

Territory-wide System Assessment 2023 (Primary 3)
Assessment Design
Mathematics

Design Rationale

- The Primary 3 Assessment is designed with reference to the *Mathematics Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)(2017)* and the *Basic Competency Descriptors for Key Stage 1 Mathematics Curriculum*. The Assessment covers the four strands 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 strands, 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 2023 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 Unit	Basic Competency Descriptor*	Item Number	Option / Answer					
5-digit Numbers	KS1-N1-1 Demonstrate recognition of places (units place to ten thousands place), involving reading, writing and ordering numbers up to 5 digits.	3M1-Q01 Write a 5-digit number according to the instructions below. The digit '8' is in the hundreds place. The digit '9' is in the thousands place. The digit '1' is in the units place. The digit '3' is in the ten thousands place. The digit '5' is in the tens place. <div style="text-align: center;"> <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> </tr> </table> </div> Assessment focus: Recognize the place values: units, tens, hundreds, thousands and ten thousands.						39 851
5-digit Numbers	KS1-N1-1 Demonstrate recognition of places (units place to ten thousands place), involving reading, writing and ordering numbers up to 5 digits.	3M1-Q02 Write an <i>odd number</i> which is larger than 49 874 but smaller than 50 139. Answer: _____ Assessment focus: Write numbers up to 5 digits.	Accept any 5-digit odd number between 49 874 and 50 139					

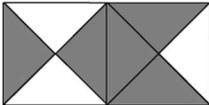
* Please refer to the BCA website (http://cd1.edb.hkedcity.net/cd/eap_web/bca/index3.htm) for the Basic Competencies Descriptors documents

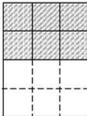
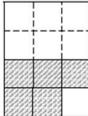
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
5-digit Numbers	<p>KS1-N1-1</p> <p>Demonstrate recognition of places (units place to ten thousands place), involving reading, writing and ordering numbers up to 5 digits.</p>	<p>3M1-Q03</p> <p>Write 'seventy thousand and five hundred' in numerals.</p> <p>Answer: _____</p> <p>Assessment focus: Write numbers up to 5 digits.</p>	70 500
Four Arithmetic Operations	<p>KS1-N2-1</p> <p>Perform addition and subtraction of three 3-digit numbers at most, and use the commutative and associative properties of addition (not involving using brackets, performing addition with carry in three steps and performing mixed operations).</p>	<p>3M1-Q04</p> <p>$69 + 327 = \underline{\hspace{2cm}}$</p> <p>Assessment focus: Perform addition.</p>	396
Four Arithmetic Operations	<p>KS1-N2-1</p> <p>Perform addition and subtraction of three 3-digit numbers at most, and use the commutative and associative properties of addition (not involving using brackets, performing addition with carry in three steps and performing mixed operations).</p>	<p>3M1-Q05</p> <p>$873 - 435 - 261 =$</p> <p> <input type="radio"/> A. 438 <input type="radio"/> B. 277 <input type="radio"/> C. 187 <input type="radio"/> D. 177 </p> <p>Assessment focus: Perform subtraction.</p>	<p>A.</p> <p>B.</p> <p>C.</p> <p>D. Correct Answer</p>

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Four Arithmetic Operations	<p>KS1-N2-2</p> <p>Perform multiplication and division of three numbers at most, and use the commutative and associative properties of multiplication, multiplication up to 3-digit numbers by 1-digit numbers, division up to 3-digit numbers by 1-digit numbers (not involving using brackets and performing mixed operations).</p>	<p>3M1-Q06</p> <p>$405 \times 8 = \underline{\hspace{2cm}}$</p> <p>Assessment focus: Perform multiplication.</p>	<p>3 240</p>
Four Arithmetic Operations	<p>KS1-N2-2</p> <p>Perform multiplication and division of three numbers at most, and use the commutative and associative properties of multiplication, multiplication up to 3-digit numbers by 1-digit numbers, division up to 3-digit numbers by 1-digit numbers (not involving using brackets and performing mixed operations).</p>	<p>3M1-Q07</p> <p>$801 \div 5 =$</p> <p> <input type="radio"/> A. 160...1 <input type="radio"/> B. 160 <input type="radio"/> C. 106...1 <input type="radio"/> D. 16...1 </p> <p>Assessment focus: Perform division.</p>	<p>A. Correct Answer</p> <p>B.</p> <p>C.</p> <p>D.</p>

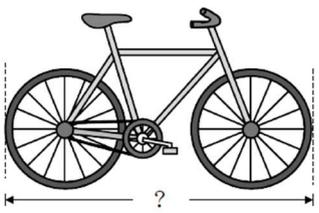
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Four Arithmetic Operations	<p>KS1-N2-3:</p> <p>Perform mixed operations of:</p> <p>(a) addition and subtraction, involving using brackets;</p> <p>(b) multiplication and addition, multiplication with numbers not greater than 10 (not involving using brackets); and</p> <p>(c) multiplication and subtraction, multiplication with numbers not greater than 10 (not involving using brackets) of three numbers at most.</p>	<p>3M1-Q08</p> <p>$734 - (37 + 84) = \underline{\hspace{2cm}}$</p> <p>Assessment focus:</p> <p>Perform mixed operations of addition and subtraction.</p>	613
Four Arithmetic Operations	<p>KS1-N2-4</p> <p>Solve problems involving four arithmetic operations. Problems of calculation of money in both dollars and cents involve only addition and subtraction and do not involve performing mixed operations.</p>	<p>3M1-Q09</p> <p>There are 508 audience members at the cinema in the morning. There are 65 fewer audience members in the afternoon than in the morning. In the afternoon, there are</p> <p><input type="radio"/> A. 443 audience members.</p> <p><input type="radio"/> B. 463 audience members.</p> <p><input type="radio"/> C. 543 audience members.</p> <p><input type="radio"/> D. 573 audience members.</p> <p>Assessment focus:</p> <p>Solve problems involving subtraction.</p>	<p>A. Correct Answer</p> <p>B.</p> <p>C.</p> <p>D.</p>

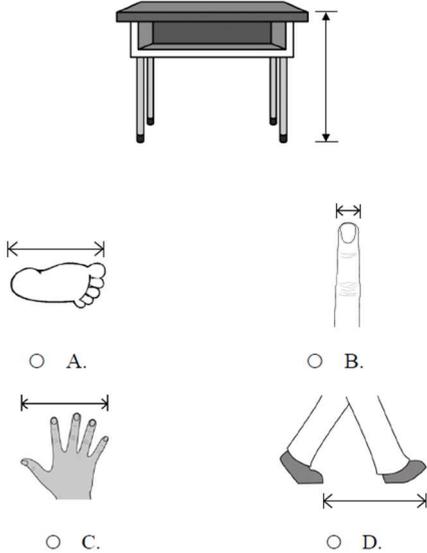
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Four Arithmetic Operations	<p>KS1-N2-4</p> <p>Solve problems involving four arithmetic operations.</p> <p>Problems of calculation of money in both dollars and cents involve only addition and subtraction and do not involve performing mixed operations.</p>	<p>3M1-Q10</p> <p>In Primary Three, there are 136 pupils altogether. Miss Chan evenly divides the pupils into 8 groups. There are _____ pupils in each group.</p> <p>Assessment focus: Solve problems involving division.</p>	17
Four Arithmetic Operations	<p>KS1-N2-4</p> <p>Solve problems involving four arithmetic operations.</p> <p>Problems of calculation of money in both dollars and cents involve only addition and subtraction and do not involve performing mixed operations.</p>	<p>3M1-Q11</p> <p>There are 10 eggs in each box. Mother buys 3 boxes of eggs. After she uses 11 eggs to make a cake, there are _____ eggs left.</p> <p>Assessment focus: Solve problems involving mixed operations.</p>	19
Four Arithmetic Operations	<p>KS1-N2-4</p> <p>Solve problems involving four arithmetic operations.</p> <p>Problems of calculation of money in both dollars and cents involve only addition and subtraction and do not involve performing mixed operations.</p>	<p>3M1-Q12</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;">Scissors 13 dollars 80 cents</div> </div> <div style="text-align: center;">  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;">Toy bear 42 dollars</div> </div> </div> <p>Grace buys a pair of scissors and a toy bear. She should pay _____ dollars and _____ cents altogether.</p> <p>Assessment focus: Solve problems involving addition in the calculation of money.</p>	55 , 80 respectively

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
<p>Four Arithmetic Operations</p>	<p>KS1-N2-4</p> <p>Solve problems involving four arithmetic operations. Problems of calculation of money in both dollars and cents involve only addition and subtraction and do not involve performing mixed operations.</p>	<p>3M1-Q13</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <div style="border: 1px solid black; padding: 5px; width: 60px; margin: 5px auto;"> Juice 8 dollars </div> </div> <div style="text-align: center;">  <div style="border: 1px solid black; padding: 5px; width: 60px; margin: 5px auto;"> Milk 9 dollars </div> </div> </div> <p>Dave buys 4 bottles of juice and 1 bottle of milk. How much should he pay altogether? (Show your working)</p> <div style="border: 1px solid black; height: 80px; width: 100%; margin: 10px 0;"></div> <p>Assessment focus: Solve problems involving mixed operations.</p>	<p>$8 \times 4 + 9$</p> <p>$= 41$</p> <p>He should pay 41 dollars altogether.</p>
<p>Fractions</p>	<p>KS1-N3-1</p> <p>Demonstrate recognition of fractions as parts of one whole and the diagrams representing equivalent fractions.</p>	<p>3M1-Q14</p> <p>In the following figure, what fraction of the whole is shaded?</p> <div style="text-align: center;">  </div> <p> <input type="radio"/> A. $\frac{2}{5}$ <input type="radio"/> B. $\frac{3}{5}$ <input type="radio"/> C. $\frac{3}{8}$ <input type="radio"/> D. $\frac{5}{8}$ </p> <p>Assessment focus: Recognize the concept of fractions as a part of one whole.</p>	<p>A.</p> <p>B.</p> <p>C.</p> <p>D. Correct Answer</p>

