focus: Write numbers up to 5 digits.	20068

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

Learning	Basic	Item Number	Option / Answer
Objective	Competency	Item Number	Option / Answer
Perform addition.	KS1-N2-1	3M2-Q04	256
	Perform addition		
	(with numbers up	58 + 198 =	
	to 3 digits, not		
	involving carrying	Assessment focus:	
	in three steps but	Perform addition.	
	involving the	1 crioini addition.	
	commutative and		
	associative		
	properties of		
	addition).		
Perform	KS1-N2-2	3M2-Q05	695
subtraction.	Perform		0,0
	subtraction (with	824 - 129 =	
	numbers up to 3	·	
	digits).		
		Assessment focus:	
		Perform subtraction.	
Perform	KS1-N2-3	3M2-Q06	2490
multiplication.	Perform		
	multiplication	6 × 415 =	
	(with numbers up	2000	
	to 1 digit by 3		
	digits, involving	Assessment focus:	
	the commutative	Perform multiplication.	
	property of		
	multiplication).		
Perform division.	KS1-N2-4	3M2-Q07	216
	Perform division		
	(with divisor 1	648 ÷ 3 =	
	digit and dividend		
	3 digits).	Assessment focus:	
		Perform division.	
	<u> </u>		1

Learning	Basic	Item Number	Option / Answer
Objective	Competency		-
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 11 + 9 × 6 = O A. 20 O B. 54 O C. 65 O D. 120 Assessment focus: Perform mixed operations of multiplication and addition.	A. B. C. Correct Answer D.
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M2-Q09 Each pupil gets 5 pieces of drawing paper. 75 pupils get pieces of drawing paper altogether. Assessment focus: Solve problems involving multiplication.	375
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	In Primary One to Primary Three, there are 329 pupils altogether. There are 96 Primary One pupils and 107 Primary Two pupils. How many Primary Three pupils are there? (Show your working) Assessment focus: Solve problems involving mixed operations.	329 – 96 – 107 = 126 There are 126 Primary Three pupils.

Learning Objective	Basic Competency	Item Number	Option / Answer
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M2-Q11 There are 140 buns in a bakery. The shopkeeper packs every 4 buns in one bag. How many bags can he pack altogether? (Show your working) Assessment focus: Solve problems involving division.	140 ÷ 4 = 35 He can pack 35 bags altogether.
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? O A. $\frac{3}{8}$ O B. $\frac{3}{5}$ O C. $\frac{5}{8}$ O D. $\frac{5}{9}$ Assessment focus: Understand the concept of fractions as a part of one whole.	A. B. C. Correct Answer D.

Learning	Basic	Item Number	Option / Answer
Objective Recognize the	Competency KS1-N3-2	3M2-Q13(a)	Circle 'equal to'
relationship	Recognize the	31412-Q13(a)	Circle equal to
between fractions	relationship	(a) $\frac{3}{3}$ is * smaller than / equal to / larger than $\frac{2}{2}$.	
and the whole.	between fractions	(*Circle the answer)	
	and the whole.	(once the answer)	
		Assessment focus:	
		Recognize the relationship between fractions and the whole.	
Compare fractions	KS1-N3-3	3M2-Q13(b)	Accept any whole
with same	Compare fractions		number larger
denominators or	with same	(b) Fill in the box with a suitable number.	than 6
same numerators.	denominators or		
	same numerators.	${13}$ is larger than $\frac{6}{13}$.	
		Assessment focus:	
		Compare fractions with same denominators.	
Compare fractions	KS1-N3-3	3M2-Q14	Circle 'Charles'
with same	Compare fractions	5	
denominators or	with same	Father buys a bottle of milk. Kitty drinks $\frac{5}{11}$ of	
same numerators.	denominators or same numerators.	the whole, Charles drinks $\frac{2}{11}$ of the whole and	
		Linda drinks $\frac{4}{11}$ of the whole.	
		Who drinks the least milk?	
		Answer: * Kitty / Charles / Linda drinks	
		the least milk.	
		(*Circle the answer)	
		Assessment focus:	
		Compare fractions with same denominators.	

Learning	Basic	Idom Numb on	Ontion / Angress
Objective	Competency	Item Number	Option / Answer
Read price tags.	KS1-M1-2	3M2-Q15(a)	67, 50 respectively
	Read price tags.	\$ 67.50	
		(a) A costs dollars and cents.	
		Assessment focus:	
		Read price tags.	
		read price tags.	
Exchange and use	KS1-M1-3	3M2-Q15(b)	Circle an amount of
money.	Exchange and use		'\$67.50'
	money.	(b) Ryan buys a Circle the amount he should pay.	
		## 1	
		(1) (5) (2) (1) (50)	
		Assessment focus: Use Hong Kong money.	

