

**Territory-wide System Assessment 2019 (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 2019 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 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  Write a 5-digit number according to the instructions below.  The digit '9' is in the thousands place. The digit '5' is in the units place. The digit '4' is in the ten thousands place. The digit '8' is in the hundreds place. The digit '2' is in the tens place.  <div style="display: flex; justify-content: center; gap: 5px;"> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> </div> Assessment focus: Recognize the place values: units, tens, hundreds, thousands and ten thousands.	49 825
Read, write and order numbers up to 5 digits.	KS1-N1-2 Read, write and order numbers up to 5 digits.	3M1-Q02  Three <i>even numbers</i> are arranged from the smallest to the largest as shown below.  <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">19 750 (Smallest)</div> <div style="text-align: center;"> <div style="border: 1px solid black; padding: 2px 10px;">?</div> </div> <div style="text-align: center;">20 358 (Largest)</div> </div> The number in the box may be  <div style="display: flex; flex-direction: column; gap: 10px;"> <div><input type="radio"/> A. 18 212.</div> <div><input type="radio"/> B. 19 863.</div> <div><input type="radio"/> C. 19 864.</div> <div><input type="radio"/> D. 20 235.</div> </div> Assessment focus: Order numbers up to 5 digits.	A. B. C. <span style="border: 1px solid black; padding: 2px;">Correct Answer</span> D.

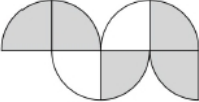
\* Please refer to the BCA website ([http://cd1.edb.hkedcity.net/cd/eap\\_web/bca/index3.htm](http://cd1.edb.hkedcity.net/cd/eap_web/bca/index3.htm)) for the Basic Competencies documents

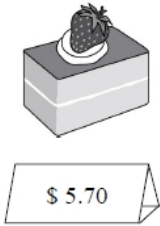

Learning Objective	Basic Competency	Item Number	Option / Answer
Read, write and order numbers up to 5 digits.	KS1-N1-2 Read, write and order numbers up to 5 digits.	3M1-Q03  Write 'ninety thousand four hundred and ten' in numerals.  Answer: _____  Assessment focus: Write numbers up to 5 digits.	90 410
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  $206 + 598 = \underline{\hspace{2cm}}$  Assessment focus: Perform addition.	804
Perform subtraction.	KS1-N2-2 Perform subtraction (with numbers up to 3 digits).	3M1-Q05  $801 - 518 - 26 =$  <input type="radio"/> A. 23 <input type="radio"/> B. 257 <input type="radio"/> C. 283 <input type="radio"/> D. 377  Assessment focus: Perform subtraction.	A.  B. <span style="border: 1px solid black; padding: 2px;">Correct Answer</span>  C.  D.

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).	3M1-Q06  $465 \times 7 = \underline{\hspace{2cm}}$  Assessment focus: Perform multiplication.	3 255
Perform division.	KS1-N2-4 Perform division (with divisor 1 digit and dividend 3 digits).	3M1-Q07  $617 \div 3 =$  <input type="radio"/> A. 22...1 <input type="radio"/> B. 25...2 <input type="radio"/> C. 205 <input type="radio"/> D. 205...2  Assessment focus: Perform division.	A.  B.  C.  D. <span style="border: 1px solid black; padding: 2px;">Correct Answer</span>
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-Q08  $976 - (28 + 45) = \underline{\hspace{2cm}}$  Assessment focus: Perform mixed operations of addition and subtraction.	903

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).	3M1-Q09  $4 \times 293 = \underline{\hspace{2cm}} \times 4$  Assessment focus: Recognize the commutative property of multiplication.	293
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M1-Q10  In a mathematics competition, Class 3A gets 75 points and Class 3D gets 130 points.  Class 3A gets <u>          </u> points less than Class 3D.  Assessment focus: Solve problems involving subtraction.	55
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M1-Q11  Henry and Ken go to a fast food shop. Each of them has a set meal and they pay 98 dollars altogether.  On average, each set meal costs <u>          </u> dollars.  Assessment focus: Solve problems involving division.	49
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M1-Q12  Mr Lee has one 500-dollar note and eight 2-dollar coins.  Altogether, he has <u>          </u> dollars.  Assessment focus: Solve problems involving mixed operations.	516


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).	3M1-Q13  John saves 10 dollars and 50 cents each day. In 3 days, he saves a total of _____ dollars and _____ cents.  Assessment focus: Solve problems involving multiplication in the calculation of money.	31, 50 respectively
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M1-Q14   <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">8 dollars for each carton</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">29 dollars for each bottle</div> </div> Anna buys 4 cartons of milk. Joe buys one bottle of milk. How much more does Anna pay than Joe? (Show your working)  <div style="border: 1px solid black; height: 100px; width: 100%;"></div> Assessment focus: Solve problems involving mixed operations.	$8 \times 4 - 29$ $= 3$ Anna pays 3 dollars more than Joe.

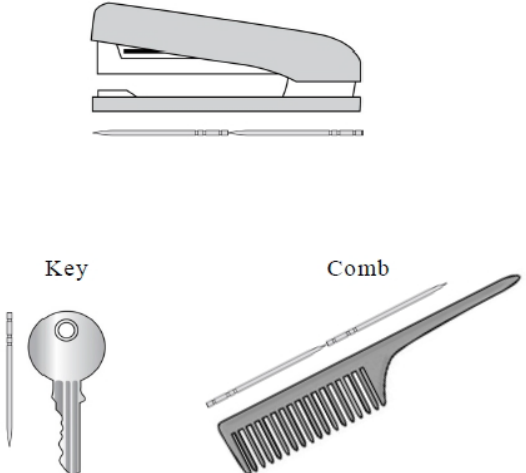


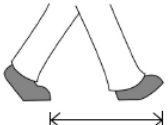
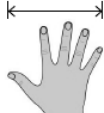
Learning Objective	Basic Competency	Item Number	Option / Answer
Understand the concept of fractions as a part of one whole.	KS1-N3-1 Understand the concept of fractions as a part of one whole.	<p>3M1-Q15</p> <p>In the following figure, what fraction of the whole is shaded?</p>  <p> <input type="radio"/> A. <math>\frac{2}{7}</math>  <input type="radio"/> B. <math>\frac{2}{5}</math>  <input type="radio"/> C. <math>\frac{3}{5}</math>  <input type="radio"/> D. <math>\frac{5}{7}</math> </p> <p>Assessment focus: Understand the concept of fractions as a part of one whole.</p>	<p>A.</p> <p>B.</p> <p>C.</p> <p>D. <span style="border: 1px solid black; padding: 2px;">Correct Answer</span></p>
Recognize the relationship between fractions and the whole.	KS1-N3-2 Recognize the relationship between fractions and the whole.	<p>3M1-Q16(a)</p> <p>(a) 6 is * smaller than / equal to / larger than <math>\frac{6}{6}</math>.</p> <p>(*Circle the answer)</p> <p>Assessment focus: Recognize the relationship between fractions and the whole.</p>	Circle 'larger than'
Compare fractions with same denominators or same numerators.	KS1-N3-3 Compare fractions with same denominators or same numerators.	<p>3M1-Q16(b)</p> <p>(b) Fill in the box with a suitable number.</p> <p><math>\frac{2}{\square}</math> is smaller than <math>\frac{2}{7}</math>.</p> <p>Assessment focus: Compare fractions with same numerators.</p>	Accept any whole number larger than 7

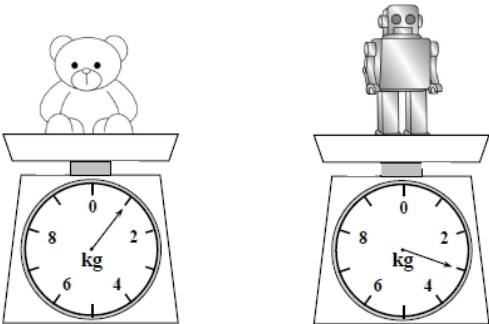

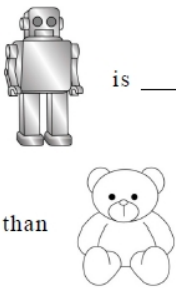
Learning Objective	Basic Competency	Item Number	Option / Answer
Read price tags.	KS1-M1-2 Read price tags.	3M1-Q17(a) <div data-bbox="799 327 959 551" style="text-align: center;">  </div> <p data-bbox="555 595 1066 685">(a) A piece of cake costs _____ dollars and _____ cents.</p> <p data-bbox="544 786 743 864">Assessment focus: Read price tags.</p>	5, 70 respectively
Exchange and use money.	KS1-M1-3 Exchange and use money.	3M1-Q17(b) <p data-bbox="555 1032 1134 1111">(b) Susan buys a piece of cake. Circle the amount she should pay.</p> <div data-bbox="639 1149 1110 1328" style="text-align: center;">  </div> <p data-bbox="544 1429 807 1507">Assessment focus: Use Hong Kong money.</p>	Circle an amount of ‘\$5.70’

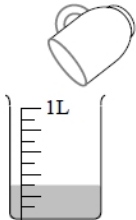
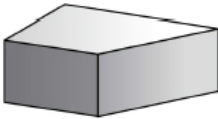


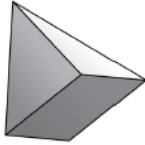


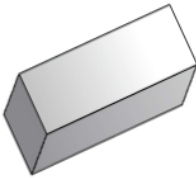
Learning Objective	Basic Competency	Item Number	Option / Answer																																																	
Tell the dates and days of a week.	KS1-M3-1 Tell the dates and days of a week.	<p>3M1-Q18(a)</p> <p>Answer the following questions according to the calendar for April below.</p> <table border="1"><thead><tr><th colspan="7">April</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></td><td></td><td></td></tr></tbody></table> <p>(a) The first day of April is _____ . (day of the week)</p> <p>Assessment focus: Tell the days of a week.</p>	April							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				Tuesday
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Tell the dates and days of a week.	KS1-M3-1 Tell the dates and days of a week.	<p>3M1-Q18(b)</p> <p>(b) The Open Day of a school is held on the second Friday of April.</p> <p>That day is the _____ of _____ . (month)</p> <p>Assessment focus: Tell the dates.</p>	11 <sup>th</sup> , April respectively																																																	