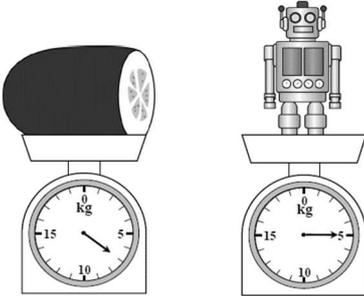
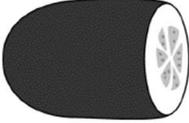
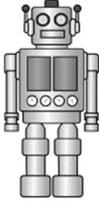
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Fractions	<p>KS1-N3-3</p> <p>Compare the magnitude of fractions with same denominators or same numerators.</p>	<p>3M1-Q15</p> <p>Fill in the box with a suitable number.</p> <p>$\frac{1}{\square}$ is smaller than $\frac{1}{4}$.</p> <p>Assessment focus:</p> <p>Compare the magnitude of fractions with same numerators.</p>	<p>Accept any whole number larger than 4</p>
Fractions	<p>KS1-N3-5</p> <p>Solve problems involving addition and subtraction of fractions with the same denominators that are illustrated by diagrams.</p>	<p>3M1-Q16</p> <p>There is a box of chocolate on the table. Mandy eats $\frac{6}{12}$ of the box. Tim eats $\frac{5}{12}$ of the box. How much of the box of chocolate do they eat altogether?</p> <p>Mandy eats: </p> <p>Tim eats: </p> <p>(Show your working)</p> <div style="border: 1px solid black; height: 80px; width: 100%; margin-top: 10px;"></div> <p>Assessment focus:</p> <p>Solve problems involving addition of fractions with the same denominators that are illustrated by diagrams.</p>	$\frac{6}{12} + \frac{5}{12}$ $= \frac{11}{12}$ <p>They eat $\frac{11}{12}$ of the box altogether.</p>

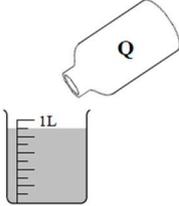
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Money	KS1-M1-2 Read price tags.	3M1-Q17(a)  (a) A pack of colour pencils costs _____ dollars and _____ cents. Assessment focus: Read price tags.	27, 10 respectively
Money	KS1-M1-3 Demonstrate recognition of the use of money in daily life, involving counting notes and coins and exchanging money.	3M1-Q17(b) (b) Jack buys a pack of colour pencils. Circle the amount he should pay.   Assessment focus: Use and exchange Hong Kong money.	Circle the amount of “\$27.10”

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Money	<p>KS1-M1-1</p> <p>Identify the money in circulation in Hong Kong.</p>	<p>3M1-Q18</p> <p>Vincent pays the following amount for a book.</p>  <p>Vincent pays _____ dollars for a book.</p> <p>Assessment focus:</p> <p>Identify Hong Kong money.</p>	178
Length and Distance	<p>KS1-M2-3</p> <p>Measure and compare the lengths of objects and measure and compare the distances between objects in “millimeter” (mm), “centimeter” (cm) or “metre” (m).</p>	<p>3M1-Q19</p> <p>Use a ruler to measure the length of the toy bicycle below.</p>  <p>The length of the toy bicycle is _____ cm.</p> <p>Assessment focus:</p> <p>Measure the length of objects using “centimetre” (cm).</p>	8

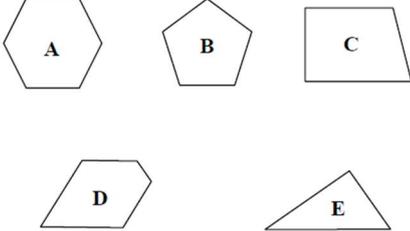
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Length and Distance	<p>KS1-M2-5</p> <p>Estimate the lengths of objects and the distances between objects with finger width, arm length, foot span, finger span, stride length, etc., as “ever-ready rulers”.</p>	<p>3M1-Q20</p> <p>Which of the following is most suitable for measuring the height of a desk?</p>  <p>○ A. ○ B.</p> <p>○ C. ○ D.</p> <p>Assessment focus: Choose appropriate ‘ever-ready rulers’ for measuring the height of objects.</p>	<p>A.</p> <p>B.</p> <p>C. Correct Answer</p> <p>D.</p>
Length and Distance	<p>KS1-M2-7</p> <p>Record the lengths of objects and the distances between objects in an appropriate single unit.</p>	<p>3M1-Q21(a)</p> <p>Fill in the following blanks with suitable units.</p> <p>(a) The thickness of a primary mathematics book is about 8 _____ .</p> <p>Assessment focus: Record the thickness of objects with an appropriate single unit.</p>	<p>millimetres / mm</p>
Weight	<p>KS1-M4-5</p> <p>Record the weights of objects in an appropriate single unit.</p>	<p>3M1-Q21(b)</p> <p>(b) The weight of a watch is about 80 _____ .</p> <p>Assessment focus: Record the weight of objects with appropriate units.</p>	<p>grams / g</p>

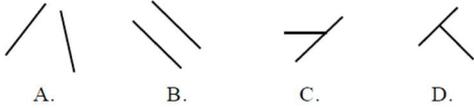
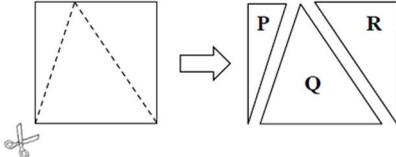
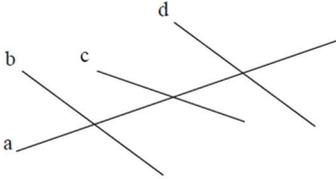
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Time	<p>KS1-M3-2</p> <p>Tell time from an analog clock and a digital clock.</p>	<p>3M1-Q22(a)</p> <p>The two clocks below show the starting time and the finishing time of a charity walk.</p> <div style="display: flex; justify-content: 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> <p>(a) The charity walk starts at _____ minute(s) past _____ in the morning.</p> <p>Assessment focus: Tell time from an analog clock.</p>	<p>20, 8 respectively</p>
Time	<p>KS1-M3-3</p> <p>Record the duration of time for different activities in “hours”, “minutes” or “seconds”(not involving changing units).</p>	<p>3M1-Q22(b)</p> <p>(b) The charity walk ends in the morning. It lasts for _____ hour(s).</p> <p>Assessment focus: Record the duration of time for different activities in ‘hours’.</p>	<p>3</p>

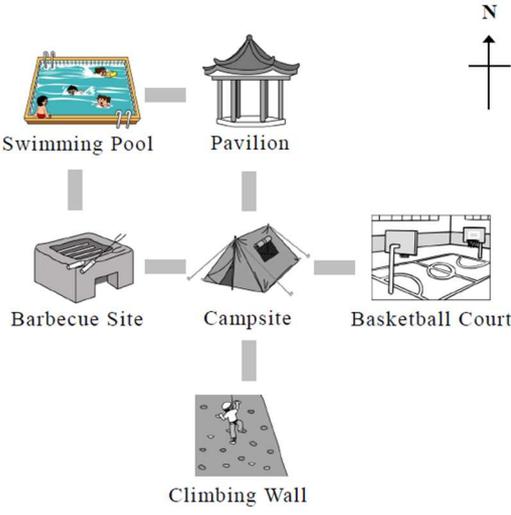
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Weight	KS1-M4-3 Measure and compare the weights of objects in “gram”(g) or “kilogram” (kg).	3M1-Q23(a) <div style="text-align: center;">  </div> <p>(a) The weight of  is _____ kg.</p> <p>Assessment focus: Measure the weight of objects using “kilogram” (kg).</p>	7
Weight	KS1-M4-3 Measure and compare the weights of objects in “gram”(g) or “kilogram” (kg).	3M1-Q23(b) <p>(b)  is _____ kg</p> <p>* lighter / heavier than </p> <p>(*Circle the answer)</p> <p>Assessment focus: Measure and compare the weight of objects using “kilogram” (kg).</p>	2, circle “heavier” respectively

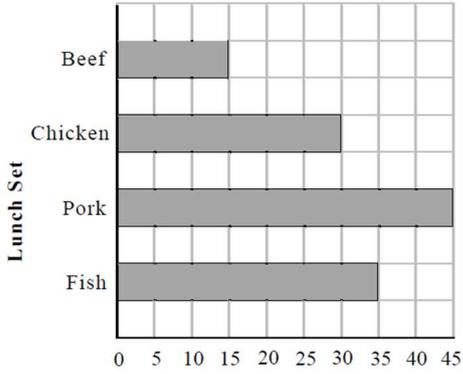
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Capacity	KS1-M5-3 Measure and compare the capacities of containers in “litre” (L) or “milliliter” (mL).	3M1-Q24 Fill up container Q with water. Then pour all the water into an empty measuring cup.  The capacity of container Q is _____ mL. Assessment focus: Measure the capacity of containers using “milliliter” (mL).	900
3-D Shapes	KS1-S1-1 Identify prisms, pyramids, cylinders, cones and spheres intuitively.	3M1-Q25  The 3-D shape above is a <input type="radio"/> A. prism. <input type="radio"/> B. cylinder. <input type="radio"/> C. sphere. <input type="radio"/> D. circle. Assessment focus: Identify cylinder.	A. B. Correct Answer C. D.