Learning Objective	Basic Competency	Item Number	Option / Answer
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.	Tom Amy Finishing line Tom, Amy and Ken are taking part in a 100-metre race. In the above figure, * Tom / Amy / Ken is nearest to the finishing line. (*Circle the answer) Assessment focus: Compare the distance between objects directly.	Circle 'Amy'
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-Q17(a) Fill in the following blanks with suitable units. (a) A toothbrush is about 16 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-Q17(b) (b) An apple weighs about 200 Assessment focus: Record the weight of objects with appropriate units.	grams / g

Learning Objective	Basic Competency	Item Number	Option / Answer
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'.	Which of the following is most suitable for measuring the height of a refrigerator? Assessment focus: Choose appropriate 'ever-ready rulers' for measuring the length of objects.	A. B. C. D. Correct Answer
Tell the dates and days of a week.	KS1-M3-1 Tell the dates and days of a week.	Answer the following questions according to the calendar for May below. May	14 th , May respectively

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-Q19(b) (b) The last day of May is (day of the week) Assessment focus: Tell the days of a week.	Wednesday
Tell time from a clock face and a digital clock.	KS1-M3-2 Tell time from a clock face and a digital clock.	The two clocks below show the starting time and the finishing time of a quiz. Starting Time (a) The quiz starts at minute(s) past in the morning. Assessment focus: Tell time from a clock face.	15, 10 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-Q20(b) (b) The time is 10:25 a.m. now. The quiz has minute(s) left. Assessment focus: Record the duration of time for activities using 'hours and minutes'.	5

Learning	Basic	Item Number	Option / Answer
Objective	Competency		- F
Compare the weight of objects	KS1-M4-1 Compare the	3M2-Q21	A.
directly.	weight of objects directly.		B. Correct Answer
		Study the diagram above. Which of the following is correct?	C.
		O A. and weigh the same.	D.
		O B. is lighter than .	
		O C. is lighter than O D. The weights of and cannot be compared.	
		and cannot be compared.	
		Assessment focus:	
		Compare the weight of objects directly.	
Measure and	KS1-M4-3	3M2-Q22	900
compare the	Measure and		
weight of objects using 'gram'(g) or	compare the weight of objects		
'kilogram' (kg).	using 'gram'(g) or 'kilogram' (kg).	800 200 600 400	
		The weight of is grams.	
		Assessment focus:	
		Measure the weight of objects using 'gram' (g).	

Learning	Basic	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).	Fill up container P with water. Then pour all the water into two empty measuring cups. P The capacity of container P is mL, Assessment focus:	1 500
		Measure the capacity of containers using 'litre' (L) or 'millilitre' (mL).	
Measure the length of objects and the distance between objects with appropriate measuring tools.	KS1-M2-6 Measure with appropriate measuring tools.	Which of the following is most suitable for measuring the length of an envelope? O A. O B.	A. Correct Answer B. C. D.
		Assessment focus: Measure the length of an object with appropriate measuring tools.	

Learning	Basic	Item Number	Option / Answer
Objective Identify prisms, pyramids and spheres.	KS1-S1-1 Identify prisms, pyramids and spheres.	3M2-Q25 The 3-D shape on the right is a O A. pentagon. O B. prism. O C. cone. O D. pyramid. Assessment focus:	A. B. C. D. Correct Answer
Group 3-D	KS1-S1-2	Identify pyramids / cones. 3M2-Q26(a)	D
Group 3-D shapes.	KS1-S1-2 Group 3-D shapes.	Follow the instruction. Write down all the letters for the answers. A. B. C. D. E. List: (a) Cylinder(s): Assessment focus: Group 3-D shapes.	D
Group 3-D shapes.	KS1-S1-2 Group 3-D shapes.	3M2-Q26(b) (b) Sphere(s): Assessment focus: Group 3-D shapes.	A

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-Q27 Roll cake Compact disc 10-dollar coin Study the figures above. Which object is the thinnest? Answer: * Roll cake / Compact disc / 10-dollar coin is the thinnest. (*Circle the answer) Assessment focus:	Circle 'Compact disc'
Identify 2-D shapes intuitively.	KS1-S2-1 Identify 2-D shapes intuitively: triangles, quadrilaterals, trapeziums, parallelograms, pentagons, hexagons, squares, rectangles, rhombuses and circles.	Compare objects according to their thicknesses. 3M2-Q28(a) Lucy uses different 2-D shapes to form a picture. (a) There is / are parallelogram(s) in the picture above. Assessment focus: Identify parallelograms.	1
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-Q28(b) (b) There is / are trapezium(s) in the picture above. Assessment focus: Identify trapeziums.	3

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.	On the pin-board, Tony uses rubber bands to make two * right-angled / isosceles / equilateral triangles. (*Circle the answer) Assessment focus: Recognize the simple characteristics of triangles, including right-angled triangles, isosceles triangles and equilateral triangles.	Circle 'right-angled'
Identify straight lines, curves, parallel lines and perpendicular lines.	KS1-S3-1 Identify straight lines, curves, parallel lines and perpendicular lines.	Study the following figure. Write down the letters for the answers. a b c Lines and are a pair of perpendicular lines. Assessment focus: Identify perpendicular lines.	a, c