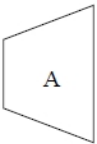
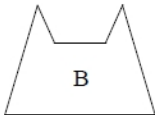
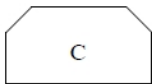
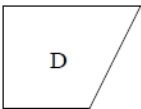
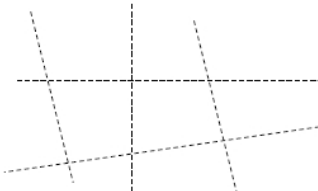
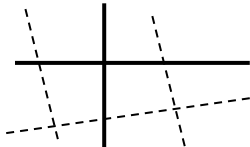
Learning Objective	Basic Competency	Item Number	Option / Answer
Tell time from a clock face and a digital clock.	KS1-M3-2 Tell time from a clock face and a digital clock.	<p>3M1-Q19(a)</p> <p>In the morning, a postman leaves the post office</p>  <p>at</p> <p>(a) The postman leaves at _____ minute(s) past _____ in the morning.</p> <p>Assessment focus: Tell time from a clock face.</p>	15, 8 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).	<p>3M1-Q19(b)</p> <p>(b) The postman arrives at a school at 9 o'clock in the morning.</p> <p>He takes _____ minute(s) from the post office to the school.</p> <p>Assessment focus: Record the duration of time for different activities using 'hours and minutes'.</p>	45

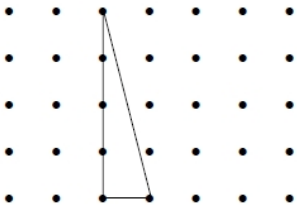
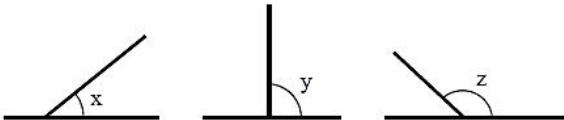
Learning Objective	Basic Competency	Item Number	Option / Answer
Compare the length of objects and the distance between objects using improvised units.	KS1-M2-2 Compare the length of objects and the distance between objects using improvised units.	<p>3M1-Q20</p> <p style="text-align: center;">Stapler</p>  <p style="text-align: center;">Key                      Comb</p> <p>Compare the lengths of the stapler, the key and the comb above.</p> <p>The * stapler / key / comb is the longest.</p> <p>(*Circle the answer)</p> <p>Assessment focus: Compare the length of objects using improvised units.</p>	Circle 'comb'
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'.	<p>3M1-Q21</p> <p>Which of the following is most suitable for measuring the length of a school playground?</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><input type="radio"/> A.</p> </div> <div style="text-align: center;">  <p><input type="radio"/> B.</p> </div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><input type="radio"/> C.</p> </div> <div style="text-align: center;">  <p><input type="radio"/> D.</p> </div> </div> <p>Assessment focus: Choose appropriate 'ever-ready rulers' for measuring the length of objects.</p>	<p>A.</p> <p>B.</p> <p>C. <span style="border: 1px solid black; padding: 2px;">Correct Answer</span></p> <p>D.</p>

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-Q22  Fill in the following blank with a suitable unit.  An umbrella is about 60 _____ long.  Assessment focus: Record the length of objects with an appropriate single unit.	centimetres / cm
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: Measure the weight of objects using 'kilogram' (kg).	1
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(b)   (b) _____ kg * lighter / heavier  than _____ .  (*Circle the answer)  Assessment focus: Compare the weight of objects using 'kilogram' (kg).	2, circle 'heavier' respectively

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).	3M1-Q24  Fill up a cup with water. Then pour all the water into an empty measuring cup.    The capacity of the cup is _____ mL.  Assessment focus: Measure the capacity of containers using 'millilitre' (mL).	300
Identify prisms, pyramids and spheres.	KS1-S1-1 Identify prisms, pyramids and spheres.	3M1-Q25    The 3-D shape above is a  <input type="radio"/> A. prism. <input type="radio"/> B. rectangle. <input type="radio"/> C. pyramid. <input type="radio"/> D. trapezium.  Assessment focus: Identify prisms / cylinders.	A. <span style="border: 1px solid black; padding: 2px;">Correct Answer</span>  B.  C.  D.
























































Learning Objective	Basic Competency	Item Number	Option / Answer
Group 3-D shapes.	KS1-S1-2 Group 3-D shapes.	<p>3M1-Q26(a)</p> <p>Study the 3-D shapes below. Write down all the letters for the answers.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>A.</p> </div> <div style="text-align: center;">  <p>B.</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>C.</p> </div> <div style="text-align: center;">  <p>D.</p> </div> </div> <p>List:</p> <p>(a) Cone(s): _____</p> <p>Assessment focus: Group 3-D shapes.</p>	B
Group 3-D shapes.	KS1-S1-2 Group 3-D shapes.	<p>3M1-Q26(b)</p> <p>(b) Cylinder(s): _____</p> <p>Assessment focus: Group 3-D shapes.</p>	C

Learning Objective	Basic Competency	Item Number	Option / Answer
Group 2-D shapes.	KS1-S2-3 Group 2-D shapes.	3M1-Q27(a)  Study the 2-D shapes below. Write down all the letters for the answers.  <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  A         </div> <div style="text-align: center;">  B         </div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  C         </div> <div style="text-align: center;">  D         </div> </div> List: (a) Trapezium(s): _____  Assessment focus: Group 2-D shapes.	A, D
Group 2-D shapes.	KS1-S2-3 Group 2-D shapes.	3M1-Q27(b)  (b) Hexagon(s): _____  Assessment focus: Group 2-D shapes.	B, C
Identify straight lines, curves, parallel lines and perpendicular lines.	KS1-S3-1 Identify straight lines, curves, parallel lines and perpendicular lines.	3M1-Q28  In the figure below, draw along the dotted lines to show a pair of perpendicular lines.    Assessment focus: Identify perpendicular lines.	

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-Q29  <p>On the pin-board, Peter uses a rubber band to make a triangle.</p> <p>This is * a right-angled / an isosceles / an equilateral triangle.</p> <p>(*Circle the answer)</p> <p>Assessment focus: Recognize the simple characteristics of right-angled triangles, isosceles triangles and equilateral triangles.</p>	Circle 'a right-angled'
Compare sizes of angles.	KS1-S4-2 Compare sizes of angles.	3M1-Q30 <p>Study the diagram below. Arrange the angles x, y and z from the largest to the smallest.</p>  <p>Answer: _____ , _____ , _____ (Largest) (Smallest)</p> <p>Assessment focus: Compare sizes of angles.</p>	z, y, x respectively



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.	<p>3M1-Q31(a)</p> <p>The location map of an arts exhibition is shown below.</p> <p>(a) Starting from Exhibition Zone, Mary goes west to reach</p> <p>* Medical Room / Snack Bar / Souvenir Zone .</p> <p>(*Circle the answer)</p> <p>Assessment focus: Recognize the four directions: east, south, west and north with the concept of use of compass.</p>	Circle 'Medical Room'
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.	<p>3M1-Q31(b)</p> <p>(b) Toilet is to the</p> <p>* east / south / west / north of Medical Room.</p> <p>(*Circle the answer)</p> <p>Assessment focus: Recognize the four directions: east, south, west and north with the concept of use of compass.</p>	Circle 'south'

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.	<p>3M1-Q32(a)</p> <p>Miss Lam did a survey of the number of times that Primary Three classes used the printer last week.</p> <p><b>Number of Times that Primary Three Classes Used the Printer Last Week</b></p> <p>Each  stands for 1 time</p> <table><tr><td>3A</td><td>   </td></tr><tr><td>3B</td><td></td></tr><tr><td>3C</td><td>    </td></tr><tr><td>3D</td><td> </td></tr><tr><td>3E</td><td>     </td></tr></table> <p>(a) Last week, Class _____ used the printer the most. There were _____ times.</p> <p>Assessment focus: Read and interpret simple pictograms with a one-to-one representation.</p>	3A	   	3B		3C	    	3D	 	3E	     	3E, 6 respectively
3A	   												
3B													
3C	    												
3D	 												
3E	     												
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.	<p>3M1-Q32(b)</p> <p>(b) Altogether, Primary Three classes used the printer _____ times last week.</p> <p>Assessment focus: Read and interpret simple pictograms with a one-to-one representation.</p>	18										

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)  Clare did a survey of the number of different fruits in the basket. (a) According to the record, complete the table below. <table><tr><td>Fruit</td><td>Pears</td><td>Apples</td><td>Mangoes</td><td>Oranges</td></tr><tr><td>Record</td><td>+++  </td><td>  </td><td>+++    </td><td>    </td></tr><tr><td>Number of fruits</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.	Fruit	Pears	Apples	Mangoes	Oranges	Record	+++		+++		Number of fruits					6, 2, 8, 4 respectively
Fruit	Pears	Apples	Mangoes	Oranges														
Record	+++		+++															
Number of fruits																		
Construct pictograms using a one-to-one representation.	KS1-D1-2 Construct pictograms using a one-to-one representation.	3M1-Q33(b)(1)  (b) According to the results, complete the following pictogram.  Number of Different Fruits in the Basket  Each ○ stands for 1 fruit <table><tr><td></td><td>○ ○ ○ ○ ○ ○</td></tr><tr><td>Apples</td><td></td></tr><tr><td>Mangoes</td><td></td></tr><tr><td></td><td>○ ○ ○ ○</td></tr></table>  Assessment focus: Fill in the appropriate types in the pictogram.		○ ○ ○ ○ ○ ○	Apples		Mangoes			○ ○ ○ ○	From top to down: Pears, Oranges							
	○ ○ ○ ○ ○ ○																	
Apples																		
Mangoes																		
	○ ○ ○ ○																	
Construct pictograms using a one-to-one representation.	KS1-D1-2 Construct pictograms using a one-to-one representation.	3M1-Q33(b)(2)  (b) According to the results, complete the following pictogram.  Number of Different Fruits in the Basket  Each ○ stands for 1 fruit <table><tr><td></td><td>○ ○ ○ ○ ○ ○</td></tr><tr><td>Apples</td><td></td></tr><tr><td>Mangoes</td><td></td></tr><tr><td></td><td>○ ○ ○ ○</td></tr></table>  Assessment focus: Construct pictograms using a one-to-one representation.		○ ○ ○ ○ ○ ○	Apples		Mangoes			○ ○ ○ ○	Apples: 2 pictures Mangoes: 8 pictures							
	○ ○ ○ ○ ○ ○																	
Apples																		
Mangoes																		
	○ ○ ○ ○																	

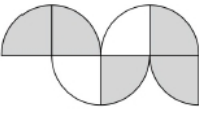
### Sub-paper 2 (3ME2)

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  Write a 5-digit number according to the instructions below.  The digit ‘9’ is in the thousands place. The digit ‘5’ is in the units place. The digit ‘4’ is in the ten thousands place. The digit ‘8’ is in the hundreds place. The digit ‘2’ is in the tens place. <div><div></div><div></div><div></div><div></div><div></div></div> Assessment focus: Recognize the place values: units, tens, hundreds, thousands and ten thousands.	49 825								
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 37 268, the value of the digit ‘6’ is _____.  Assessment focus: Recognize the place value of tens.	60								
Read, write and order numbers up to 5 digits.	KS1-N1-2 Read, write and order numbers up to 5 digits.	3M2-Q03  The following table shows the number of logins of the website ‘Maths Fun Fun’ in three days. <table><tr><td></td><td>Monday</td><td>Tuesday</td><td>Wednesday</td></tr><tr><td>Number of logins</td><td>9 599</td><td>11 023</td><td>9 788</td></tr></table> Arrange the number of logins of these three days from the largest to the smallest.  Answer: _____, _____, _____ (Largest) (Smallest)  Assessment focus: Order numbers up to 5 digits.		Monday	Tuesday	Wednesday	Number of logins	9 599	11 023	9 788	11 023, 9 788, 9 599 respectively
	Monday	Tuesday	Wednesday								
Number of logins	9 599	11 023	9 788								