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
3-D Shapes	KS1-S1-1 Identify prisms, pyramids, cylinders, cones and spheres intuitively.	3M1-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: 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> List: (a) Prism(s): _____ Assessment focus: Identify prisms.	C, D
3-D Shapes	KS1-S1-1 Identify prisms, pyramids, cylinders, cones and spheres intuitively.	3M1-Q26(b) (b) Cone(s): _____ Assessment focus: Identify cones.	A

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
2-D Shapes	<p>KS1-S2-1</p> <p>Identify 2-D shapes intuitively, including triangles, quadrilaterals, trapeziums, parallelograms, pentagons, hexagons, squares, rectangles and circles (not involving the inclusion relations between different types of triangles and the inclusion relations between different types of quadrilaterals).</p>	<p>3M1-Q27(a)</p> <p>Study the 2-D shapes below. Write down all the letters for the answers.</p> <div style="text-align: center;">  </div> <p>List:</p> <p>(a) Triangle(s): _____</p> <p>Assessment focus:</p> <p>Identify triangles.</p>	E
2-D Shapes	<p>KS1-S2-1</p> <p>Identify 2-D shapes intuitively, including triangles, quadrilaterals, trapeziums, parallelograms, pentagons, hexagons, squares, rectangles and circles (not involving the inclusion relations between different types of triangles and the inclusion relations between different types of quadrilaterals).</p>	<p>3M1-Q27(b)</p> <p>(b) Pentagon(s): _____</p> <p>Assessment focus:</p> <p>Identify pentagons.</p>	B, D

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Lines	<p>KS1-S3-1</p> <p>Identify straight lines and curves intuitively; and identify parallel lines and perpendicular lines.</p>	<p>3M1-Q28</p> <p>Study the following figures. Write down all the letter(s) for the answer.</p>  <p>List the figure(s) formed by perpendicular lines.</p> <p>Answer: _____</p> <p>Assessment focus:</p> <p>Identify perpendicular lines.</p>	D
2-D Shapes	<p>KS1-S2-2:</p> <p>Identify different types of triangles intuitively, including right-angled triangles, isosceles triangles, isosceles right-angled triangles and equilateral triangles (not involving the inclusion relations between different types of triangles).</p>	<p>3M1-Q29</p>  <p>Amy cuts the square above along the dotted line. She gets three triangles. Figure P is</p> <p>* a right-angled / an equilateral / an isosceles triangle.</p> <p>(*Circle the answer)</p> <p>Assessment focus:</p> <p>Identify right-angled triangles.</p>	Circle “a right-angled”
Lines	<p>KS1-S3-1</p> <p>Identify straight lines and curves intuitively; and identify parallel lines and perpendicular lines.</p>	<p>3M1-Q30</p> <p>Study the following figure. Write down the letters for the answers.</p>  <p>Lines _____ and _____ are a pair of parallel lines.</p> <p>Assessment focus:</p> <p>Identify parallel lines.</p>	b, d / d, b

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
<p>Directions and Positions</p>	<p>KS1-S5-2</p> <p>Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.</p>	<p>3M1-Q31(a)</p> <p>The location map of a training camp is shown below.</p>  <p>(a) * Pavilion / Climbing Wall / Basketball Court is to the south of Campsite. (*Circle the answer)</p> <p>Assessment focus: Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.</p>	<p>Circle “Climbing Wall”</p>
<p>Directions and Positions</p>	<p>KS1-S5-2</p> <p>Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.</p>	<p>3M1-Q31(b)</p> <p>(b) Starting from Swimming Pool, Terry goes * east / south / west / north to reach Pavilion. (*Circle the answer)</p> <p>Assessment focus: Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.</p>	<p>Circle “east”</p>

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer										
Bar Charts	<p>KS1-D2-1</p> <p>Interpret bar charts with a one-to-one, one-to-two or one-to-five representation.</p>	<p>3M1-Q32(a)</p> <p>A shopkeeper did a survey of the number of lunch sets sold yesterday.</p> <p style="text-align: center;">Number of Lunch Sets Sold Yesterday</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Data from Bar Chart</caption> <thead> <tr> <th>Lunch Set</th> <th>Number of Sets</th> </tr> </thead> <tbody> <tr> <td>Beef</td> <td>15</td> </tr> <tr> <td>Chicken</td> <td>30</td> </tr> <tr> <td>Pork</td> <td>45</td> </tr> <tr> <td>Fish</td> <td>35</td> </tr> </tbody> </table> <p>(a) The number of _____ lunch sets sold was the smallest. There were _____ sets only.</p> <p>Assessment focus: Interpret bar charts with a one-to-five representation.</p>	Lunch Set	Number of Sets	Beef	15	Chicken	30	Pork	45	Fish	35	<p>beef, 15 respectively</p>
Lunch Set	Number of Sets												
Beef	15												
Chicken	30												
Pork	45												
Fish	35												
Bar Charts	<p>KS1-D2-1</p> <p>Interpret bar charts with a one-to-one, one-to-two or one-to-five representation.</p>	<p>3M1-Q32(b)</p> <p>(b) The number of chicken lunch sets sold was _____ * more / less than that of fish lunch sets.</p> <p>(*Circle the answer)</p> <p>Assessment focus: Interpret bar charts with a one-to-five representation.</p>	<p>5, circle “less” respectively</p>										

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer																																													
Pictograms	KS1-D1-2 Construct pictograms using a one-to-one representation.	3M1-Q33(1) Mr Lee did a survey of the favourite pets of P.3D pupils. The results are as follows: <table border="1" data-bbox="643 371 1197 468"> <thead> <tr> <th>Pet</th> <th>Dog</th> <th>Cat</th> <th>Hamster</th> <th>Goldfish</th> <th>Rabbit</th> </tr> </thead> <tbody> <tr> <td>Number of pupils</td> <td>9</td> <td>6</td> <td>3</td> <td>4</td> <td>7</td> </tr> </tbody> </table> According to the results, complete the following pictogram and give it a title. <div style="border: 1px solid black; width: 100%; height: 30px; margin: 10px 0;"></div> (Title) Assessment focus: Give a title for the pictogram.	Pet	Dog	Cat	Hamster	Goldfish	Rabbit	Number of pupils	9	6	3	4	7	Title: Favourite pets of P.3D pupils																																	
Pet	Dog	Cat	Hamster	Goldfish	Rabbit																																											
Number of pupils	9	6	3	4	7																																											
Pictograms	KS1-D1-2 Construct pictograms using a one-to-one representation.	3M1-Q33(2) Each ○ stands for 1 pupil <table border="1" data-bbox="652 842 1165 1254"> <tbody> <tr><td>○</td><td></td><td></td><td></td><td></td></tr> <tr><td>○</td><td></td><td></td><td></td><td></td></tr> <tr><td>○</td><td></td><td></td><td></td><td>○</td></tr> <tr><td>○</td><td></td><td></td><td></td><td>○</td></tr> <tr><td>○</td><td></td><td></td><td></td><td>○</td></tr> <tr><td>○</td><td></td><td></td><td>○</td><td>○</td></tr> <tr><td>○</td><td></td><td></td><td>○</td><td>○</td></tr> <tr><td>○</td><td></td><td></td><td>○</td><td>○</td></tr> <tr><td>○</td><td></td><td></td><td>○</td><td>○</td></tr> </tbody> </table> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> Cat Hamster <div style="border: 1px solid black; width: 40px; height: 20px;"></div> Rabbit </div> Assessment focus: Fill in the appropriate categories on the pictogram.	○					○					○				○	○				○	○				○	○			○	○	○			○	○	○			○	○	○			○	○	From left to right: Dog, Goldfish
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Pictograms	KS1-D1-2 Construct pictograms using a one-to-one representation.	3M1-Q33(3) Each ○ stands for 1 pupil <table border="1" data-bbox="652 1473 1136 1863"> <tbody> <tr><td>○</td><td></td><td></td><td></td><td></td></tr> <tr><td>○</td><td></td><td></td><td></td><td></td></tr> <tr><td>○</td><td></td><td></td><td></td><td>○</td></tr> <tr><td>○</td><td></td><td></td><td></td><td>○</td></tr> <tr><td>○</td><td></td><td></td><td>○</td><td>○</td></tr> <tr><td>○</td><td></td><td></td><td>○</td><td>○</td></tr> <tr><td>○</td><td></td><td></td><td>○</td><td>○</td></tr> <tr><td>○</td><td></td><td></td><td>○</td><td>○</td></tr> </tbody> </table> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> Cat Hamster <div style="border: 1px solid black; width: 40px; height: 20px;"></div> Rabbit </div> Assessment focus: Construct pictograms using a one-to-one representation.	○					○					○				○	○				○	○			○	○	○			○	○	○			○	○	○			○	○	Cat: 6 pictures Hamster: 3 pictures					
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Sub-paper 2 (3ME2)