Learning Objective	Basic Competency	Item Number	Option / Answer
Compare sizes of angles.	KS1-S4-2 Compare sizes of angles.	3M2-Q31 Study the diagram above. Arrange the angles x, y and z from the largest to the smallest. Answer:	x, z, y respectively
		Assessment focus: Compare sizes of angles.	
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.	Mr Hui did a survey of the number of pupils in each Primary Three class using the computer room yesterday. Number of Pupils in Each Primary Three Class Using the Computer Room Yesterday Each stands for 1 pupil 3A Seach Stands for 1 pupil 3B Seach Stands for 1 pupil 3C Seach Stands for 1 pupil 3C Seach Stands for 1 pupil 3D Seach Seach Stands for 1 pupil 3D Seach Seach Stands for 1 pupil 3D Seach Se	3A, 2 respectively

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) (b) The total number of Primary Three pupils using the computer room yesterday was Assessment focus: Read and interpret simple pictograms with a one-to-one representation.	20
Construct pictograms using a one-to-one representation.	KS1-D1-2 Construct pictograms using a one-to-one representation.	The pupils of P.3B voted for their favourite festivals with one person, one vote. The results are as follows: Festival Chinese Easter Mid-Autumn Christmas Number 6 3 4 8 According to the results, complete the following pictogram and give it a title. (Title) (Title)	Title: Favourite Festivals of P.3B pupils
Construct pictograms using a one-to-one representation.	KS1-D1-2 Construct pictograms using a one-to-one representation.	Each Stands for 1 pupil Chinese New Year Easter Mid-Autumn Festival Christmas OOOOOO Assessment focus: Construct pictograms using a one-to-one representation.	Chinese New Year: 6 pictures Easter: 3 pictures Mid-Autumn Festival: 4 pictures

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.	Write a 5-digit number according to the instructions below. The digit '8' is in the hundreds place. The digit '5' is in the thousands place. The digit '3' is in the tens place. The digit '0' is in the units place. The digit '1' is in the ten thousands place. Assessment focus: Recognize the place values: units, tens, hundreds, thousands and ten thousands.	15 830
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-Q02 In the number 93 715, the digit '3' stands for * 3 / 30 / 300 / 3000 / 30000 . (*Circle the answer) Assessment focus: Recognize the place value of thousands.	Circle '3 000'
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 even number which is larger than 59 873 but smaller than 60 124. Answer: Assessment focus: Write numbers up to 5 digits.	Accept 59 874, 59 876, , 60 122

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

Learning	Basic	Idam Namh an	Ontion / Angress
Objective	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 204 + 365 + 178 = Assessment focus: Perform addition.	747
Perform subtraction.	KS1-N2-2 Perform subtraction (with numbers up to 3 digits).	3M3-Q05 752 - 328 - 135 = O A. 289 O B. 299 O C. 301 O D. 424 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 729 × 4 = Assessment focus: Perform multiplication.	2916

Learning	Basic	Item Number	Option / Answer
Objective	Competency	2.52	1
Perform division.	KS1-N2-4	3M3-Q07	A.
	Perform division	467 ÷ 5 =	
	(with divisor 1	407 - 3 -	B.
	digit and dividend	O A. 912	
	3 digits).	O B. 93	C. Correct Answer
		O C. 932	
		O D. 9032	D.
		Assessment focus:	
		Perform division.	
Perform mixed	KS1-N2-5	3M3-Q08	130
operations of:	Perform mixed		
(a) Addition and	operations of:	485 - (308 + 47) =	
subtraction;	(a) Addition and		
(b) Multiplication	subtraction;	Assessment focus:	
and addition;	(b) Multiplication	Perform mixed operations of addition and subtraction.	
(c) Multiplication	and addition;		
and	(c) Multiplication		
subtraction.	and		
	subtraction.		
Solve problems	KS1-N2-6	3M3-Q09	78
involving mixed	Solve problems	-	
operations.	involving mixed	Mandy has 862 dollars at first. She spends	
	operations.	379 dollars in the morning and 405 dollars in the	
		afternoon.	
		She has dollars left.	
		Assessment focus:	
		Solve problems involving mixed operations.	
		1	

Learning Objective	Basic Competency	Item Number	Option / Answer
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M3-Q10 Each pupil gets 5 pieces of drawing paper. 75 pupils get pieces of drawing paper altogether. Assessment focus: Solve problems involving multiplication.	375
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M3-Q11 Lily joins a drawing class. The total fee for 6 months is 654 dollars. On average, the fee for one month is O A. 19 dollars. O B. 109 dollars. O C. 190 dollars. O D. 3 924 dollars. Assessment focus: Solve problems involving division.	A. B. Correct Answer C. D.
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M3-Q12 Each cake costs 9 dollars. Jack pays with a 100-dollar note to buy 2 cakes. How much change does he get? (Show your working) Assessment focus: Solve problems involving mixed operations.	$100 - 9 \times 2$ $= 82$ He gets 82 dollars change.