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


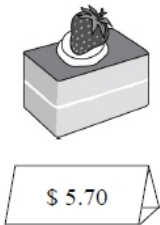

Learning Objective	Basic Competency	Item Number	Option / Answer
Perform addition.	KS1-N2-1 Perform addition (with numbers up to 3 digits, not involving carrying in three steps but involving the commutative and associative properties of addition).	3M2-Q04  $206 + 598 = \underline{\hspace{2cm}}$  Assessment focus: Perform addition.	804
Perform subtraction.	KS1-N2-2 Perform subtraction (with numbers up to 3 digits).	3M2-Q05  $713 - 568 = \underline{\hspace{2cm}}$  Assessment focus: Perform subtraction.	145
Perform multiplication.	KS1-N2-3 Perform multiplication (with numbers up to 1 digit by 3 digits, involving the commutative property of multiplication).	3M2-Q06  $9 \times 120 = \underline{\hspace{2cm}}$  Assessment focus: Perform multiplication.	1 080
Perform division.	KS1-N2-4 Perform division (with divisor 1 digit and dividend 3 digits).	3M2-Q07  $842 \div 6 =$  <input type="radio"/> A. 140...2 <input type="radio"/> B. 140 <input type="radio"/> C. 17 <input type="radio"/> D. 14...2  Assessment focus: Perform division.	A. <span style="border: 1px solid black; padding: 2px;">Correct Answer</span>  B.  C.  D.

Learning Objective	Basic Competency	Item Number	Option / 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.	3M2-Q08  $19 + 5 \times 4 =$ <input type="radio"/> A. 20 <input type="radio"/> B. 24 <input type="radio"/> C. 39 <input type="radio"/> D. 96  Assessment focus: Perform mixed operations of multiplication and addition.	A. B. C. <div>Correct Answer</div> D.						
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M2-Q09 <table><tr><td>Class</td><td>3A</td><td>3B</td></tr><tr><td>Number of pupils</td><td>33</td><td>27</td></tr></table> There are 96 seats in the hall. After the pupils of Class 3A and Class 3B take their seats, how many empty seats are left? (Show your working) <div></div> Assessment focus: Solve problems involving subtraction.	Class	3A	3B	Number of pupils	33	27	$96 - 33 - 27 = 36$ 36 empty seats are left.
Class	3A	3B							
Number of pupils	33	27							
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M2-Q10  Mr Ho divides the pupils in the playground into 7 groups. Each group has 15 pupils. How many pupils are there in the playground altogether? (Show your working) <div></div> Assessment focus: Solve problems involving multiplication.	$15 \times 7 = 105$ There are 105 pupils in the playground altogether.						

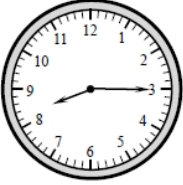
Learning Objective	Basic Competency	Item Number	Option / Answer
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M2-Q11  There are 195 biscuits in a tin originally. Susan puts 25 more biscuits into the tin. Then she eats 38 biscuits. There are _____ biscuits left in the tin.  Assessment focus: Solve problems involving mixed operations.	182
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?   <input type="radio"/> A. $\frac{2}{7}$ <input type="radio"/> B. $\frac{2}{5}$ <input type="radio"/> C. $\frac{3}{5}$ <input type="radio"/> D. $\frac{5}{7}$  Assessment focus: Understand the concept of fractions as a part of one whole.	A. B. C. D. <span style="border: 1px solid black; padding: 2px;">Correct Answer</span>

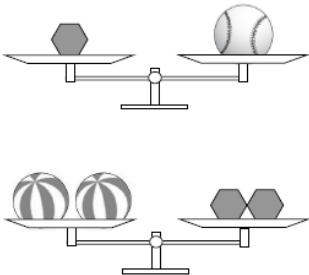








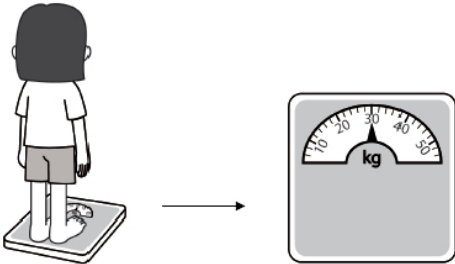
Learning Objective	Basic Competency	Item Number	Option / Answer
Recognize the relationship between fractions and the whole.	KS1-N3-2 Recognize the relationship between fractions and the whole.	3M2-Q13(a)  (a) $\frac{5}{5}$ is equal to * 10 / 5 / 1 .  (*Circle the answer)  Assessment focus: Recognize the relationship between fractions and the whole.	Circle '1'
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.  $\frac{\square}{11}$ is larger than $\frac{5}{11}$ .  Assessment focus: Compare fractions with same denominators.	Accept any whole number larger than 5
Compare fractions with same denominators or same numerators.	KS1-N3-3 Compare fractions with same denominators or same numerators.	3M2-Q14  There is a pack of craft paper on the table. Michael takes $\frac{1}{5}$ of the whole. Polly takes $\frac{1}{6}$ of the whole.  Lucy takes $\frac{1}{3}$ of the whole.  * Michael / Polly / Lucy takes the least craft paper.  (*Circle the answer)  Assessment focus: Compare fractions with same numerators.	Circle 'Polly'













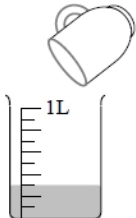
Learning Objective	Basic Competency	Item Number	Option / Answer
Identify Hong Kong money.	KS1-M1-1 Identify Hong Kong money.	3M2-Q15  Jane has the following coins in her purse:    Altogether, there are _____ dollars and _____ cents in Jane's purse.  Assessment focus: Identify Hong Kong money.	17, 60 respectively
Read price tags.	KS1-M1-2 Read price tags.	3M2-Q16(a)    (a) A piece of cake costs _____ dollars and _____ cents.  Assessment focus: Read price tags.	5, 70 respectively
Exchange and use money.	KS1-M1-3 Exchange and use money.	3M2-Q16(b)  (b) Susan buys a piece of cake. Circle the amount she should pay.    Assessment focus: Use Hong Kong money.	Circle an amount of '\$5.70'

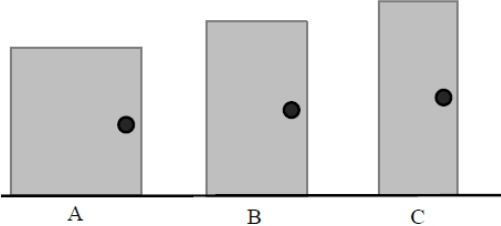
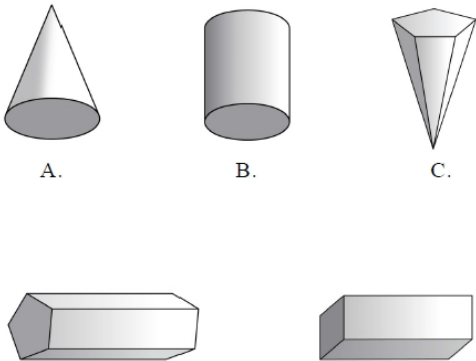
Learning Objective	Basic Competency	Item Number	Option / Answer																																																	
Tell the dates and days of a week.	KS1-M3-1 Tell the dates and days of a week.	3M2-Q17(a)  Answer the following questions according to the calendar for February below. <table border="1"><thead><tr><th colspan="7">February</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></td><td></td><td>1</td><td>2</td><td>3</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr><tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr><tr><td>25</td><td>26</td><td>27</td><td>28</td><td></td><td></td><td></td></tr></tbody></table> <p>(a) The 14<sup>th</sup> of February is _____ . (day of the week)</p> <p>Assessment focus: Tell the days of a week.</p>	February							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				Wednesday
February																																																				
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																																																	
Tell the dates and days of a week.	KS1-M3-1 Tell the dates and days of a week.	3M2-Q17(b)  <p>(b) The last day of February is the _____ of _____ . (month)</p> <p>Assessment focus: Tell the dates.</p>	28 <sup>th</sup> , February respectively																																																	

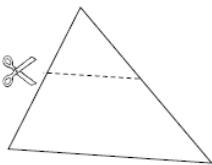
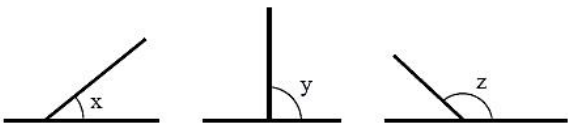
Learning Objective	Basic Competency	Item Number	Option / Answer
Tell time from a clock face and a digital clock.	KS1-M3-2 Tell time from a clock face and a digital clock.	<p>3M2-Q18(a)</p> <p>In the morning, a postman leaves the post office</p>  <p>at</p> <p>(a) The postman leaves at _____ minute(s) past _____ in the morning.</p> <p>Assessment focus: Tell time from a clock face.</p>	15, 8 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).	<p>3M2-Q18(b)</p> <p>(b) The postman arrives at a school at 9 o’clock in the morning.</p> <p>He takes _____ minute(s) from the post office to the school.</p> <p>Assessment focus: Record the duration of time for different activities using ‘hours and minutes’.</p>	45

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.	<p>3M2-Q19</p>  <p>Study the diagram above. Which of the following is correct?</p> <p><input type="radio"/> A.  is heavier than .</p> <p><input type="radio"/> B.  is lighter than .</p> <p><input type="radio"/> C.  and  weigh the same.</p> <p><input type="radio"/> D. The weights of  and  cannot be compared.</p> <p>Assessment focus: Measure and compare the weight of objects using improvised units.</p>	<p>A.</p> <p>B.</p> <p>C. <span style="border: 1px solid black; padding: 2px;">Correct Answer</span></p> <p>D.</p>
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).	<p>3M2-Q20</p>  <p>Ann weighs _____ kg.</p> <p>Assessment focus: Measure the weight of objects using 'kilogram' (kg).</p>	30