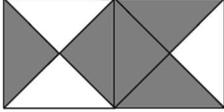
Learning Unit	Basic Competency Descriptor*	Item Number	Option / Answer								
5-digit Numbers	<p>KS1-N1-1</p> <p>Demonstrate recognition of places (units place to ten thousands place), involving reading, writing and ordering numbers up to 5 digits.</p>	<p>3M2-Q01</p> <p>Write a 5-digit number according to the instructions below.</p> <p>The digit '8' is in the hundreds place.</p> <p>The digit '9' is in the thousands place.</p> <p>The digit '1' is in the units place.</p> <p>The digit '3' is in the ten thousands place.</p> <p>The digit '5' is in the tens place.</p> <div style="text-align: center;"> <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> </tr> </table> </div> <p>Assessment focus:</p> <p>Recognize the place values: units, tens, hundreds, thousands and ten thousands.</p>						39 851			
5-digit Numbers	<p>KS1-N1-1</p> <p>Demonstrate recognition of places (units place to ten thousands place), involving reading, writing and ordering numbers up to 5 digits.</p>	<p>3M2-Q02</p> <p>In the number 36 412, the digit '4' stands for</p> <p>* 4 / 40 / 400 / 4 000 / 40 000 .</p> <p>(*Circle the answer)</p> <p>Assessment focus:</p> <p>Recognize the place value of hundreds.</p>	Circle '400'								
5-digit Numbers	<p>KS1-N1-1</p> <p>Demonstrate recognition of places (units place to ten thousands place), involving reading, writing and ordering numbers up to 5 digits.</p>	<p>3M2-Q03</p> <p>The following table shows the number of visitors to a theme park from March to May.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="width: 100px;"></td> <td style="text-align: center;">March</td> <td style="text-align: center;">April</td> <td style="text-align: center;">May</td> </tr> <tr> <td style="text-align: center;">Number of visitors</td> <td style="text-align: center;">26 243</td> <td style="text-align: center;">26 522</td> <td style="text-align: center;">25 784</td> </tr> </table> <p>Arrange the number of visitors from the largest to the smallest.</p> <p>Answer: _____, _____, _____</p> <p style="text-align: center;">(Largest) (Smallest)</p> <p>Assessment focus:</p> <p>Order numbers up to 5 digits</p>		March	April	May	Number of visitors	26 243	26 522	25 784	26 522, 26 243, 25 784 respectively
	March	April	May								
Number of visitors	26 243	26 522	25 784								

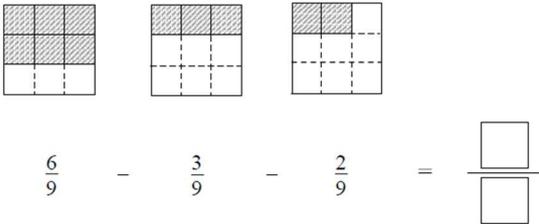
* Please refer to the BCA website (http://cd1.edb.hkedcity.net/cd/eap_web/bca/index3.htm) for the Basic Competencies Descriptors documents

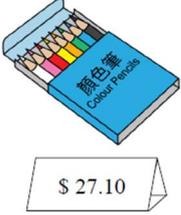
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Four Arithmetic Operations	KS1-N2-1 Perform addition and subtraction of three 3-digit numbers at most, and use the commutative and associative properties of addition (not involving using brackets, performing addition with carry in three steps and performing mixed operations).	3M2-Q04 $69 + 327 = \underline{\hspace{2cm}}$ Assessment focus: Perform addition.	396
Four Arithmetic Operations	KS1-N2-1 Perform addition and subtraction of three 3-digit numbers at most, and use the commutative and associative properties of addition (not involving using brackets, performing addition with carry in three steps and performing mixed operations).	3M2-Q05 $712 - 236 - 28 =$ <input type="radio"/> A. 196 <input type="radio"/> B. 448 <input type="radio"/> C. 458 <input type="radio"/> D. 504 Assessment focus: Perform subtraction.	A. B. Correct Answer C. D.
Four Arithmetic Operations	KS1-N2-2 Perform multiplication and division of three numbers at most, and use the commutative and associative properties of multiplication, multiplication up to 3-digit numbers by 1-digit numbers, division up to 3-digit numbers by 1-digit numbers (not involving using brackets and performing mixed operations).	3M2-Q06 $9 \times 324 = \underline{\hspace{2cm}}$ Assessment focus: Perform multiplication.	2 916

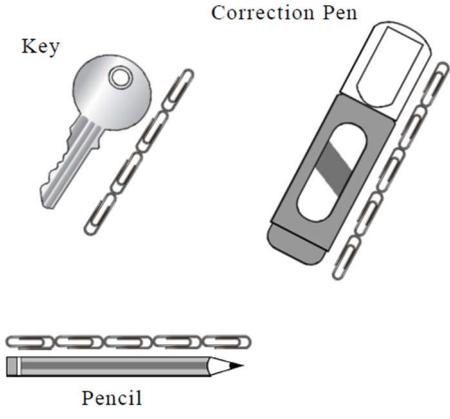
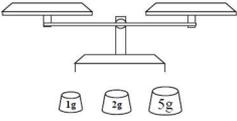
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Four Arithmetic Operations	<p>KS1-N2-2</p> <p>Perform multiplication and division of three numbers at most, and use the commutative and associative properties of multiplication, multiplication up to 3-digit numbers by 1-digit numbers, division up to 3-digit numbers by 1-digit numbers (not involving using brackets and performing mixed operations).</p>	<p>3M2-Q07</p> <p>$275 \div 4 =$</p> <p><input type="radio"/> A. 61...1</p> <p><input type="radio"/> B. 68</p> <p><input type="radio"/> C. 68...3</p> <p><input type="radio"/> D. 608...3</p> <p>Assessment focus: Perform division.</p>	<p>A.</p> <p>B.</p> <p>C. Correct Answer</p> <p>D.</p>
Four Arithmetic Operations	<p>KS1-N2-3</p> <p>Perform mixed operations of: (a) addition and subtraction, involving using brackets; (b) multiplication and addition, multiplication with numbers not greater than 10 (not involving using brackets); and (c) multiplication and subtraction, multiplication with numbers not greater than 10 (not involving using brackets) of three numbers at most.</p>	<p>3M2-Q08</p> <p>$39 + 5 \times 6 =$</p> <p><input type="radio"/> A. 30</p> <p><input type="radio"/> B. 44</p> <p><input type="radio"/> C. 69</p> <p><input type="radio"/> D. 264</p> <p>Assessment focus: Perform mixed operations of multiplication and addition.</p>	<p>A.</p> <p>B.</p> <p>C. Correct Answer</p> <p>D.</p>

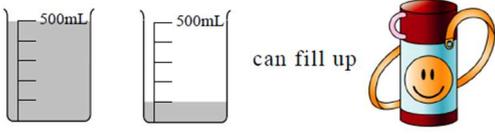
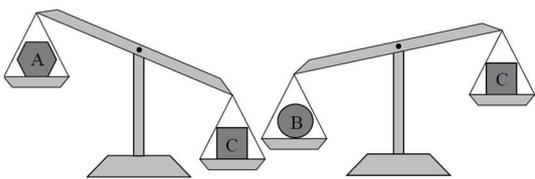
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer						
<p>Four Arithmetic Operations</p>	<p>KS1-N2-4</p> <p>Solve problems involving four arithmetic operations. Problems of calculation of money in both dollars and cents involve only addition and subtraction and do not involve performing mixed operations.</p>	<p>3M2-Q09</p> <table border="1" data-bbox="663 322 1171 427"> <tr> <td></td> <td>Primary One</td> <td>Primary Two</td> </tr> <tr> <td>Number of pupils</td> <td>118</td> <td>124</td> </tr> </table> <p>There are 317 seats in the hall. After the pupils of Primary One and Primary Two take their seats, how many empty seats are left? (Show your working)</p> <div data-bbox="632 607 1150 801" style="border: 1px solid black; height: 87px; width: 325px;"></div> <p>Assessment focus: Solve problems involving subtraction.</p>		Primary One	Primary Two	Number of pupils	118	124	<p>$317 - 118 - 124$ $= 75$ There are 75 empty seats left.</p>
	Primary One	Primary Two							
Number of pupils	118	124							
<p>Four Arithmetic Operations</p>	<p>KS1-N2-4</p> <p>Solve problems involving four arithmetic operations. Problems of calculation of money in both dollars and cents involve only addition and subtraction and do not involve performing mixed operations.</p>	<p>3M2-Q10</p> <p>A basketball costs 160 dollars. After buying a basketball, Jack has 145 dollars left.</p> <p>Jack has _____ dollars at first.</p> <p>Assessment focus: Solve problems involving addition.</p>	<p>305</p>						
<p>Four Arithmetic Operations</p>	<p>KS1-N2-4</p> <p>Solve problems involving four arithmetic operations. Problems of calculation of money in both dollars and cents involve only addition and subtraction and do not involve performing mixed operations.</p>	<p>3M2-Q11</p> <p>There are 18 cartons of milk at first. Betty drinks 5 cartons of milk per week. After 2 weeks, how many cartons of milk are left? (Show your working)</p> <div data-bbox="632 1599 1150 1794" style="border: 1px solid black; height: 87px; width: 325px;"></div> <p>Assessment focus: Solve problems involving mixed operations.</p>	<p>$18 - 5 \times 2$ $= 8$ After 2 weeks, 8 cartons of milk are left.</p>						