Learning	Basic		
Objective	Competency	Item Number	Option / Answer
Solve problems	KS1-N2-7	3M3-Q13	41, 50 respectively
involving	Solve problems		
addition,	involving		
subtraction,	addition,		
multiplication and	subtraction,	\	
division in the	multiplication and	32 dollars 9 dollars and 50 cents	
calculation of	division in the		
money.	calculation of	Kitty buys a toy bear and a lollipop.	
	money (not	She should pay dollars and cents	
	involving mixed	altogether.	
	operations).		
		Assessment focus:	
		Solve problems involving addition in the calculation of	
		money.	
Understand the	KS1-N3-1	3M3-Q14	
concept of	Understand the		A.
fractions as a part	concept of	In the following figure, what fraction of the whole is	D
of one whole.	fractions as a part	shaded?	B.
	of one whole.		C. Correct Answer
		O A. $\frac{3}{8}$	D.
		O B. $\frac{3}{5}$	
		5 2. 3	
		O C. $\frac{5}{8}$	
		O D. $\frac{5}{9}$	
		Assessment focus:	
		Understand the concept of fractions as a part of one whole.	

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) $\frac{3}{3}$ is * smaller than / equal to / larger than $\frac{2}{2}$. (*Circle the answer) Assessment focus: Recognize the relationship between fractions and the whole.	Circle 'equal to'
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{1}{13} \text{ is larger than } \frac{6}{13}. $ Assessment focus: Compare fractions with same denominators.	Accept any whole number larger than 6
Compare fractions with same denominators or same numerators.	KS1-N3-3 Compare fractions with same denominators or same numerators.	Father buys a bottle of milk. Kitty drinks $\frac{5}{11}$ of the whole, Charles drinks $\frac{2}{11}$ of the whole and Linda drinks $\frac{4}{11}$ of the whole. Who drinks the least milk? Answer: * Kitty / Charles / Linda drinks the least milk. (*Circle the answer) Assessment focus: Compare fractions with same denominators.	Circle 'Charles'

Learning Objective	Basic Competency	Item Number	Option / Answer
Read price tags.	KS1-M1-2 Read price tags.	3M3-Q17(a) (a) A costs dollars andcents. Assessment focus: Read price tags.	67, 50 respectively
Exchange and use money.	KS1-M1-3 Exchange and use money.	3M3-Q17(b) (b) Ryan buys a Circle the amount he should pay. Signal State of the	Circle an amount of '\$67.50'

Learning	Basic	Item Number	Option / Answer
Objective	Competency		~ ~ .
Express and	KS1-M2-4	3M3-Q18(a)	Gas Station
compare the	Express and		
length of objects	compare the	Study the following diagram and answer the questions below.	
and the distance	length of objects		
between objects	and the distance	1 km	
using 'kilometre'	between objects	Museum	
(km).	using 'kilometre'	5 km	
	(km).	Train Station Hotel 3 km School 2 km Shopping Mall (a) It is only 7 km from Hotel to Museum passing Assessment focus: Express and compare the distance between objects using	
		'kilometre' (km).	
Express and	KS1-M2-4	3M3-Q18(b)	8
compare the	Express and		
length of objects	compare the	(b) The shortest route from Train Station to	
and the distance	length of objects	School is km.	
between objects	and the distance		
using 'kilometre'	between objects	Assessment focus:	
(km).	using 'kilometre'		
	(km).	Express and compare the distance between objects using	
		'kilometre' (km).	

Learning	Basic	Y. N. I	
Objective	Competency	Item Number	Option / Answer
Measure and	KS1-M2-3	3M3-Q19	8
compare the	Measure and	Use a ruler to measure the length of the toy car below.	
length of objects	compare the	Ose a futer to measure the length of the toy car below.	
and the distance	length of objects		
between objects	and the distance		
using 'millimetre'	between objects		
(mm),	using 'millimetre'	├ ? ────	
'centimetre' (cm)	(mm),	The length of the toy car is cm.	
or 'metre' (m).	'centimetre' (cm)		
	or 'metre' (m).		
		Assessment focus:	
		Measure the length of objects using 'centimetre' (cm).	
Measure the	KS1-M5-4	3M3-Q20	
capacity of	Measure with	2.00	A. Correct Answer
containers with	appropriate tools.	57	
appropriate tools.			В.
		Which of the following is most suitable for measuring the capacity of a vase?	C.
		the capacity of a vase:	-
			D.
		(4, kg, 1)	
		О А. О В.	
		901	
		O C. O D.	
		Assessment focus:	
		Measure the capacity of containers with appropriate tools.	