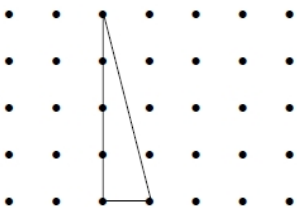
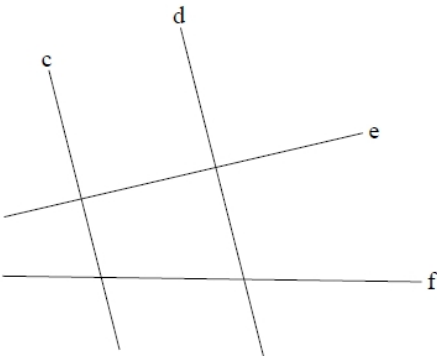
Learning Objective	Basic Competency	Item Number	Option / Answer
Measure the length of objects and the distance between objects with appropriate measuring tools.	KS1-M2-6 Measure with appropriate measuring tools.	<p>3M2-Q21</p> <p>Which of the following is most suitable for measuring the length of a bicycle trail?</p> <div>  <p>centimetre ruler</p> <p><input type="radio"/> A.</p> </div> <div>  <p>trundle wheel</p> <p><input type="radio"/> B.</p> </div> <div>  <p>paper clip</p> <p><input type="radio"/> C.</p> </div> <div>  <p>length of a finger</p> <p><input type="radio"/> D.</p> </div> <p>Assessment focus: Measure length of objects with appropriate measuring tools.</p>	<p>A.</p> <p>B. <b>Correct Answer</b></p> <p>C.</p> <p>D.</p>
Measure and compare the capacity of containers using improvised units.	KS1-M5-2 Measure and compare the capacity of containers using improvised units.	<p>3M2-Q22</p> <div>  <p>of water can fill up</p>  <p>.</p> </div> <div>  <p>of water can fill up</p>  <p>.</p> </div> <div>  <p>of water can fill up _____</p>  <p>.</p> </div> <p>Assessment focus: Measure and compare the capacity of containers using improvised units.</p>	4

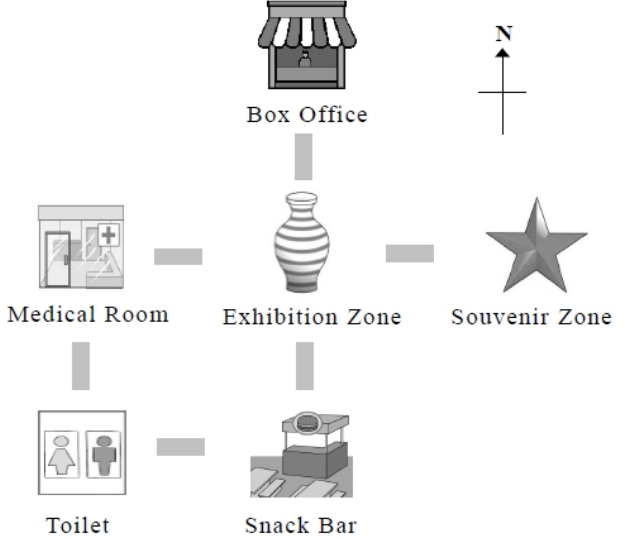
Learning Objective	Basic Competency	Item Number	Option / Answer
Measure and compare the capacity of containers using 'litre' (L) or 'millilitre' (mL).	KS1-M5-3 Measure and compare the capacity of containers using 'litre' (L) or 'millilitre' (mL).	3M2-Q23  Fill up a cup with water. Then pour all the water into an empty measuring cup.    The capacity of the cup is _____ mL.  Assessment focus: Measure the capacity of containers using 'millilitre' (mL).	300
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-Q24(a)  Fill in the following blanks with suitable units.  (a) A mobile phone is about 8 _____ thick.  Assessment focus: Record the thickness of objects with an appropriate single unit.	millimetres / mm
Record the weight of objects with appropriate units.	KS1-M4-5 Record the weight of objects with appropriate units.	3M2-Q24(b)  (b) A paper cup weighs about 5 _____ .  Assessment focus: Record the weight of objects with appropriate units.	grams / g

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-Q25  The diagram above shows three wooden doors A, B and C. The widest door is * A / B / C . (*Circle the answer) Assessment focus: Compare objects according to their widths.	Circle 'A'
Group 3-D shapes.	KS1-S1-2 Group 3-D shapes.	3M2-Q26(a) Study the 3-D shapes below. Write down all the letters for the answers.  List: (a) Prism(s): _____ Assessment focus: Group 3-D shapes.	D, E
Group 3-D shapes.	KS1-S1-2 Group 3-D shapes.	3M2-Q26(b) (b) Pyramid(s): _____ Assessment focus: Group 3-D shapes.	C

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  <p>Mary cuts the triangle above along the dotted line. She can get a triangle and a</p> <p><input type="radio"/> A. trapezium.</p> <p><input type="radio"/> B. rhombus.</p> <p><input type="radio"/> C. rectangle.</p> <p><input type="radio"/> D. parallelogram.</p> <p>Assessment focus: Identify trapeziums.</p>	A. <span style="border: 1px solid black; padding: 2px;">Correct Answer</span> B. C. D.
Compare sizes of angles.	KS1-S4-2 Compare sizes of angles.	3M2-Q28 <p>Study the diagram below. Arrange the angles x, y and z from the largest to the smallest.</p>  <p>Answer: _____ , _____ , _____ (Largest) (Smallest)</p> <p>Assessment focus: Compare sizes of angles.</p>	z, y, x respectively



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.	3M2-Q29  On the pin-board, Peter uses a rubber band to make a triangle. This is * a right-angled / an isosceles / an equilateral triangle. (*Circle the answer)  Assessment focus: Recognize the simple characteristics of right-angled triangles, isosceles triangles and equilateral triangles.	Circle 'a right-angled'
Identify straight lines, curves, parallel lines and perpendicular lines.	KS1-S3-1 Identify straight lines, curves, parallel lines and perpendicular lines.	3M2-Q30  In the diagram above, lines _____ and _____ are a pair of parallel lines.  Assessment focus: Identify parallel lines.	c, 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.	<p>3M2-Q31(a)</p> <p>The location map of an arts exhibition is shown below.</p>  <p>(a) Starting from Exhibition Zone, Mary goes west to reach</p> <p>* Medical Room / Snack Bar / Souvenir Zone .</p> <p>(*Circle the answer)</p> <p>Assessment focus: Recognize the four directions: east, south, west and north with the concept of use of compass.</p>	Circle 'Medical Room'
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.	<p>3M2-Q31(b)</p> <p>(b) Toilet is to the</p> <p>* east / south / west / north of Medical Room.</p> <p>(*Circle the answer)</p> <p>Assessment focus: Recognize the four directions: east, south, west and north with the concept of use of compass.</p>	Circle 'south'

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.	<p>3M2-Q32(a)</p> <p>Miss Man did a survey of the favourite sea creatures of P.3A pupils.</p> <p style="text-align: center;"><b>Favourite Sea Creatures of P.3A Pupils</b></p> <p style="text-align: right;">Each 😊 stands for 1 pupil</p> <table><tr><td>Sharks</td><td>😊 😊 😊 😊 😊</td></tr><tr><td>Shrimps</td><td>😊 😊 😊 😊</td></tr><tr><td>Turtles</td><td>😊 😊 😊 😊 😊 😊</td></tr><tr><td>Dolphins</td><td>😊 😊 😊 😊 😊 😊 😊 😊</td></tr><tr><td>Crabs</td><td>😊 😊 😊 😊</td></tr></table> <p>(a) The number of pupils who favoured turtles was _____ .</p> <p>Assessment focus: Read and interpret simple pictograms with a one-to-one representation.</p>	Sharks	😊 😊 😊 😊 😊	Shrimps	😊 😊 😊 😊	Turtles	😊 😊 😊 😊 😊 😊	Dolphins	😊 😊 😊 😊 😊 😊 😊 😊	Crabs	😊 😊 😊 😊	6
Sharks	😊 😊 😊 😊 😊												
Shrimps	😊 😊 😊 😊												
Turtles	😊 😊 😊 😊 😊 😊												
Dolphins	😊 😊 😊 😊 😊 😊 😊 😊												
Crabs	😊 😊 😊 😊												
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.	<p>3M2-Q32(b)</p> <p>(b) The number of pupils who favoured sharks was _____ * more / less than that of pupils who favoured dolphins.</p> <p>(*Circle the answer)</p> <p>Assessment focus: Read and interpret simple pictograms with a one-to-one representation.</p>	3, circle ‘less’ respectively										

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.	<p>3M2-Q33(1)</p> <p>Miss Cheung did a survey of the favourite collections of P.3D pupils. The results are as follows:</p> <table><tr><td>Items</td><td>Stamps</td><td>Postcards</td><td>Stickers</td><td>Magnets</td></tr><tr><td>Number of pupils</td><td>7</td><td>2</td><td>5</td><td>6</td></tr></table> <p>According to the results, complete the following pictogram and give it a title.</p> <div></div> <p>(Title)</p> <p>Assessment focus: Give a title for the pictogram.</p>	Items	Stamps	Postcards	Stickers	Magnets	Number of pupils	7	2	5	6	Title: Favourite Collections of P.3D pupils																						
Items	Stamps	Postcards	Stickers	Magnets																															
Number of pupils	7	2	5	6																															
Construct pictograms using a one-to-one representation.	KS1-D1-2 Construct pictograms using a one-to-one representation.	<p>3M2-Q33(2)</p> <p>Each ○ stands for 1 pupil</p> <table><tr><td>Stamps</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td></td></tr><tr><td>Postcards</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Stickers</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Magnets</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Assessment focus: Construct pictograms using a one-to-one representation.</p>	Stamps	○	○	○	○	○	○		Postcards								Stickers								Magnets								Postcards: 2 pictures Stickers: 5 pictures Magnets: 6 pictures
Stamps	○	○	○	○	○	○																													
Postcards																																			
Stickers																																			
Magnets																																			



### 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.	<p>3M3-Q01</p> <p>In which of the following numbers is the digit '8' in the ten thousands place?</p> <p><input type="radio"/> A. 8 067</p> <p><input type="radio"/> B. 15 648</p> <p><input type="radio"/> C. 82 356</p> <p><input type="radio"/> D. 90 800</p> <p>Assessment focus: Recognize the place value of ten thousands.</p>	<p>A.</p> <p>B.</p> <p>C. <span style="border: 1px solid black; padding: 2px;">Correct Answer</span></p> <p>D.</p>								
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.	<p>3M3-Q02</p> <p>In the number 37 268, the value of the digit '6' is _____.</p> <p>Assessment focus: Recognize the place value of tens.</p>	60								
Read, write and order numbers up to 5 digits.	KS1-N1-2 Read, write and order numbers up to 5 digits.	<p>3M3-Q03</p> <p>The following table shows the number of logins of the website 'Maths Fun Fun' in three days.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td><td>Monday</td><td>Tuesday</td><td>Wednesday</td></tr> <tr> <td>Number of logins</td><td>9 599</td><td>11 023</td><td>9 788</td></tr> </table> <p>Arrange the number of logins of these three days from the largest to the smallest.</p> <p>Answer: _____, _____, _____ (Largest) (Smallest)</p> <p>Assessment focus: Order numbers up to 5 digits.</p>		Monday	Tuesday	Wednesday	Number of logins	9 599	11 023	9 788	11 023, 9 788, 9 599 respectively
	Monday	Tuesday	Wednesday								
Number of logins	9 599	11 023	9 788								