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Fractions	KS1-N3-1 Demonstrate recognition of fractions as parts of one whole and the diagrams representing equivalent fractions.	3M2-Q12 In the following figure, what fraction of the whole is shaded?  <input type="radio"/> A. $\frac{2}{5}$ <input type="radio"/> B. $\frac{3}{5}$ <input type="radio"/> C. $\frac{3}{8}$ <input type="radio"/> D. $\frac{5}{8}$ Assessment focus: Recognize the concept of fractions as a part of one whole.	A. B. C. D. Correct Answer
Fractions	KS1-N3-3 Compare the magnitude of fractions with same denominators or same numerators.	3M2-Q13(a) Fill in the boxes with suitable numbers. (a) $\frac{\square}{11}$ is larger than $\frac{5}{11}$. Assessment focus: Compare the magnitude of fractions with same denominators.	Accept any whole number larger than 5
Fractions	KS1-N3-2 Demonstrate recognition of the relationship between fractions and the whole.	3M2-Q13(b) (b) $\frac{\square}{7}$ is equal to 1. Assessment focus: Recognize the relationship between fractions and the whole.	7

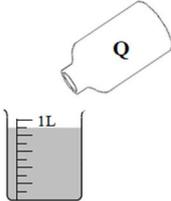
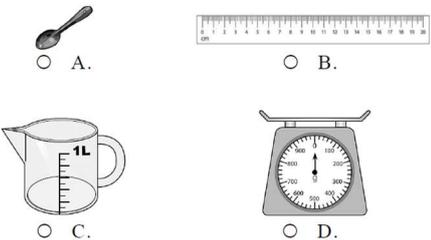
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Fractions	<p>KS1-N3-3</p> <p>Compare the magnitude of fractions with same denominators or same numerators.</p>	<p>3M2-Q14</p> <p>There is a pack of candies on the table. Wendy takes $\frac{1}{3}$ of the whole, Keith takes $\frac{1}{6}$ of the whole and Steven takes $\frac{1}{2}$ of the whole.</p> <p>* Wendy / Keith / Steven takes the most candies.</p> <p>(*Circle the answer)</p> <p>Assessment focus: Compare the magnitude of fractions with same numerators.</p>	Circle 'Steven'
Fractions	<p>KS1-N3-4</p> <p>Perform addition and subtraction of three fractions with the same denominators at most (not involving performing mixed operations; results of addition must not be greater than 1; minuends in subtraction must not be greater than 1).</p>	<p>3M2-Q15</p>  <p>Assessment focus: Perform subtraction of three fractions with the same denominators at most.</p>	$\frac{1}{9}$

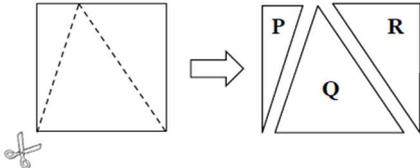
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Money	KS1-M1-2 Read price tags.	3M2-Q16(a)  (a) A pack of colour pencils costs _____ dollars and _____ cents. Assessment focus: Read price tags.	27, 10 respectively
Money	KS1-M1-3 Demonstrate recognition of the use of money in daily life, involving counting notes and coins and exchanging money.	3M2-Q16(b) (b) Jack buys a pack of colour pencils. Circle the amount he should pay.   Assessment focus: Use and exchange Hong Kong money.	Circle the amount of “\$27.10”

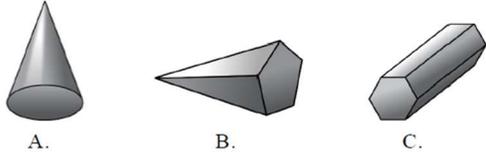
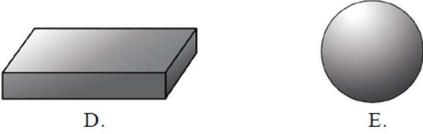
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Length and Distance	<p>KS1-M2-2</p> <p>Compare the lengths of objects and compare the distances between objects in improvised units (e.g. a paper clip, a book).</p>	<p>3M2-Q17</p> <div style="text-align: center;">  <p>Key</p> <p>Correction Pen</p> <p>Pencil</p> </div> <p>Compare the lengths of the pencil, the key and the correction pen above.</p> <p>The * pencil / key / correction pen is the longest.</p> <p>(*Circle the answer)</p> <p>Assessment focus:</p> <p>Compare the length of objects using improvised units.</p>	Circle “correction pen”
Weight	<p>KS1-M4-4</p> <p>Measure the weights of objects with appropriate tools.</p>	<p>3M2-Q18</p> <div style="text-align: center;">  </div> <p>Which of the following is most suitable for measuring the weight of a box of biscuits?</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; margin-top: 20px;"> <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:</p> <p>Measure the weight of an object with appropriate measuring tools.</p>	<p>A.</p> <p>B.</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">C. Correct Answer</div> <p>D.</p>

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Capacity	<p>KS1-M5-3</p> <p>Measure and compare the capacities of containers in “litre” (L) or “milliliter” (mL).</p>	<p>3M2-Q19</p>  <p>The capacity of  is _____ mL.</p> <p>Assessment focus: Measure the capacities of containers in “millilitre” (mL).</p>	600
Weight	<p>KS1-M4-1</p> <p>Compare directly the weights of objects.</p>	<p>3M2-Q20</p>  <p>Compare the weights of objects A, B and C. Arrange them from the heaviest to the lightest. Write the letters for the answers.</p> <p>Answer: _____ , _____ , _____ (Heaviest) (Lightest)</p> <p>Assessment focus: Compare the weight of objects directly.</p>	B,C,A respectively

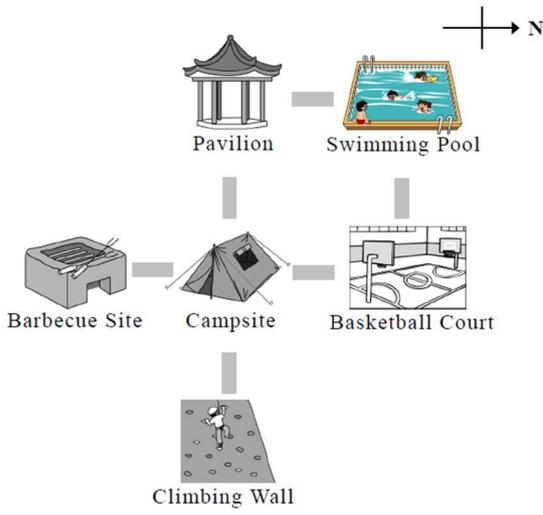
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Time	KS1-M3-2 Tell time from an analog clock and a digital clock.	3M2-Q21(a) The fireworks display starts at  . (a) The fireworks display starts at _____ minute(s) past _____ in the * morning / afternoon . (*Circle the answer) Assessment focus: Tell time from a digital clock.	15, 8, circle “afternoon” respectively
Time	KS1-M3-3 Record the duration of time for different activities in “hours”, “minutes” or “seconds”(not involving changing units).	3M2-Q21(b) (b) Stanley arrives at the venue of the fireworks display at  . The fireworks display will start after _____ minute(s). Assessment focus: Record the duration of time for different activities in “minutes”.	7
Weight	KS1-M4-5 Record the weights of objects in an appropriate single unit.	3M2-Q22(a) Fill in the following blanks with suitable units. (a) The weight of a television is about 18 _____ . Assessment focus: Record the weight of objects with appropriate units.	kilograms / kg
Length and Distance	KS1-M2-7 Record the lengths of objects and the distances between objects in an appropriate single unit.	3M2-Q22(b) (b) The height of a street light is about 6 _____ . Assessment focus: Record the height of objects with an appropriate single unit.	metres/ m

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Capacity	KS1-M5-3 Measure and compare the capacities of containers in “litre” (L) or “milliliter” (mL).	3M2-Q23 Fill up container Q with water. Then pour all the water into an empty measuring cup.  The capacity of container Q is _____ mL. Assessment focus: Measure the capacity of containers using “milliliter” (mL).	900
Capacity	KS1-M5-4 Measure the capacities of containers with appropriate tools.	3M2-Q24  Which of the following is most suitable for measuring the capacity of a kettle?  Assessment focus: Measure the capacity of containers with appropriate tools.	A. B. C. Correct Answer D.

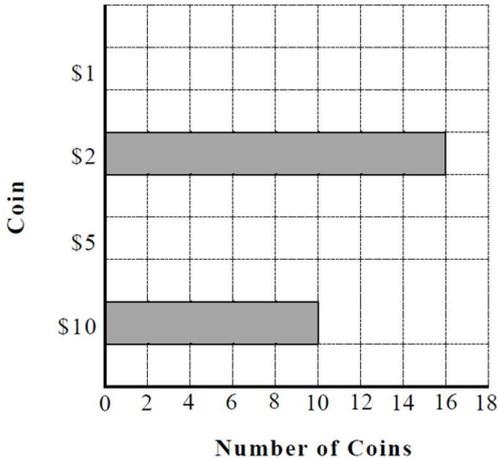
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
3-D Shapes	KS1-S1-1 Identify prisms, pyramids, cylinders, cones and spheres intuitively.	3M2-Q25  The 3-D shape above is a <input type="radio"/> A. prism. <input type="radio"/> B. cylinder. <input type="radio"/> C. sphere. <input type="radio"/> D. circle. Assessment focus: Identify cylinder.	A. B. Correct Answer C. D.
2-D Shapes	KS1-S2-2 Identify different types of triangles intuitively, including right-angled triangles, isosceles triangles, isosceles right-angled triangles and equilateral triangles (not involving the inclusion relations between different types of triangles).	3M2-Q26  Amy cuts the square above along the dotted line. She gets three triangles. Figure P is * a right-angled / an equilateral / an isosceles triangle. (*Circle the answer) Assessment focus: Identify right-angled triangles.	Circle “a right-angled”