Learning	Basic	Item Number	Option / Answer
Objective Measure the weight of an object with appropriate measuring tools.	KS1-M4-4 Measure with appropriate tools.	3M3-Q21 Which of the following is most suitable for measuring the weight of a watermelon?	A. B. C.
		O A. O B.	D. Correct Answer
		O C. O D.	
		Assessment focus: Measure the weight of an object with appropriate measuring tools.	
Record the weight of objects with appropriate units.	KS1-M4-5 Record the weight of objects with appropriate units.	3M3-Q22(a) Fill in the following blanks with suitable units. (a) The weight of a bag of rice is about 2 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-Q22(b) (b) The length of a basketball court is about 28 Assessment focus: Record the length of objects with an appropriate single unit.	metres / m

Learning Objective	Basic Competency	Item Number	Option / Answer
Recognize and apply the '24-hour time'.	KS1-M3-4 Recognize and apply the '24-hour time'.	3M3-Q23(a) The opening hours of a bookstore on one day is shown below. Opening Hours 13:30 - 20:30 (a) The bookstore opens at * a.m. / p.m. (*Circle the answer) Assessment focus: Recognize and apply the '24-hour time'.	1, 30, circle 'p.m.' respectively
Recognize and apply the '24-hour time'.	KS1-M3-4 Recognize and apply the '24-hour time'.	3M3-Q23(b) (b) The bookstore is open hour(s) in a whole day. Assessment focus: Recognize and apply the '24-hour time'.	7
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-Q24 Fill up container P with water. Then pour all the water into two empty measuring cups. The capacity of container P is mL. Assessment focus: Measure the capacity of containers using 'litre' (L) or 'millilitre' (mL).	1 500

Learning	Basic	Item Number	Option / Answer
Objective	Competency		F
Group 3-D	KS1-S1-2	3M3-Q25(a)	D
shapes.	Group 3-D		
	shapes.	Follow the instruction. Write down all the letters for the answers.	
		A. B. C. D. E.	
		List: (a) Cylinder(s):	
		Assessment focus:	
		Group 3-D shapes.	
Group 3-D shapes.	KS1-S1-2 Group 3-D shapes.	3M3-Q25(b) (b) Sphere(s):	A
		Assessment focus: Group 3-D shapes.	

Learning	Basic	Item Number	Option / Answer
Objective	Competency	21/2 02/	4: 1
Compare sizes of	KS1-S4-2	3M3-Q26	x, z, y respectively
angles.	Compare sizes of angles.	<u>x</u> <u>/y</u> <u>z</u>	
		Study the diagram above. Arrange the angles x, y and z from the largest to the smallest.	
		Answer:,,,(Smallest)	
		Assessment focus:	
		Compare sizes of angles.	
Identify 2-D	KS1-S2-1	3M3-Q27	A.
shapes intuitively.	Identify 2-D	David year a rubber hand to make a 2 D chang on the	A.
	shapes intuitively:	David uses a rubber band to make a 2-D shape on the pin-board.	B. Correct Answer
	triangles,		B. Correct / Miswell
	quadrilaterals,		C.
	trapeziums,		C.
	parallelograms,		D.
	pentagons,		
	hexagons,	This is a	
	squares,	0.4	
	rectangles,	O A. square.	
	rhombuses and	O B. rhombus.	
	circles.	O C. rectangle.	
		O D. trapezium.	
		Assessment focus:	
		Identify rhombuses.	

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.	The sides of the pentagon below are equal in length. Peter cuts the pentagon along the dotted lines. He gets three triangles. Figure P is * a right-angled / an isosceles / an equilateral triangle. (*Circle the answer) Assessment focus: Recognize the simple characteristics of triangles, including right-angled triangles, isosceles triangles and equilateral triangles.	Circle 'an isosceles'

Learning	Basic	Item Number	Option / Answer
Objective	Competency		
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'.	Miss Au puts five 2-D shapes on a wall. The shape above is * / / / / / / / / / / / / / / / / / /	Circle '△'
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. Write down all the answers. TYPC List: (a) The letter(s) formed by curve(s) only: Assessment focus: Identify curves.	C
Identify straight lines, curves, parallel lines and perpendicular lines.	KS1-S3-1 Identify straight lines, curves, parallel lines and perpendicular lines.	3M3-Q30 (b) (b) The letter(s) formed by straight line(s) only: Assessment focus: Identify straight lines.	T, Y

Learning	Basic	Y. Y. 1	0 11 14
Objective	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 fun fair is shown below. Box Office Food Court Gift Shop (a) Cindy goes north from Ferris Wheel to * Box Office / Stage / Games Booth . (*Circle the answer) Assessment focus: Recognize the four directions: east, south, west and north with the concept of use of compass.	Circle 'Stage'
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) (b) Food Court is to the of Games (direction) Booth. Assessment focus: Recognize the four directions: east, south, west and north with the concept of use of compass.	east

Learning	Basic		
_		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.	Mr Ng did a survey of the favourite snacks of P.3C pupils. Favourite Snacks of P.3C Pupils Each Stands for 1 pupil Ice-cream Sweets Sweets Sweets Sweets Survey Survey Sweets Survey Sweets Survey Sweets Survey Survey Survey Sweets Survey	5
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) (b) The number of pupils who favoured ice-cream was * more / less than that of pupils who favoured biscuits. (*Circle the answer) Assessment focus: Read and interpret simple pictograms with a one-to-one representation.	4, circle 'more' respectively