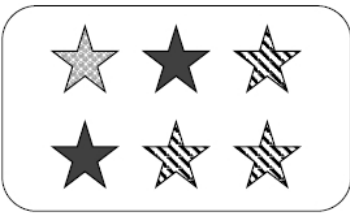

\* Please refer to the BCA website ([http://cd1.edb.hkedcity.net/cd/eap\\_web/bca/index3.htm](http://cd1.edb.hkedcity.net/cd/eap_web/bca/index3.htm)) for the Basic Competencies documents

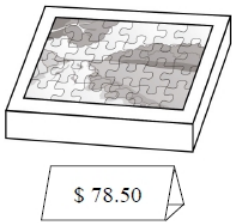


Learning Objective	Basic Competency	Item Number	Option / Answer
Perform addition.	KS1-N2-1 Perform addition (with numbers up to 3 digits, not involving carrying in three steps but involving the commutative and associative properties of addition).	3M3-Q04  $457 + 319 + 143 = \underline{\hspace{2cm}}$  Assessment focus: Perform addition.	919
Perform subtraction.	KS1-N2-2 Perform subtraction (with numbers up to 3 digits).	3M3-Q05  $713 - 568 = \underline{\hspace{2cm}}$  Assessment focus: Perform subtraction.	145
Perform multiplication.	KS1-N2-3 Perform multiplication (with numbers up to 1 digit by 3 digits, involving the commutative property of multiplication).	3M3-Q06  $9 \times 120 = \underline{\hspace{2cm}}$  Assessment focus: Perform multiplication.	1 080
Perform division.	KS1-N2-4 Perform division (with divisor 1 digit and dividend 3 digits).	3M3-Q07  $842 \div 6 =$  <input type="radio"/> A. 140...2 <input type="radio"/> B. 140 <input type="radio"/> C. 17 <input type="radio"/> D. 14...2  Assessment focus: Perform division.	A. <span style="border: 1px solid black; padding: 2px;">Correct Answer</span>  B.  C.  D.

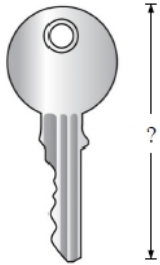
Learning Objective	Basic Competency	Item Number	Option / Answer
Perform mixed operations of: (a) Addition and subtraction ; (b) Multiplication and addition; (c) Multiplication and subtraction.	KS1-N2-5 Perform mixed operations of: (a) Addition and subtraction; (b) Multiplication and addition; (c) Multiplication and subtraction.	3M3-Q08  $24 - 7 \times 2 = \underline{\hspace{2cm}}$  Assessment focus: Perform mixed operations of multiplication and subtraction.	10
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M3-Q09  Each box has 48 pieces of building blocks. The total number of building blocks in 6 boxes is $\underline{\hspace{2cm}}$ .  Assessment focus: Solve problems involving multiplication.	288
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M3-Q10  Mandy needs 3 eggs to make a cake. She has 40 eggs. At most, she can make  <input type="radio"/> A. 120 cakes. <input type="radio"/> B. 37 cakes. <input type="radio"/> C. 14 cakes. <input type="radio"/> D. 13 cakes.  Assessment focus: Solve problems involving division.	A. B. C. D. <span style="border: 1px solid black; padding: 2px;">Correct Answer</span>
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M3-Q11  There are 195 biscuits in a tin originally. Susan puts 25 more biscuits into the tin. Then she eats 38 biscuits. There are $\underline{\hspace{2cm}}$ biscuits left in the tin.  Assessment focus: Solve problems involving mixed operations.	182

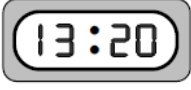
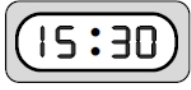
Learning Objective	Basic Competency	Item Number	Option / Answer
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	<p>3M3-Q12</p> <p>There is a bookcase with four shelves. One shelf holds 6 books. Each of the other 3 shelves holds 9 books. How many books are there in the bookcase altogether? (Show your working)</p> <div data-bbox="544 533 1145 757" style="border: 1px solid black; height: 100px; width: 100%;"></div> <p>Assessment focus: Solve problems involving mixed operations.</p>	$6 + 9 \times 3$ $= 33$ <p>There are 33 books in the bookcase altogether.</p>
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).	<p>3M3-Q13</p> <div data-bbox="635 1037 1118 1249" style="text-align: center;"> <div style="display: inline-block; text-align: left; margin-right: 20px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 120px;">I have 40 dollars and 70 cents.</div>  <p>Ann</p> </div> <div style="display: inline-block; text-align: left;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 120px;">I have 3 dollars and 80 cents.</div>  <p>Tom</p> </div> </div> <p>Ann and Tom have _____ dollars and _____ cents altogether.</p> <p>Assessment focus: Solve problems involving addition in the calculation of money.</p>	<p>44, 50 respectively</p>

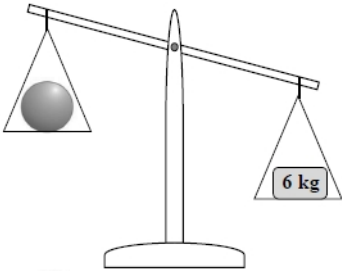

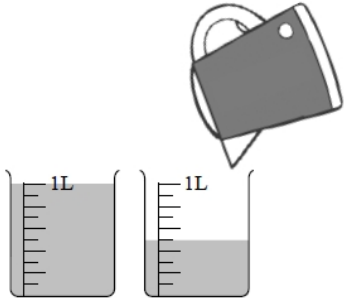


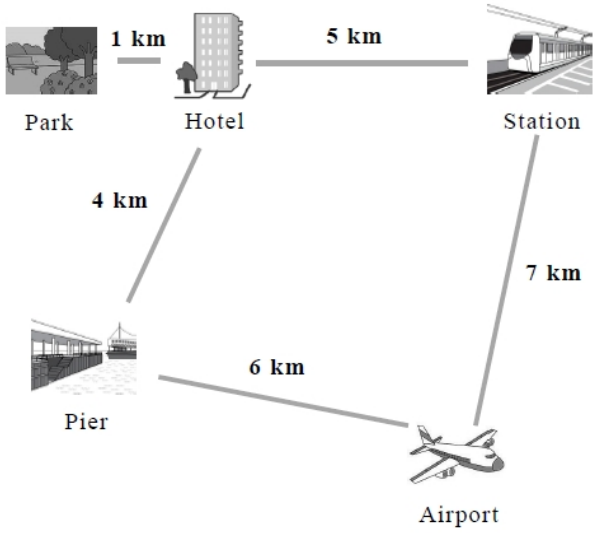
Learning Objective	Basic Competency	Item Number	Option / Answer
Understand the concept of fractions as a part of one whole.	KS1-N3-1 Understand the concept of fractions as a part of one whole.	3M3-Q14   <p>The diagram above shows the stickers on a wall.</p> <p><math>\frac{\square}{\square}</math> of the whole are .</p> <p>Assessment focus: Understand the concept of fractions as a part of one whole.</p>	$\frac{2}{6} / \frac{1}{3}$
Recognize the relationship between fractions and the whole.	KS1-N3-2 Recognize the relationship between fractions and the whole.	3M3-Q15(a)  <p>(a) <math>\frac{5}{5}</math> is equal to * 10 / 5 / 1 .</p> <p>(*Circle the answer)</p> <p>Assessment focus: Recognize the relationship between fractions and the whole.</p>	Circle '1'
Compare fractions with same denominators or same numerators.	KS1-N3-3 Compare fractions with same denominators or same numerators.	3M3-Q15(b)  <p>(b) Fill in the box with a suitable number.</p> <p><math>\frac{\square}{11}</math> is larger than <math>\frac{5}{11}</math> .</p> <p>Assessment focus: Compare fractions with same denominators.</p>	Accept any whole number larger 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.	3M3-Q16  There is a pack of craft paper on the table. Michael takes $\frac{1}{5}$ of the whole. Polly takes $\frac{1}{6}$ of the whole.  Lucy takes $\frac{1}{3}$ of the whole.  * Michael / Polly / Lucy takes the least craft paper.  (*Circle the answer)  Assessment focus: Compare fractions with same numerators.	Circle 'Polly'
Read price tags.	KS1-M1-2 Read price tags.	3M3-Q17(a)  Peter buys a puzzle.    (a) The puzzle costs _____ dollars and _____ cents.  Assessment focus: Read price tags.	78, 50 respectively
Exchange and use money.	KS1-M1-3 Exchange and use money.	3M3-Q17(b)  (b) Peter pays  for the puzzle.  Circle the change returned to Peter by the shopkeeper.    Assessment focus: Use Hong Kong money.	Circle an amount of '\$21.50'




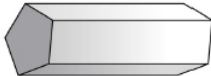
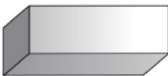

Learning Objective	Basic Competency	Item Number	Option / Answer
Measure and compare the length of objects and the distance between objects using 'millimetre' (mm), 'centimetre' (cm) or 'metre' (m).	KS1-M2-3 Measure and compare the length of objects and the distance between objects using 'millimetre' (mm), 'centimetre' (cm) or 'metre' (m).	3M3-Q18  Use a ruler to measure the length of the key in the diagram below.    Its length is _____ mm.  Assessment focus: Measure the length of objects using 'millimetre' (mm).	59
Record the weight of objects with appropriate units.	KS1-M4-5 Record the weight of objects with appropriate units.	3M3-Q19(a)  Fill in the following blanks with suitable units.  (a) A desk weighs about 4 _____ .  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-Q19(b)  (b) A school bus is about 8 _____ long.  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'.	<p>3M3-Q20(a)</p> <p>A bus departs at  .</p> <p>(a) The bus departs at _____ minute(s) past _____ in the * morning / afternoon .</p> <p>(*Circle the answer)</p> <p>Assessment focus: Recognize and apply the '24-hour time'.</p>	20, 1, circle 'afternoon' respectively
Recognize and apply the '24-hour time'.	KS1-M3-4 Recognize and apply the '24-hour time'.	<p>3M3-Q20(b)</p> <p>(b) The bus arrives at the terminal station at  .</p> <p>The whole journey takes _____ hour(s) and _____ minute(s).</p> <p>Assessment focus: Recognize and apply the '24-hour time'.</p>	2, 10 respectively