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
3-D Shapes	KS1-S1-1 Identify prisms, pyramids, cylinders, cones and spheres intuitively.	3M2-Q27(a) Study the 3-D shapes below. Write down all the letters for the answers. <div style="text-align: center;">  <p>A. B. C.</p>  <p>D. E.</p> </div> List: (a) Prism(s): _____ Assessment focus: Identify prisms.	C, D
3-D Shapes	KS1-S1-1 Identify prisms, pyramids, cylinders, cones and spheres intuitively.	3M2-Q27(b) (b) Cone(s): _____ Assessment focus: Identify cones.	A

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
2-D Shapes	<p>KS1-S2-1</p> <p>Identify 2-D shapes intuitively, including triangles, quadrilaterals, trapeziums, parallelograms, pentagons, hexagons, squares, rectangles and circles (not involving the inclusion relations between different types of triangles and the inclusion relations between different types of quadrilaterals).</p>	<p>3M2-Q28(a)</p> <p>Study the 2-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; margin-top: 10px;"> <div style="text-align: center;">  <p>C</p> </div> <div style="text-align: center;">  <p>D</p> </div> </div> <p>List:</p> <p>(a) Hexagon(s): _____</p> <p>Assessment focus: Identify hexagons.</p>	B
2-D Shapes	<p>KS1-S2-1</p> <p>Identify 2-D shapes intuitively, including triangles, quadrilaterals, trapeziums, parallelograms, pentagons, hexagons, squares, rectangles and circles (not involving the inclusion relations between different types of triangles and the inclusion relations between different types of quadrilaterals).</p>	<p>3M2-Q28(b)</p> <p>(b) Quadrilateral(s): _____</p> <p>Assessment focus: Identify quadrilaterals.</p>	C

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
<p>Directions and Positions</p>	<p>KS1-S5-2</p> <p>Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.</p>	<p>3M2-Q31(a)</p> <p>The location map of a training camp is shown below.</p>  <p>(a) Starting from Campsite, William goes south to reach</p> <p>* Barbecue Site / Basketball Court / Climbing Wall.</p> <p>(*Circle the answer)</p> <p>Assessment focus:</p> <p>Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.</p>	<p>Circle “Barbecue Site”</p>
<p>Directions and Positions</p>	<p>KS1-S5-2</p> <p>Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.</p>	<p>3M2-Q31(b)</p> <p>(b) Swimming Pool is to the</p> <p>* east / south / west / north of Basketball Court.</p> <p>(*Circle the answer)</p> <p>Assessment focus:</p> <p>Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.</p>	<p>Circle “west”</p>

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer																																
Pictograms	KS1-D1-1 Interpret pictograms with a one-to-one representation.	3M2-Q32(a) Miss Wong did a survey of the favourite kinds of festive food of P.3A pupils. <p style="text-align: center;">Favourite Kinds of Festive Food of P.3A Pupils</p> <p style="text-align: center;">Each ☺ stands for 1 pupil</p> <div style="text-align: center;"> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="text-align: center;">☺</td> <td style="text-align: center;">☺</td> <td style="text-align: center;">☺</td> <td style="text-align: center;">☺</td> </tr> <tr> <td style="text-align: center;">☺</td> <td style="text-align: center;">☺</td> <td style="text-align: center;">☺</td> <td style="text-align: center;">☺</td> </tr> <tr> <td style="text-align: center;">☺</td> <td style="text-align: center;">☺</td> <td style="text-align: center;">☺</td> <td style="text-align: center;">☺</td> </tr> <tr> <td style="text-align: center;">☺</td> <td style="text-align: center;">☺</td> <td style="text-align: center;">☺</td> <td style="text-align: center;">☺</td> </tr> <tr> <td style="text-align: center;">☺</td> <td style="text-align: center;">☺</td> <td style="text-align: center;">☺</td> <td style="text-align: center;">☺</td> </tr> <tr> <td style="text-align: center;">☺</td> <td style="text-align: center;">☺</td> <td style="text-align: center;">☺</td> <td style="text-align: center;">☺</td> </tr> <tr> <td style="text-align: center;">☺</td> <td style="text-align: center;">☺</td> <td style="text-align: center;">☺</td> <td style="text-align: center;">☺</td> </tr> <tr> <td style="text-align: center;">☺</td> <td style="text-align: center;">☺</td> <td style="text-align: center;">☺</td> <td style="text-align: center;">☺</td> </tr> </table> </div> <hr style="width: 100%; margin: 10px 0;"/> <p>(a) The number of pupils who favoured rice cake was _____ .</p> <p>Assessment focus: Interpret pictograms with a one-to-one representation.</p>	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	9
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Pictograms	KS1-D1-1 Interpret pictograms with a one-to-one representation.	3M2-Q32(b) (b) There was the same number of pupils who favoured sweet dumplings and _____ . The number of pupils who favoured each of these two kinds of festive food was _____ . <p>Assessment focus: Interpret pictograms with a one-to-one representation.</p>	mooncake, 4 respectively																																

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer										
Bar Charts	<p>KS1-D2-2</p> <p>Construct bar charts using a one-to-one, one-to-two or one-to-five representation.</p>	<p>3M2-Q33(1)</p> <p>Tony did a survey of different types of coins in the cash box. The results are as follows:</p> <table border="1" data-bbox="635 398 1201 510"> <tr> <td>Coin</td> <td>\$1</td> <td>\$2</td> <td>\$5</td> <td>\$10</td> </tr> <tr> <td>Number of coins</td> <td>6</td> <td>16</td> <td>12</td> <td>10</td> </tr> </table> <p>According to the results, use a pencil to complete the following bar chart and give it a title.</p> <div data-bbox="635 600 1201 678" style="border: 1px solid black; height: 35px; width: 100%;"></div> <p style="text-align: center;">(Title)</p> <p>Assessment focus: Give a title for the bar chart.</p>	Coin	\$1	\$2	\$5	\$10	Number of coins	6	16	12	10	<p>Title: Different types of coins in the cash box</p>
Coin	\$1	\$2	\$5	\$10									
Number of coins	6	16	12	10									
Bar Charts	<p>KS1-D2-2</p> <p>Construct bar charts using a one-to-one, one-to-two or one-to-five representation.</p>	<p>3M2-Q33(2)</p>  <p>Assessment focus: Construct bar charts using a one-to-two representation.</p>	<p>\$1: 3 boxes \$5: 6 boxes</p>										

Sub-paper 3 (3ME3)

Learning Unit	Basic Competency Descriptor*	Item Number	Option / Answer								
5-digit Numbers	<p>KS1-N1-1</p> <p>Demonstrate recognition of places (units place to ten thousands place), involving reading, writing and ordering numbers up to 5 digits.</p>	<p>3M3-Q01</p> <p>In which of the following numbers is the digit ‘6’ in the thousands place?</p> <p><input type="radio"/> A. 623</p> <p><input type="radio"/> B. 7 468</p> <p><input type="radio"/> C. 46 193</p> <p><input type="radio"/> D. 68 541</p> <p>Assessment focus: Recognize the place value of thousands.</p>	<p>A.</p> <p>B.</p> <p>C. Correct Answer</p> <p>D.</p>								
5-digit Numbers	<p>KS1-N1-1</p> <p>Demonstrate recognition of places (units place to ten thousands place), involving reading, writing and ordering numbers up to 5 digits.</p>	<p>3M3-Q02</p> <p>In the number 36 412, the digit ‘4’ stands for</p> <p>* 4 / 40 / 400 / 4 000 / 40 000 .</p> <p>(*Circle the answer)</p> <p>Assessment focus: Recognize the place value of hundreds.</p>	<p>Circle ‘400’</p>								
5-digit Numbers	<p>KS1-N1-1</p> <p>Demonstrate recognition of places (units place to ten thousands place), involving reading, writing and ordering numbers up to 5 digits.</p>	<p>3M3-Q03</p> <p>The following table shows the number of visitors to a theme park from March to May.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">March</th> <th style="text-align: center;">April</th> <th style="text-align: center;">May</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Number of visitors</td> <td style="text-align: center;">26 243</td> <td style="text-align: center;">26 522</td> <td style="text-align: center;">25 784</td> </tr> </tbody> </table> <p>Arrange the number of visitors from the largest to the smallest.</p> <p>Answer: _____ , _____ , _____ (Largest) (Smallest)</p> <p>Assessment focus: Order numbers up to 5 digits</p>		March	April	May	Number of visitors	26 243	26 522	25 784	<p>26 522, 26 243, 25 784 respectively</p>
	March	April	May								
Number of visitors	26 243	26 522	25 784								

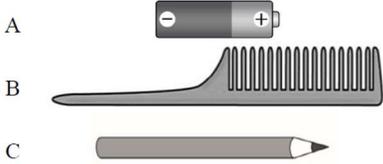
* Please refer to the BCA website (http://cd1.edb.hkedcity.net/cd/eap_web/bca/index3.htm) for the Basic Competencies Descriptors documents

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Four Arithmetic Operations	KS1-N2-1 Perform addition and subtraction of three 3-digit numbers at most, and use the commutative and associative properties of addition (not involving using brackets, performing addition with carry in three steps and performing mixed operations).	3M3-Q04 $528 + 147 + 164 = \underline{\hspace{2cm}}$ Assessment focus: Perform addition.	839
Four Arithmetic Operations	KS1-N2-1 Perform addition and subtraction of three 3-digit numbers at most, and use the commutative and associative properties of addition (not involving using brackets, performing addition with carry in three steps and performing mixed operations).	3M3-Q05 $747 - 652 = \underline{\hspace{2cm}}$ Assessment focus: Perform subtraction.	95
Four Arithmetic Operations	KS1-N2-2 Perform multiplication and division of three numbers at most, and use the commutative and associative properties of multiplication, multiplication up to 3-digit numbers by 1-digit numbers, division up to 3-digit numbers by 1-digit numbers (not involving using brackets and performing mixed operations).	3M3-Q06 $257 \times 6 = \underline{\hspace{2cm}}$ Assessment focus: Perform multiplication.	1 542