Learning	Basic	Item Number	Ontion / A
Objective	Competency	Item Number	Option / Answer
Construct pictograms using a one-to-one representation.	KS1-D1-2 Construct pictograms using a one-to-one representation.	The pupils of P.3A voted for their favourite drinks with one person, one vote. (a) According to the record, complete the table below. Type of drinks Milk Soft Lemon Fruit Drinks Tea Juice Record +++ +++	4, 6, 5, 7 respectively
Construct pictograms using a one-to-one representation.	KS1-D1-2 Construct pictograms using a one-to-one representation.	3M3-Q33(b)(1) (b) According to the results, complete the following pictogram and give it a title. (Title) Assessment focus: Give a title for the pictogram.	Title: Favourite Drinks of P.3A Pupils
Construct pictograms using a one-to-one representation.	KS1-D1-2 Construct pictograms using a one-to-one representation.	Bach Stands for 1 pupil O O O O O O O O O O O O O O O O O O	Milk: totally 4 pictures Soft Drinks: totally 6 pictures Lemon Tea: totally 5 pictures Fruit Juice: totally 7 pictures

Sub-paper 4 (3ME4)

Learning	Basic	Item Number	Option / Answer
Objective	Competency*		_
Recognize the	KS1-N1-1	3M4-Q01	15 830
place values:	Recognize the	Write a 5-digit number according to the instructions	
units, tens,	place values:	below.	
hundreds,	units, tens,	The digit '8' is in the hundreds place.	
thousands and ten	hundreds,	The digit '5' is in the thousands place. The digit '3' is in the tens place.	
thousands.	thousands and ten	The digit '0' is in the units place.	
	thousands.	The digit '1' is in the ten thousands place.	
		Assessment focus:	
		Recognize the place values: units, tens, hundreds, thousands	
		and ten thousands.	
Read, write and	KS1-N1-2	3M4-Q02	Accept 59 874,
order numbers up	Read, write and	Write an even number which is larger than 59 873 but	59 876, , 60 122
to 5 digits.	order numbers up	smaller than 60 124.	
	to 5 digits.	Answer:	
		Assessment focus:	
		Write numbers up to 5 digits.	
Perform addition.	KS1-N2-1	3M4-Q03	A.
	Perform addition		11.
	(with numbers up	67 + 324 + 59 =	B.
	to 3 digits, not	O A. 330	D.
	involving carrying	O B. 391	C.
	in three steps but	O C. 440	<u>.</u>
	involving the	O D. 450	D. Correct Answer
	commutative and		2. 201100111101101
	associative	Assessment focus:	
	properties of	Perform addition.	
	addition).		

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

Learning	Basic	Item Number	Option / Answer
Objective	Competency	Item Number	Option / Answer
Perform subtraction.	KS1-N2-2 Perform subtraction (with numbers up to 3 digits).	3M4-Q04 752 - 328 - 135 = O A. 289 O B. 299 O C. 301 O D. 424 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 485 - (308 + 47) = Assessment focus: Perform mixed operations of addition and subtraction.	130
Perform multiplication.	KS1-N2-3 Perform multiplication (with numbers up to 1 digit by 3 digits, involving the commutative property of multiplication).	3M4-Q06 906 × 8 = Assessment focus: Perform multiplication.	7 248

Learning Objective	Basic Competency	Item Number	Option / Answer
Perform division.	KS1-N2-4 Perform division (with divisor 1 digit and dividend 3 digits).	3M4-Q07 928 ÷ 9 = O A. 13 O B. 131 O C. 103 O D. 1031 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.	$3M4-Q08$ $4 \times 8 - 7 = $ Assessment focus: Perform mixed operations of multiplication and subtraction.	25
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M4-Q09 Mandy has 862 dollars at first. She spends 379 dollars in the morning and 405 dollars in the afternoon. She has dollars left. Assessment focus: Solve problems involving mixed operations.	78

Learning	Basic	Item Number	Option / Answer
Objective	Competency	rem rumber	Option / Answer
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	There are 250 people on a train originally. When the train arrives at a station, 135 people get off and 64 people get on. There are people on the train now. Assessment focus: Solve problems involving mixed operations.	179
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M4-Q11 Each cake costs 9 dollars. Jack pays with a 100-dollar note to buy 2 cakes. How much change does he get? (Show your working) Assessment focus: Solve problems involving mixed operations.	$100 - 9 \times 2$ $= 82$ He gets 82 dollars change.