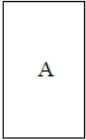
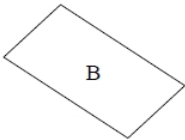
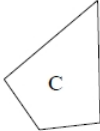
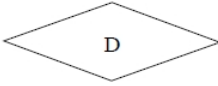
Learning Objective	Basic Competency	Item Number	Option / Answer
Compare the weight of objects directly.	KS1-M4-1 Compare the weight of objects directly.	3M3-Q21  The weight of  may be <input type="radio"/> A. 5 kg. <input type="radio"/> B. 6 kg. <input type="radio"/> C. 7 kg. <input type="radio"/> D. 8 kg.  Assessment focus: Compare the weight of objects directly.	A. <span style="border: 1px solid black; padding: 2px;">Correct Answer</span> B. C. D.
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-Q22  Jane fills up a kettle with water. Then she pours all the water into two empty measuring cups. The capacity of the kettle is _____ mL.  Assessment focus: Measure the capacity of containers using 'litre' (L) or 'millilitre' (mL).	1 500

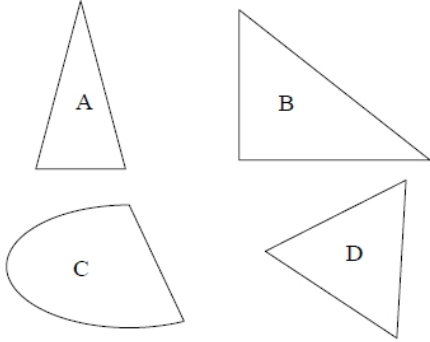

Learning Objective	Basic Competency	Item Number	Option / Answer
Express and compare the length of objects and the distance between objects using 'kilometre' (km).	KS1-M2-4 Express and compare the length of objects and the distance between objects using 'kilometre' (km).	<p>3M3-Q23(a)</p> <p>Study the following diagram and answer the questions below.</p>  <p>(a) It is 12 km from Hotel to Airport passing _____ .</p> <p>Assessment focus: Express and compare the distance between objects using 'kilometre' (km).</p>	Station
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).	<p>3M3-Q23(b)</p> <p>(b) The shortest route from Park to Airport is only _____ km.</p> <p>Assessment focus: Express and compare the distance between objects using 'kilometre' (km).</p>	11

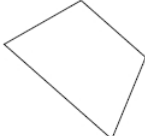
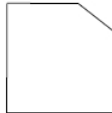

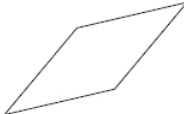
Learning Objective	Basic Competency	Item Number	Option / Answer
Measure the capacity of containers with appropriate tools.	KS1-M5-4 Measure with appropriate tools.	<p>3M3-Q24</p>  <p>Which of the following is most suitable for measuring the capacity of a bucket?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p><input type="radio"/> A.</p> </div> <div style="text-align: center;">  <p><input type="radio"/> B.</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p><input type="radio"/> C.</p> </div> <div style="text-align: center;">  <p><input type="radio"/> D.</p> </div> </div> <p>Assessment focus: Measure the capacity of containers with appropriate tools.</p>	<p>A.</p> <p>B. <span style="border: 1px solid black; padding: 2px;">Correct Answer</span></p> <p>C.</p> <p>D.</p>

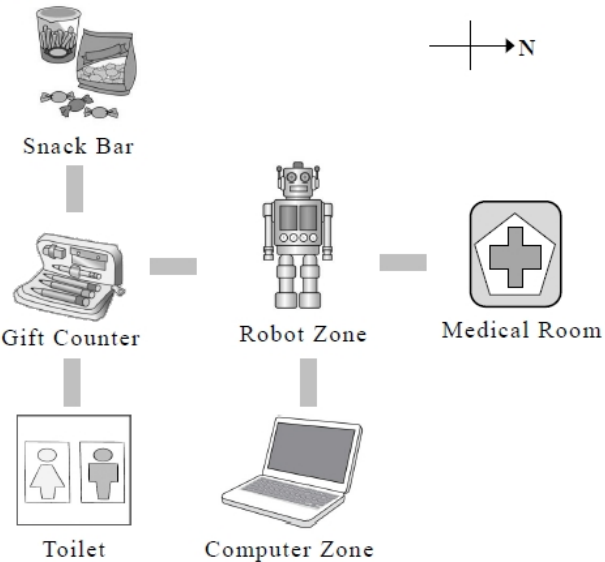
Learning Objective	Basic Competency	Item Number	Option / Answer
Group 3-D shapes.	KS1-S1-2 Group 3-D shapes.	<p>3M3-Q25(a)</p> <p>Study the 3-D shapes below. Write down all the letters for the answers.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  A.         </div> <div style="text-align: center;">  B.         </div> <div style="text-align: center;">  C.         </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  D.         </div> <div style="text-align: center;">  E.         </div> </div> <p>List:</p> <p>(a) Prism(s): _____</p> <p>Assessment focus: Group 3-D shapes.</p>	D, E
Group 3-D shapes.	KS1-S1-2 Group 3-D shapes.	<p>3M3-Q25(b)</p> <p>(b) Pyramid(s): _____</p> <p>Assessment focus: Group 3-D shapes.</p>	C
Identify prisms, pyramids and spheres.	KS1-S1-1 Identify prisms, pyramids and spheres.	<p>3M3-Q26</p> <div style="text-align: center;">  </div> <p>The 3-D shape above is a</p> <p> <input type="radio"/> A. pyramid.  <input type="radio"/> B. circle.  <input type="radio"/> C. prism.  <input type="radio"/> D. sphere.         </p> <p>Assessment focus: Identify spheres.</p>	<p>A.</p> <p>B.</p> <p>C.</p> <p>D. <span style="border: 1px solid black; padding: 2px;">Correct Answer</span></p>



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-Q27(a)  Study the 2-D shapes below. Write down all the letters for the answers.  <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  A         </div> <div style="text-align: center;">  B         </div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  C         </div> <div style="text-align: center;">  D         </div> </div> List: (a) Rectangle(s): _____  Assessment focus: Identify rectangles.	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.	3M3-Q27(b)  (b) Rhombus(es): _____  Assessment focus: Identify rhombuses.	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.	3M3-Q28  Study the 2-D shapes below. Write down the letter(s) for the answer.   List: Equilateral triangle(s): _____  Assessment focus: Recognize the simple characteristics of right-angled triangles, isosceles triangles and equilateral triangles.	D
Identify straight lines, curves, parallel lines and perpendicular lines.	KS1-S3-1 Identify straight lines, curves, parallel lines and perpendicular lines.	3M3-Q29(a)  Study the letters below. Write down all the answers.   List: (a) Letter(s) having curve(s): _____  Assessment focus: Identify curves.	O
Identify straight lines, curves, parallel lines and perpendicular lines.	KS1-S3-1 Identify straight lines, curves, parallel lines and perpendicular lines.	3M3-Q29(b)  (b) Letter(s) having parallel lines: _____  Assessment focus: Identify parallel lines.	M, Z

Learning Objective	Basic Competency	Item Number	Option / Answer
Recognize angles and right angles.	KS1-S4-1 Recognize angles and right angles.	<p>3M3-Q30</p> <p>Study the following figures. Write down the letter(s) for the answer.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             A.         </div> <div style="text-align: center;">             B.         </div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             C.         </div> <div style="text-align: center;">             D.         </div> </div> <p>List the figure(s) with right angle(s).</p> <p>Answer: _____</p> <p>Assessment focus: Recognize right angles.</p>	B, C

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.	<p>3M3-Q31(a)</p> <p>The location map of a technology exhibition is shown below.</p>  <p>(a) Starting from Robot Zone, Steve goes * east / south / west / north to reach Medical Room. (*Circle the answer)</p> <p>Assessment focus: Recognize the four directions: east, south, west and north with the concept of use of compass.</p>	Circle 'north'
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.	<p>3M3-Q31(b)</p> <p>(b) * Robot Zone / Toilet / Snack Bar is to the east of Gift Counter. (*Circle the answer)</p> <p>Assessment focus: Recognize the four directions: east, south, west and north with the concept of use of compass.</p>	Circle 'Toilet'

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.	<p>3M3-Q32(a)</p> <p>Judy did a survey of the number of P.3C pupils watching Dragon Boat Races in different districts.</p> <p style="text-align: center;"><b>Number of P.3C Pupils Watching Dragon Boat Races in Different Districts</b></p> <p style="text-align: right;">Each ☺ stands for 1 pupil</p> <table><tr><td><div>☺</div><div>☺</div><div>☺</div><div>☺</div><div>☺</div></td><td><div>☺</div><div>☺</div><div>☺</div><div>☺</div><div>☺</div></td><td><div>☺</div><div>☺</div><div>☺</div><div>☺</div><div>☺</div></td><td><div>☺</div><div>☺</div><div>☺</div><div>☺</div><div>☺</div></td><td><div>☺</div><div>☺</div><div>☺</div><div>☺</div><div>☺</div></td></tr><tr><td>Tuen Mun</td><td>Stanley</td><td>Shatin</td><td>Cheung Chau</td><td>Sai Kung</td></tr></table> <p>(a) The number of pupils watching Dragon Boat Races in Tuen Mun was _____ .</p> <p>Assessment focus: Read and interpret simple pictograms with a one-to-one representation.</p>	<div>☺</div> <div>☺</div> <div>☺</div> <div>☺</div> <div>☺</div>	<div>☺</div> <div>☺</div> <div>☺</div> <div>☺</div> <div>☺</div>	<div>☺</div> <div>☺</div> <div>☺</div> <div>☺</div> <div>☺</div>	<div>☺</div> <div>☺</div> <div>☺</div> <div>☺</div> <div>☺</div>	<div>☺</div> <div>☺</div> <div>☺</div> <div>☺</div> <div>☺</div>	Tuen Mun	Stanley	Shatin	Cheung Chau	Sai Kung	3
<div>☺</div> <div>☺</div> <div>☺</div> <div>☺</div> <div>☺</div>	<div>☺</div> <div>☺</div> <div>☺</div> <div>☺</div> <div>☺</div>	<div>☺</div> <div>☺</div> <div>☺</div> <div>☺</div> <div>☺</div>	<div>☺</div> <div>☺</div> <div>☺</div> <div>☺</div> <div>☺</div>	<div>☺</div> <div>☺</div> <div>☺</div> <div>☺</div> <div>☺</div>									
Tuen Mun	Stanley	Shatin	Cheung Chau	Sai Kung									
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.	<p>3M3-Q32(b)</p> <p>(b) In Sai Kung and _____ , there was same number of pupils watching Dragon Boat Races. The number of pupils watching in each district was _____ .</p> <p>Assessment focus: Read and interpret simple pictograms with a one-to-one representation.</p>	Shatin, 4 respectively										