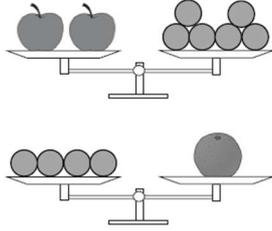
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Four Arithmetic Operations	<p>KS1-N2-2</p> <p>Perform multiplication and division of three numbers at most, and use the commutative and associative properties of multiplication, multiplication up to 3-digit numbers by 1-digit numbers, division up to 3-digit numbers by 1-digit numbers (not involving using brackets and performing mixed operations).</p>	<p>3M3-Q07</p> <p>$275 \div 4 =$</p> <p><input type="radio"/> A. 61...1</p> <p><input type="radio"/> B. 68</p> <p><input type="radio"/> C. 68...3</p> <p><input type="radio"/> D. 608...3</p> <p>Assessment focus: Perform division.</p>	<p>A.</p> <p>B.</p> <p>C. Correct Answer</p> <p>D.</p>
Four Arithmetic Operations	<p>KS1-N2-3</p> <p>Perform mixed operations of: (a) addition and subtraction, involving using brackets; (b) multiplication and addition, multiplication with numbers not greater than 10 (not involving using brackets); and (c) multiplication and subtraction, multiplication with numbers not greater than 10 (not involving using brackets) of three numbers at most.</p>	<p>3M3-Q08</p> <p>$972 - 183 \times 3 = \underline{\hspace{2cm}}$</p> <p>Assessment focus: Perform mixed operations of multiplication and subtraction.</p>	<p>423</p>

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Four Arithmetic Operations	KS1-N2-4 Solve problems involving four arithmetic operations. Problems of calculation of money in both dollars and cents involve only addition and subtraction and do not involve performing mixed operations.	3M3-Q09 Mother exercises for 35 minutes every day. She exercises a total of _____ minutes in 8 days. Assessment focus Solve problems involving multiplication.	280
Four Arithmetic Operations	KS1-N2-4 Solve problems involving four arithmetic operations. Problems of calculation of money in both dollars and cents involve only addition and subtraction and do not involve performing mixed operations.	3M3-Q10 Judy needs 9 beads to make a bracelet. Judy has 282 beads. At most, she can make _____ bracelets. Assessment focus: Solve problems involving division.	31
Four Arithmetic Operations	KS1-N2-4 Solve problems involving four arithmetic operations. Problems of calculation of money in both dollars and cents involve only addition and subtraction and do not involve performing mixed operations.	3M3-Q11 A basketball costs 160 dollars. After buying a basketball, Jack has 145 dollars left. Jack has _____ dollars at first. Assessment focus: Solve problems involving addition.	305

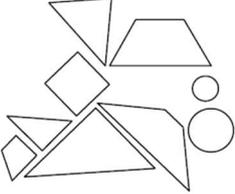
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
<p>Four Arithmetic Operations</p>	<p>KS1-N2-4 Solve problems involving four arithmetic operations. Problems of calculation of money in both dollars and cents involve only addition and subtraction and do not involve performing mixed operations.</p>	<p>3M3-Q12</p> <p>The shopkeeper has 604 balloons at first. After giving out 532 balloons, he makes 228 balloons. How many balloons does he have now? (Show your working)</p> <div data-bbox="611 533 1129 730" style="border: 1px solid black; height: 88px; width: 325px; margin: 10px 0;"></div> <p>Assessment focus: Solve problems involving mixed operations.</p>	<p>$604 - 532 + 228$ $= 300$ He has 300 balloons now.</p>
<p>Fractions</p>	<p>KS1-N3-1 Demonstrate recognition of fractions as parts of one whole and the diagrams representing equivalent fractions.</p>	<p>3M3-Q13</p> <p>Which figure below shows that $\frac{1}{3}$ of the whole is shaded?</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 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: Recognize the concept of fractions as a part of one whole.</p>	<p>A. B. Correct Answer C. D.</p>

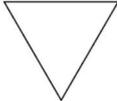
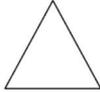
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Money	KS1-M1-2 Read price tags.	3M3-Q17(a)  (a) A box of sushi costs _____ dollars and _____ cents. Assessment focus: Read price tags.	35 , 30 respectively
Money	KS1-M1-3 Demonstrate recognition of the use of money in daily life, involving counting notes and coins and exchanging money.	3M3-Q17(b) (b) Kate pays  to buy a box of sushi. Circle the change returned to Kate by the shopkeeper.  Assessment focus: Use and exchange Hong Kong money.	Circle the amount of “\$14.70”
Length and Distance	KS1-M2-1 Compare the length of objects and the distance between objects directly.	3M3-Q18 Compare the lengths of the three objects below.  A is * longer / shorter than B. B is * longer / shorter than C. (*Circle the answer) Assessment focus: Compare the length of objects directly.	Circle “shorter” & “longer” respectively

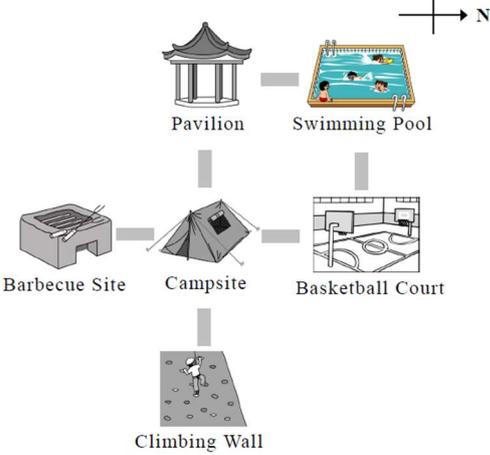
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Length and Distance	<p>KS1-M2-6</p> <p>Measure the lengths of objects and the distances between objects with appropriate tools.</p>	<p>3M3-Q19</p> <p>Which of the following is most suitable for measuring the length of a swimming pool?</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 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 length of objects with appropriate measuring tools.</p>	<p>A. Correct Answer</p> <p>B.</p> <p>C.</p> <p>D.</p>
Time	<p>KS1-M3-2</p> <p>Tell time from an analog clock and a digital clock.</p>	<p>3M3-Q20(a)</p> <p>The fireworks display starts at .</p> <p>(a) The fireworks display starts at _____ minute(s) past _____ in the * morning / afternoon .</p> <p>(*Circle the answer)</p> <p>Assessment focus: Tell time from a digital clock.</p>	<p>15, 8, circle “afternoon” respectively</p>
Time	<p>KS1-M3-3</p> <p>Record the duration of time for different activities in “hours”, “minutes” or “seconds”(not involving changing units).</p>	<p>3M3-Q20(b)</p> <p>(b) Stanley arrives at the venue of the fireworks display at .</p> <p>The fireworks display will start after _____ minute(s).</p> <p>Assessment focus: Record the duration of time for different activities in ‘minutes’.</p>	<p>7</p>

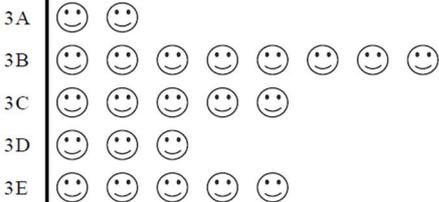
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Length and Distance	KS1-M2-7 Record the lengths of objects and the distances between objects in an appropriate single unit.	3M3-Q23 Fill in the following blank with a suitable unit. The distance between Hong Kong and Guangzhou is about 130 _____ . Assessment focus: Record the distances of objects with an appropriate single unit.	kilometres / km
Weight	KS1-M4-2 Compare the weights of objects in improvised units.	3M3-Q24  Study the diagram above. Which of the following is correct? <input type="radio"/> A.  is heavier than  . <input type="radio"/> B.  is heavier than  . <input type="radio"/> C.  and  weigh the same. <input type="radio"/> D. The weights of  and  cannot be compared. Assessment focus: Compare the weight of objects using improvised units.	A. B. Correct Answer C. D.