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 32 dollars 9 dollars and 50 cents Kitty buys a toy bear and a lollipop. She should pay dollars and cents altogether. Assessment focus: Solve problems involving addition in the calculation of money.	41, 50 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.	Joe has 6 sweets. $\frac{2}{3}$ of the whole are milk sweets. The rest are fruit sweets. (a) The number of milk sweets is Assessment focus: Understand the concept of fractions as a part of one whole.	4
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-Q13(b) (b) of the whole are fruit sweets. Assessment focus: Understand the concept of fractions as a part of one whole.	Accept $\frac{1}{3}$, $\frac{2}{6}$

Learning	Basic	Item Number	Option / Answer
Recognize the relationship between fractions and the whole.	KS1-N3-2 Recognize the relationship between fractions and the whole.	3M4-Q14(a) Fill in the boxes with suitable numbers. (a) 8 is equal to 1. Assessment focus: Recognize the relationship between fractions and the whole.	8
Compare fractions with same denominators or same numerators.	KS1-N3-3 Compare fractions with same denominators or same numerators.	3M4-Q14(b) (b) $\frac{1}{}$ is smaller than $\frac{1}{4}$. Assessment focus: Compare fractions with same numerators.	Accept any whole number larger than 4
Compare fractions with same denominators or same numerators.	KS1-N3-3 Compare fractions with same denominators or same numerators.	3M4-Q15 Arrange the following fractions from the largest to the smallest. $ \frac{3}{7}, \frac{3}{5}, \frac{4}{5} $ Answer: (Smallest) Assessment focus: Compare fractions with same denominators or same numerators.	$\frac{4}{5}$, $\frac{3}{5}$, $\frac{3}{7}$ respectively

Learning	Basic	Idom Number	Ontion / Angress
Objective	Competency	Item Number	Option / Answer
Read price tags.	KS1-M1-2 Read price tags.	3M4-Q16(a) \$ 9.30 (a) An ice-cream bar costs dollars and cents. Assessment focus: Read price tags.	9, 30 respectively
Exchange and use money.	KS1-M1-3 Exchange and use money.	3M4-Q16(b) (b) Jimmy pays to buy an ice-cream bar. Circle the change returned to Jimmy by the shopkeeper. (5) (2) (1) (1) Assessment focus: Use Hong Kong money.	Circle an amount of '\$0.70'
Exchange and use money.	KS1-M1-3 Exchange and use money.	Miss Ho pays the following amount to buy gift coupons. Total Tota	4

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.	Pencil A Pencil C Compare the lengths of the three pencils above. Pencil * A / B / C is the longest. (*Circle the answer) Assessment focus: Compare the length of objects using improvised units.	Circle 'C'
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 thickness of a pack of tissue paper is about 20 Assessment focus:	millimetres / mm
		Assessment focus: Record the length of objects with an appropriate single unit.	

Learning Objective	Basic Competency			Ite	m Num	ber			Option / Answer
Tell the dates and days of a week.	KS1-M3-1 Tell the dates and days of a week.		r the foll	owing q	uestions below.	accordin	g to the		22 nd , November respectively
				N	ovemb	er			
		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday 1	Saturday 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	
			ent focu	the	o	f(mo	nth)		
Tell the dates and	KS1-M3-1	3M4-Q2	0(b)						Monday
days of a week.	Tell the dates and days of a week.	18	th of Nov	ember.	mpetition		on the		
		Assessm Tell the							

Learning Objective	Basic Competency	Item Number	Option / Answer
Tell time from a	KS1-M3-2	3M4-Q21(a)	15, 9,
clock face and a	Tell time from a		circle 'morning'
digital clock.	clock face and a	A singing contest starts at 9:15 RM	respectively
	digital clock.	3.13	
		(a) The singing contest starts at	
		minute(s) past in the	
		* morning / afternoon.	
		(*Circle the answer)	
		(*Chele the answer)	
		Assessment focus:	
		Tell time from a digital clock.	
Record the	KS1-M3-3	3M4-Q21(b)	1, 20 respectively
duration of time	Record the		
for different	duration of time	(b) The singing contest ends at IIII .	
activities using	for different		
'hours and	activities using	It lasts for hour(s) and	
minutes',	'hours and	minute(s).	
'minutes and	minutes',		
seconds' or	'minutes and		
'seconds'.	seconds' or	Assessment focus:	
	'seconds' (not	Record the duration of time for different activities using	
	involving	'hours and minutes'.	
	changing units).		

Learning	Basic	T. N. I	0.4: //
Objective	Competency	Item Number	Option / Answer
Measure and	KS1-M4-2	3M4-Q22	A
compare the	Measure and		A.
weight of objects	compare the		B. Correct Answer
using improvised	weight of objects		b. Correct Allswei
units.	using improvised		C.
	units.		C.
			D.
		Study the diagram above. Which of the following is	
		correct?	
		O A. is heavier than	
		O B. is heavier than .	
		O C. and weigh the same.	
		O D. The weights of and and	
		cannot be compared.	
		Assessment focus:	
		Measure and compare the weight of objects using	
		improvised units.	
		improvised units.	

Learning	Basic	Item Number	Option / Answer
Objective	Competency		
Measure and compare the capacity of containers using improvised units.	KS1-M5-2 Measure and compare the capacity of containers using improvised units.	of water can fill up . of water can fill up . of water can fill up .	2
		Assessment focus: Measure and compare the capacity of containers using improvised units.	
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).	Fill up container Q with water. Then pour all the water into an empty measuring cup.	350
		The capacity of container Q is mL. Assessment focus: Measure the capacity of containers using 'millilitre' (mL).	