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.	<p>3M3-Q33(1)</p> <p>Miss Cheung did a survey of the favourite collections of P.3D pupils. The results are as follows:</p> <table><tr><td>Items</td><td>Stamps</td><td>Postcards</td><td>Stickers</td><td>Magnets</td></tr><tr><td>Number of pupils</td><td>7</td><td>2</td><td>5</td><td>6</td></tr></table> <p>According to the results, complete the following pictogram and give it a title.</p> <div></div> <p>(Title)</p> <p>Assessment focus: Give a title for the pictogram.</p>	Items	Stamps	Postcards	Stickers	Magnets	Number of pupils	7	2	5	6	Title: Favourite Collections of P.3D pupils																						
Items	Stamps	Postcards	Stickers	Magnets																															
Number of pupils	7	2	5	6																															
Construct pictograms using a one-to-one representation.	KS1-D1-2 Construct pictograms using a one-to-one representation.	<p>3M3-Q33(2)</p> <p>Each ○ stands for 1 pupil</p> <table><tr><td>Stamps</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td></td></tr><tr><td>Postcards</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Stickers</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Magnets</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Assessment focus: Construct pictograms using a one-to-one representation.</p>	Stamps	○	○	○	○	○	○		Postcards								Stickers								Magnets								Postcards: 2 pictures Stickers: 5 pictures Magnets: 6 pictures
Stamps	○	○	○	○	○	○																													
Postcards																																			
Stickers																																			
Magnets																																			



### 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.	<p>3M4-Q01</p> <p>In which of the following numbers is the digit '8' in the ten thousands place?</p> <p><input type="radio"/> A. 8 067</p> <p><input type="radio"/> B. 15 648</p> <p><input type="radio"/> C. 82 356</p> <p><input type="radio"/> D. 90 800</p> <p>Assessment focus: Recognize the place value of ten thousands.</p>	<p>A.</p> <p>B.</p> <p>C. <span style="border: 1px solid black; padding: 2px;">Correct Answer</span></p> <p>D.</p>
Read, write and order numbers up to 5 digits.	KS1-N1-2 Read, write and order numbers up to 5 digits.	<p>3M4-Q02</p> <p>Write 'ninety thousand four hundred and ten' in numerals.</p> <p>Answer: _____</p> <p>Assessment focus: Write numbers up to 5 digits.</p>	90 410
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).	<p>3M4-Q03</p> <p><math>72 + 135 + 364 =</math></p> <p><input type="radio"/> A. 1 219</p> <p><input type="radio"/> B. 571</p> <p><input type="radio"/> C. 561</p> <p><input type="radio"/> D. 207</p> <p>Assessment focus: Perform addition.</p>	<p>A.</p> <p>B. <span style="border: 1px solid black; padding: 2px;">Correct Answer</span></p> <p>C.</p> <p>D.</p>

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

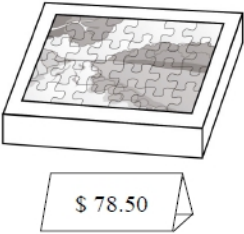




Learning Objective	Basic Competency	Item Number	Option / Answer
Perform subtraction.	KS1-N2-2 Perform subtraction (with numbers up to 3 digits).	3M4-Q04  $657 - 359 - 142 =$ <input type="radio"/> A. 298 <input type="radio"/> B. 266 <input type="radio"/> C. 166 <input type="radio"/> D. 156  Assessment focus: Perform subtraction.	A.  B.  C.  D. <span style="border: 1px solid black;">Correct Answer</span>
Perform multiplication.	KS1-N2-3 Perform multiplication (with numbers up to 1 digit by 3 digits, involving the commutative property of multiplication).	3M4-Q05  $803 \times 6 = \underline{\hspace{2cm}}$  Assessment focus: Perform multiplication.	4 818
Perform division.	KS1-N2-4 Perform division (with divisor 1 digit and dividend 3 digits).	3M4-Q06  $392 \div 8 = \underline{\hspace{2cm}}$  Assessment focus: Perform division.	49
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-Q07  $24 - 7 \times 2 = \underline{\hspace{2cm}}$  Assessment focus: Perform mixed operations of multiplication and subtraction.	10


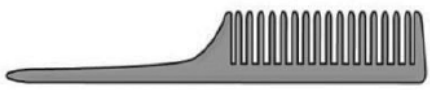



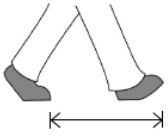
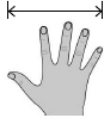




Learning Objective	Basic Competency	Item Number	Option / Answer
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M4-Q08  In a mathematics competition, Class 3A gets 75 points and Class 3D gets 130 points.  Class 3A gets _____ points less than Class 3D.  Assessment focus: Solve problems involving subtraction.	55
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M4-Q09  Henry and Ken go to a fast food shop. Each of them has a set meal and they pay 98 dollars altogether.  On average, each set meal costs _____ dollars.  Assessment focus: Solve problems involving division.	49
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	3M4-Q10  Each box has 48 pieces of building blocks. The total number of building blocks in 6 boxes 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).	3M4-Q11  <div style="text-align: center;"> <div style="display: inline-block; text-align: center; margin-right: 20px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 100px;">I have 40 dollars and 70 cents.</div>  <p>Ann</p> </div> <div style="display: inline-block; text-align: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 100px;">I have 3 dollars and 80 cents.</div>  <p>Tom</p> </div> </div> Ann and Tom have _____ dollars and _____ cents altogether.  Assessment focus: Solve problems involving addition in the calculation of money.	44, 50 respectively

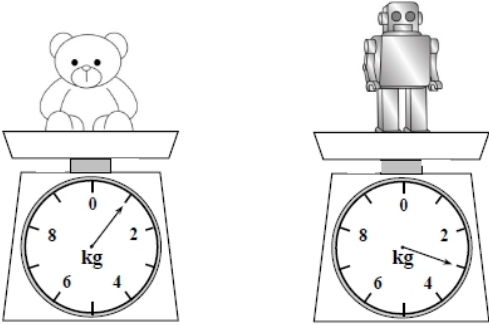

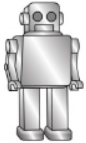

Learning Objective	Basic Competency	Item Number	Option / Answer
Solve problems involving mixed operations.	KS1-N2-6 Solve problems involving mixed operations.	<p>3M4-Q12</p> <p>There is a bookcase with four shelves. One shelf holds 6 books. Each of the other 3 shelves holds 9 books. How many books are there in the bookcase altogether? (Show your working)</p> <div style="border: 1px solid black; height: 100px; width: 380px; margin: 10px 0;"></div> <p>Assessment focus: Solve problems involving mixed operations.</p>	$6 + 9 \times 3$ $= 33$ There are 33 books in the bookcase 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.	<p>3M4-Q13(a)</p> <p>There are 10 cups of ice cream in the refrigerator.</p> <p><math>\frac{2}{5}</math> of the whole is vanilla ice cream and 3 cups are chocolate ice cream.</p> <div style="text-align: center;">  </div> <p>(a) <math>\frac{\square}{\square}</math> of the whole is chocolate ice cream.</p> <p>Assessment focus: Understand the concept of fractions as a part of one whole.</p>	$\frac{3}{10}$
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.	<p>3M4-Q13(b)</p> <p>(b) There are _____ cups of vanilla ice cream.</p> <p>Assessment focus: Understand the concept of fractions as a part of one whole.</p>	4

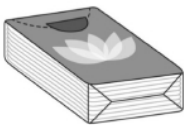
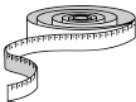



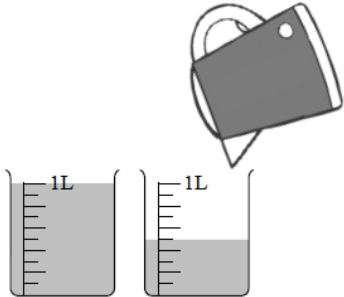
Learning Objective	Basic Competency	Item Number	Option / Answer
Recognize the relationship between fractions and the whole.	KS1-N3-2 Recognize the relationship between fractions and the whole.	3M4-Q14(a)  (a) 6 is * smaller than / equal to / larger than $\frac{6}{6}$ .  (*Circle the answer)  Assessment focus: Recognize the relationship between fractions and the whole.	Circle 'larger than'
Compare fractions with same denominators or same numerators.	KS1-N3-3 Compare fractions with same denominators or same numerators.	3M4-Q14(b)  (b) Fill in the box with a suitable number.  $\frac{2}{\square}$ is smaller than $\frac{2}{7}$ .  Assessment focus: Compare fractions with same numerators.	Accept any whole number larger than 7
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.  $\frac{3}{8}$ , $\frac{1}{8}$ , $\frac{3}{4}$  Answer : $\square$ , $\square$ , $\square$ (Largest) (Smallest)  Assessment focus: Compare fractions with same denominators or same numerators.	$\frac{3}{4}$ , $\frac{3}{8}$ , $\frac{1}{8}$ respectively

Learning Objective	Basic Competency	Item Number	Option / Answer
Read price tags.	KS1-M1-2 Read price tags.	3M4-Q16(a)  Peter buys a puzzle.    (a) The puzzle costs _____ dollars and _____ cents.  Assessment focus: Read price tags.	78, 50 respectively
Exchange and use money.	KS1-M1-3 Exchange and use money.	3M4-Q16(b)  (b) Peter pays  for the puzzle.  Circle the change returned to Peter by the shopkeeper.    Assessment focus: Use Hong Kong money.	Circle an amount of '\$21.50'
Exchange and use money.	KS1-M1-3 Exchange and use money.	3M4-Q17  One  can be  exchanged for _____  .  Assessment focus: Exchange and use money.	10

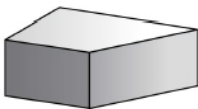
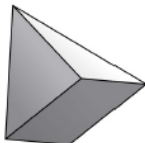


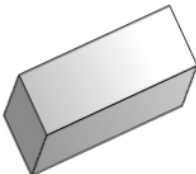
Learning Objective	Basic Competency	Item Number	Option / Answer
Compare the length of objects and the distance between objects directly.	KS1-M2-1 Compare the length of objects and the distance between objects directly.	<p>3M4-Q18</p> <p>Compare the lengths of the three objects below.</p> <p>A </p> <p>B </p> <p>C </p> <p>A is * longer / shorter than B. B is * longer / shorter than C. (*Circle the answer)</p> <p>Assessment focus: Compare the length of objects directly.</p>	Circle 'shorter', circle 'longer' respectively
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'.	<p>3M4-Q19</p> <p>Which of the following is most suitable for measuring the length of a school playground?</p> <p> A.</p> <p> B.</p> <p> C.</p> <p> D.</p> <p>Assessment focus: Choose appropriate 'ever-ready rulers' for measuring the length of objects.</p>	<p>A.</p> <p>B.</p> <p>C. <span style="border: 1px solid black; padding: 2px;">Correct Answer</span></p> <p>D.</p>

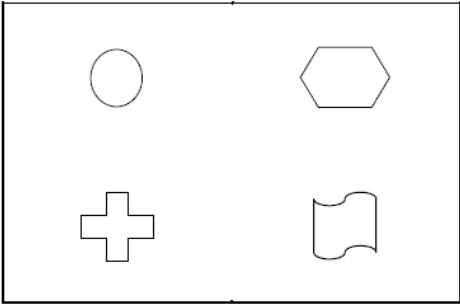


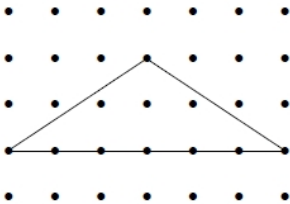
Learning Objective	Basic Competency	Item Number	Option / Answer
Record the length of objects and the distance between objects with an appropriate single unit	KS1-M2-7 Record the length of objects and the distance between objects with an appropriate single unit	3M4-Q20  Fill in the following blank with a suitable unit.  An umbrella is about 60 _____ long.  Assessment focus: Record the length of objects with an appropriate single unit.	centimetres / cm
Tell time from a clock face and a digital clock.	KS1-M3-2 Tell time from a clock face and a digital clock.	3M4-Q21(a)  Amy joins a running race. The two clocks below show her starting time and finishing time.  <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Starting Time</p> </div> <div style="text-align: center;">  <p>Finishing Time</p> </div> </div> (a) Amy starts at _____ minute(s) past _____ in the * morning / afternoon . (*Circle the answer)  Assessment focus: Tell time from a digital clock.	25, 9, circle 'morning' 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).	3M4-Q21(b)  (b) Amy takes _____ hour(s) and _____ minute(s) to finish the running race.  Assessment focus: Record the duration of time for different activities using 'hours and minutes'.	1, 10 respectively

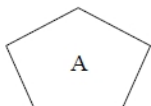
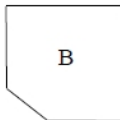
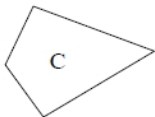
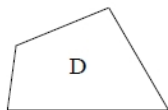




Learning Objective	Basic Competency	Item Number	Option / Answer
Measure and compare the weight of objects using 'gram'(g) or 'kilogram' (kg).	KS1-M4-3 Measure and compare the weight of objects using 'gram'(g) or 'kilogram' (kg).	<p>3M4-Q22(a)</p> <div style="text-align: center;">  </div> <p>(a) The weight of  is _____ kg.</p> <p>Assessment focus: Measure the weight of objects using 'kilogram' (kg).</p>	1
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).	<p>3M4-Q22(b)</p> <p>(b)  is _____ kg * lighter / heavier than  .</p> <p>(*Circle the answer)</p> <p>Assessment focus: Compare the weight of objects using 'kilogram' (kg).</p>	2, circle 'heavier' respectively

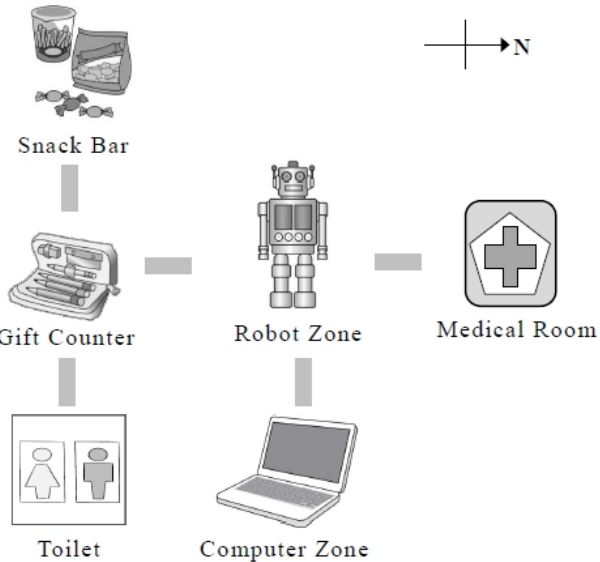
Learning Objective	Basic Competency	Item Number	Option / Answer
Measure the weight of an object with appropriate measuring tools.	KS1-M4-4 Measure with appropriate tools.	<p>3M4-Q23</p>  <p>Which of the following is most suitable for measuring the weight of a pack of tissue paper?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p><input type="radio"/> A.</p> </div> <div style="text-align: center;">  <p><input type="radio"/> B.</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p><input type="radio"/> C.</p> </div> <div style="text-align: center;">  <p><input type="radio"/> D.</p> </div> </div> <p>Assessment focus: Measure the weight of an object with appropriate measuring tools.</p>	<p>A.</p> <p>B. <span style="border: 1px solid black; padding: 2px;">Correct Answer</span></p> <p>C.</p> <p>D.</p>
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).	<p>3M4-Q24</p>  <p>Jane fills up a kettle with water. Then she pours all the water into two empty measuring cups.</p> <p>The capacity of the kettle is _____ mL.</p> <p>Assessment focus: Measure the capacity of containers using 'litre' (L) or 'millilitre' (mL).</p>	1 500


























































Learning Objective	Basic Competency	Item Number	Option / Answer
Identify prisms, pyramids and spheres.	KS1-S1-1 Identify prisms, pyramids and spheres.	3M4-Q25  The 3-D shape above is a <input type="radio"/> A. prism. <input type="radio"/> B. rectangle. <input type="radio"/> C. pyramid. <input type="radio"/> D. trapezium. Assessment focus: Identify prisms / cylinders.	A. <span style="border: 1px solid black; padding: 2px;">Correct Answer</span> B. C. D.
Group 3-D shapes.	KS1-S1-2 Group 3-D shapes.	3M4-Q26(a) Study the 3-D shapes below. Write down all the letters for the answers. <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">               A.           </div> <div style="text-align: center;">               B.           </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">               C.           </div> <div style="text-align: center;">               D.           </div> </div> List: (a) Cone(s): _____ Assessment focus: Group 3-D shapes.	B
Group 3-D shapes.	KS1-S1-2 Group 3-D shapes.	3M4-Q26(b) (b) Cylinder(s): _____ Assessment focus: Group 3-D shapes.	C

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'.	<p>3M4-Q27</p> <p>The teacher puts four 2-D shapes on a whiteboard.</p>  <p>  is * on the left of / above / under  .  (*Circle the answer) </p> <p>Assessment focus: Describe the relative positions of two 2-D shapes using 'left', 'right', 'above' and 'under'.</p>	Circle 'above'
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.	<p>3M4-Q28</p>  <p>On the pin-board, John uses a rubber band to make a triangle. This is</p> <p>* a right-angled / an isosceles / an equilateral triangle.  (*Circle the answer)</p> <p>Assessment focus: Recognize the simple characteristics of right-angled triangles, isosceles triangles and equilateral triangles.</p>	Circle 'an isosceles'

Learning Objective	Basic Competency	Item Number	Option / Answer
Group 2-D shapes.	KS1-S2-3 Group 2-D shapes.	3M4-Q29(a)  Study the 2-D shapes below. Write down all the letters for the answers.  <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> List: (a) Quadrilateral(s): _____  Assessment focus: Group 2-D shapes.	C, D
Group 2-D shapes.	KS1-S2-3 Group 2-D shapes.	3M4-Q29(b)  (b) Pentagon(s): _____  Assessment focus: Group 2-D shapes.	A, B
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.  <div style="display: flex; justify-content: space-around; align-items: center;">     </div> List the figure(s) formed by perpendicular lines. Answer: _____  Assessment focus: Identify perpendicular lines.	B

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.	<p>3M4-Q31(a)</p> <p>The location map of a technology exhibition is shown below.</p>  <p>(a) Starting from Robot Zone, Steve goes * east / south / west / north to reach Medical Room. (*Circle the answer)</p> <p>Assessment focus: Recognize the four directions: east, south, west and north with the concept of use of compass.</p>	Circle 'north'
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.	<p>3M4-Q31(b)</p> <p>(b) * Robot Zone / Toilet / Snack Bar is to the east of Gift Counter. (*Circle the answer)</p> <p>Assessment focus: Recognize the four directions: east, south, west and north with the concept of use of compass.</p>	Circle 'Toilet'

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.	<p>3M4-Q32(a)</p> <p>Miss Lam did a survey of the number of times that Primary Three classes used the printer last week.</p> <p><b>Number of Times that Primary Three Classes Used the Printer Last Week</b></p> <p>Each  stands for 1 time</p> <table><tr><td>3A</td><td>   </td></tr><tr><td>3B</td><td></td></tr><tr><td>3C</td><td>    </td></tr><tr><td>3D</td><td> </td></tr><tr><td>3E</td><td>     </td></tr></table> <p>(a) Last week, Class _____ used the printer the most. There were _____ times.</p> <p>Assessment focus: Read and interpret simple pictograms with a one-to-one representation.</p>	3A	   	3B		3C	    	3D	 	3E	     	3E, 6 respectively
3A	   												
3B													
3C	    												
3D	 												
3E	     												
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.	<p>3M4-Q32(b)</p> <p>(b) Altogether, Primary Three classes used the printer _____ times last week.</p> <p>Assessment focus: Read and interpret simple pictograms with a one-to-one representation.</p>	18										

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(a)  The pupils of P.3B voted for their favourite cakes with one person, one vote.  (a) According to the record, complete the table below. <table><tr><td>Cakes</td><td>Strawberry cakes</td><td>Chocolate cakes</td><td>Cheese cakes</td><td>Mango cakes</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.	Cakes	Strawberry cakes	Chocolate cakes	Cheese cakes	Mango cakes	Record					Number of pupils					6, 3, 7, 5 respectively																	
Cakes	Strawberry cakes	Chocolate cakes	Cheese cakes	Mango cakes																															
Record																																			
Number of pupils																																			
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 and give it a title. <div></div> (Title)  Assessment focus: Give a title for the pictogram.	Title: Favourite Cakes of P.3B pupils																																
Construct pictograms using a one-to-one representation.	KS1-D1-2 Construct pictograms using a one-to-one representation.	3M4-Q33(b)(2)  Each ○ stands for 1 pupil <table><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td>○</td><td>○</td><td>○</td><td>○</td></tr><tr><td>○</td><td>○</td><td>○</td><td>○</td></tr><tr><td>○</td><td>○</td><td>○</td><td>○</td></tr><tr><td>Strawberry cakes</td><td>Chocolate cakes</td><td>Cheese cakes</td><td>Mango cakes</td></tr></table>  Assessment focus: Construct pictograms using a one-to-one representation.																	○	○	○	○	○	○	○	○	○	○	○	○	Strawberry cakes	Chocolate cakes	Cheese cakes	Mango cakes	Strawberry cakes : totally 6 pictures Chocolate cakes : totally 3 pictures Cheese cakes: totally 7 pictures Mango cakes: totally 5 pictures
○	○	○	○																																
○	○	○	○																																
○	○	○	○																																
Strawberry cakes	Chocolate cakes	Cheese cakes	Mango cakes																																