Learning Objective	Basic Competency	Item Number	Option / Answer
Objective Group 3-D shapes.	KS1-S1-2 Group 3-D shapes.	Tem Number 3M4-Q25(a) Follow the instruction. Write down all the letters for the answers. A. B. C. D. E. List: (a) Prism(s): Assessment focus: Group 3-D shapes.	B
Group 3-D shapes.	KS1-S1-2 Group 3-D shapes.	3M4-Q25(b) (b) Cone(s): Assessment focus: Group 3-D shapes.	A

Learning	Basic	Item Number	Option / Answer
Objective	Competency	rem rumber	Option / Answer
Identify prisms, pyramids and spheres.	KS1-S1-1 Identify prisms, pyramids and spheres.	3M4-Q26 The 3-D shape on the right is a O A. prism. O B. pyramid. O C. cylinder. O D. cone. Assessment focus: Identify prisms / cylinders.	A. B. C. Correct Answer D.
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 David uses a rubber band to make a 2-D shape on the pin-board. This is a O A. square. O B. rhombus. O C. rectangle. O D. trapezium. Assessment focus: Identify rhombuses.	A. B. Correct Answer C. D.

Learning	Basic	Item Number	Option / Answer
Objective	Competency	item (umber	Option / Tanswer
Group 2-D	KS1-S2-3	3M4-Q28(a)	C
shapes.	Group 2-D shapes.	Study the following 2-D shapes. Write down all the letters for the answers.	
		A. B. C.	
		D. E.	
		List: (a) Circle(s):	
		Assessment focus:	
		Group 2-D shapes.	
Group 2-D	KS1-S2-3	3M4-Q28(b)	E
shapes.	Group 2-D		
	shapes.	(b) Square(s):	
		Assessment focus: Group 2-D shapes.	

Learning	Basic	Item Number	Option / Answer
Objective	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.	Which of the following is an equilateral triangle? O A. O B. Assessment focus: Recognize the simple characteristics of triangles, including right-angled triangles, isosceles triangles and equilateral triangles.	A. Correct Answer B. C. D.
Identify straight lines, curves, parallel lines and perpendicular lines.	KS1-S3-1 Identify straight lines, curves, parallel lines and perpendicular lines.	3M4-Q30 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.	C

Learning	Basic		
Objective	Competency	Item Number	Option / Answer
Recognize the	KS1-S5-1	3M4-Q31(a)	south
four directions:	Recognize the		
east, south, west	four directions:	The map of a fun fair is shown below.	
and north, with	east, south, west	N	
the use of	and north, with	<u> </u>	
compass.	the use of	Gift Shop	
	compass.		
		Games Booth Ferris Wheel Box Office	
		Games Booth Ferris Wheel Box Office	
		Food Court Pet Show	
		(a) Starting from Box Office, Tim goes	
		to see the Pet Show. (direction)	
		Assessment focus:	
		Recognize the four directions: east, south, west and north	
		with the concept of use of compass.	
		with the concept of use of computer.	
Recognize the	KS1-S5-1	3M4-Q31(b)	Circle
four directions:	Recognize the		'Games Booth'
east, south, west	four directions:	(b) * Box Office / Food Court / Games Booth	
and north, with	east, south, west	is to the west of Ferris Wheel.	
the use of	and north, with	(*Circle the answer)	
compass.	the use of		
	compass.	Assessment focus:	
		Recognize the four directions: east, south, west and north	
		with the concept of use of compass.	
		are concept of use of compuss.	

Learning	Basic		
Objective	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) Mr Ng did a survey of the favourite snacks of P.3C pupils. Favourite Snacks of P.3C Pupils Each : stands for 1 pupil Ice-cream : : : : : : : : : : : : : : : : : : :	5
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) (b) The number of pupils who favoured ice-cream was * more / less than that of pupils who favoured biscuits. (*Circle the answer) Assessment focus: Read and interpret simple pictograms with a one-to-one representation.	4, circle 'more' respectively

Learning	Basic		
Objective	Competency	Item Number	Option / Answer
Construct pictograms using a one-to-one representation.	KS1-D1-2 Construct pictograms using a one-to-one representation.	Miss Yip did a survey of the ways of going to school of P.3D pupils. (a) According to the record, complete the table below. Way of going to school Bus School Bus By Bus On Foot Others school Record	4, 8, 7, 3 respectively
Construct pictograms using a one-to-one representation.	KS1-D1-2 Construct pictograms using a one-to-one representation.	3M4-Q33(b)(1) (b) According to the results, complete the following pictogram. Ways of Going to School of P.3D Pupils Each Stands for 1 pupil By School Bus Octool Octool Others Assessment focus: Fill in the appropriate types in the pictogram.	From top to bottom: By Bus, On Foot

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(b)(2) (b) According to the results, complete the following pictogram. Ways of Going to School of P.3D Pupils Each Stands for 1 pupil By School Bus OOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOO	By School Bus: 4 pictures Others: 3 pictures