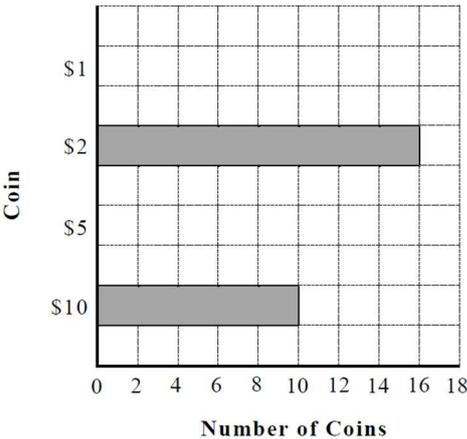
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
3-D Shapes	KS1-S1-1 Identify prisms, pyramids, cylinders, cones and spheres intuitively.	3M3-Q25(a) Study the 3-D shapes below. Write down all the letters for the answers. <div style="display: flex; justify-content: space-around; align-items: 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) Pyramid(s): _____</p> <p>Assessment focus: Identify pyramids.</p>	A, E
3-D Shapes	KS1-S1-1 Identify prisms, pyramids, cylinders, cones and spheres intuitively.	3M3-Q25(b) <p>(b) Sphere(s): _____</p> <p>Assessment focus: Identify spheres.</p>	B

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
2-D Shapes	<p>KS1-S2-1</p> <p>Identify 2-D shapes intuitively, including triangles, quadrilaterals, trapeziums, parallelograms, pentagons, hexagons, squares, rectangles and circles (not involving the inclusion relations between different types of triangles and the inclusion relations between different types of quadrilaterals).</p>	<p>3M3-Q26(a)</p> <p>Lily uses different 2-D shapes to form a picture.</p>  <p>(a) There is / are _____ circle(s) in the picture above.</p> <p>Assessment focus: Identify circles.</p>	2
2-D Shapes	<p>KS1-S2-1</p> <p>Identify 2-D shapes intuitively, including triangles, quadrilaterals, trapeziums, parallelograms, pentagons, hexagons, squares, rectangles and circles (not involving the inclusion relations between different types of triangles and the inclusion relations between different types of quadrilaterals).</p>	<p>3M3-Q26(b)</p> <p>(b) There is / are _____ square(s) in the picture above.</p> <p>Assessment focus: Identify squares.</p>	1

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
2-D Shapes	<p>KS1-S2-2</p> <p>Identify different types of triangles intuitively, including right-angled triangles, isosceles triangles, isosceles right-angled triangles and equilateral triangles (not involving the inclusion relations between different types of triangles).</p>	<p>3M3-Q27</p> <p>Which of the following 2-D shapes is an equilateral triangle?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <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: center; margin-top: 20px;"> <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: Identify equilateral triangles.</p>	<p>A. Correct Answer</p> <p>B.</p> <p>C.</p> <p>D.</p>
Angles	<p>KS1-S4-1</p> <p>Identify right angles, acute angles and obtuse angles.</p>	<p>3M3-Q28(a)</p> <p>Study the following figures. Write down all the letters for the answers.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-bottom: 20px;"> <div style="text-align: center;">  <p>A.</p> </div> <div style="text-align: center;">  <p>B.</p> </div> <div style="text-align: center;">  <p>C.</p> </div> <div style="text-align: center;">  <p>D.</p> </div> </div> <p>(a) List the figure(s) with right angle(s). Answer: _____</p> <p>Assessment focus: Identify right angles.</p>	<p>A, C</p>
Angles	<p>KS1-S4-1</p> <p>Identify right angles, acute angles and obtuse angles.</p>	<p>3M3-Q28(b)</p> <p>(b) List the figure(s) with obtuse angle(s). Answer: _____</p> <p>Assessment focus: Identify obtuse angles.</p>	<p>B</p>

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
<p>Directions and Positions</p>	<p>KS1-S5-2</p> <p>Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.</p>	<p>3M3-Q31(a)</p> <p>The location map of a training camp is shown below.</p>  <p>(a) Starting from Campsite, William goes south to reach</p> <p>* Barbecue Site / Basketball Court / Climbing Wall.</p> <p>(*Circle the answer)</p> <p>Assessment focus:</p> <p>Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.</p>	<p>Circle “Barbecue Site”</p>
<p>Directions and Positions</p>	<p>KS1-S5-2</p> <p>Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.</p>	<p>3M3-Q31(b)</p> <p>(b) Swimming Pool is to the</p> <p>* east / south / west / north of Basketball Court.</p> <p>(*Circle the answer)</p> <p>Assessment focus:</p> <p>Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.</p>	<p>Circle “west”</p>

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Pictograms	KS1-D1-1 Interpret pictograms with a one-to-one representation.	3M3-Q32(a) Mr Chan did a survey of the number of pupils joining Mathematics competition in each Primary Three class. Number of Pupils Joining Mathematics Competition in Each Primary Three Class Each 😊 stands for 1 pupil  (a) The number of pupils joining Mathematics competition in Class _____ was the largest. There were _____ pupils. Assessment focus: Interpret pictograms with a one-to-one representation.	3B, 8 respectively
Pictograms	KS1-D1-1 Interpret pictograms with a one-to-one representation.	3M3-Q32(b) (b) The total number of Primary Three pupils joining Mathematics competition was _____ . Assessment focus: Interpret pictograms with a one-to-one representation.	23

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer										
Bar Charts	<p>KS1-D2-2</p> <p>Construct bar charts using a one-to-one, one-to-two or one-to-five representation.</p>	<p>3M3-Q33(1)</p> <p>Tony did a survey of different types of coins in the cash box. The results are as follows:</p> <table border="1" data-bbox="616 405 1166 517"> <thead> <tr> <th>Coin</th> <th>\$1</th> <th>\$2</th> <th>\$5</th> <th>\$10</th> </tr> </thead> <tbody> <tr> <td>Number of coins</td> <td>6</td> <td>16</td> <td>12</td> <td>10</td> </tr> </tbody> </table> <p>According to the results, use a pencil to complete the following bar chart and give it a title.</p> <div data-bbox="619 600 1163 678" style="border: 1px solid black; height: 35px; width: 100%;"></div> <p style="text-align: center;">(Title)</p> <p>Assessment focus: Give a title for the bar chart.</p>	Coin	\$1	\$2	\$5	\$10	Number of coins	6	16	12	10	<p>Title: Different types of coins in the cash box</p>
Coin	\$1	\$2	\$5	\$10									
Number of coins	6	16	12	10									
Bar Charts	<p>KS1-D2-2</p> <p>Construct bar charts using a one-to-one, one-to-two or one-to-five representation.</p>	<p>3M3-Q33(2)</p>  <p>Assessment focus: Construct bar charts using a one-to-two representation.</p>	<p>\$1: 3 boxes \$5: 6 boxes</p>										

Sub-paper 4 (3ME4)

Learning Unit	Basic Competency Descriptor*	Item Number	Option / Answer
5-digit Numbers	KS1-N1-1 Demonstrate recognition of places (units place to ten thousands place), involving reading, writing and ordering numbers up to 5 digits.	3M4-Q01 In which of the following numbers is the digit '6' in the thousands place? <input type="radio"/> A. 623 <input type="radio"/> B. 7 468 <input type="radio"/> C. 46 193 <input type="radio"/> D. 68 541 Assessment focus: Recognize the place value of thousands.	A. B. C. Correct Answer D.
5-digit Numbers	KS1-N1-1 Demonstrate recognition of places (units place to ten thousands place), involving reading, writing and ordering numbers up to 5 digits.	3M4-Q02 Write 'seventy thousand and five hundred' in numerals. Answer: _____ Assessment focus: Write numbers up to 5 digits.	70 500
5-digit Numbers	KS1-N2-1 Perform addition and subtraction of three 3-digit numbers at most, and use the commutative and associative properties of addition (not involving using brackets, performing addition with carry in three steps and performing mixed operations).	3M4-Q03 $325 + 251 + 37 =$ <input type="radio"/> A. 576 <input type="radio"/> B. 603 <input type="radio"/> C. 613 <input type="radio"/> D. 946 Assessment focus: Perform addition.	A. B. C. Correct Answer D.

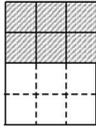
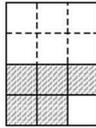
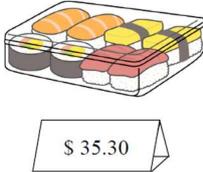
* Please refer to the BCA website (http://cd1.edb.hkedcity.net/cd/eap_web/bca/index3.htm) for the Basic Competencies Descriptors document

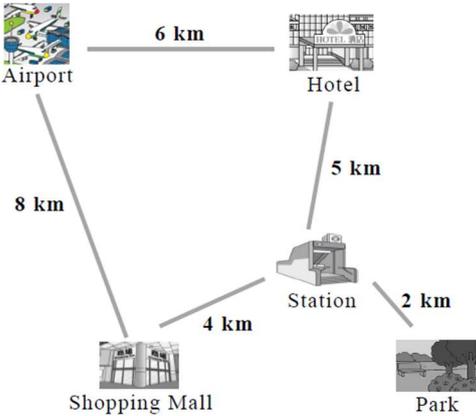
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Four Arithmetic Operations	<p>KS1-N2-1</p> <p>Perform addition and subtraction of three 3-digit numbers at most, and use the commutative and associative properties of addition (not involving using brackets, performing addition with carry in three steps and performing mixed operations).</p>	<p>3M4-Q04</p> <p>$873 - 435 - 261 =$</p> <p><input type="radio"/> A. 438</p> <p><input type="radio"/> B. 277</p> <p><input type="radio"/> C. 187</p> <p><input type="radio"/> D. 177</p> <p>Assessment focus: Perform subtraction.</p>	<p>A.</p> <p>B.</p> <p>C.</p> <p>D. Correct Answer</p>
Four Arithmetic Operations	<p>KS1-N2-2</p> <p>Perform multiplication and division of three numbers at most, and use the commutative and associative properties of multiplication, multiplication up to 3-digit numbers by 1-digit numbers, division up to 3-digit numbers by 1-digit numbers (not involving using brackets and performing mixed operations).</p>	<p>3M4-Q05</p> <p>$5 \times 416 = \underline{\hspace{2cm}} \times 5$</p> <p>Assessment focus: Recognize the commutative property of multiplication.</p>	<p>416</p>
Four Arithmetic Operations	<p>KS1-N2-2</p> <p>Perform multiplication and division of three numbers at most, and use the commutative and associative properties of multiplication, multiplication up to 3-digit numbers by 1-digit numbers, division up to 3-digit numbers by 1-digit numbers (not involving using brackets and performing mixed operations).</p>	<p>3M4-Q06</p> <p>$642 \div 3 = \underline{\hspace{2cm}}$</p> <p>Assessment focus: Perform division.</p>	<p>214</p>

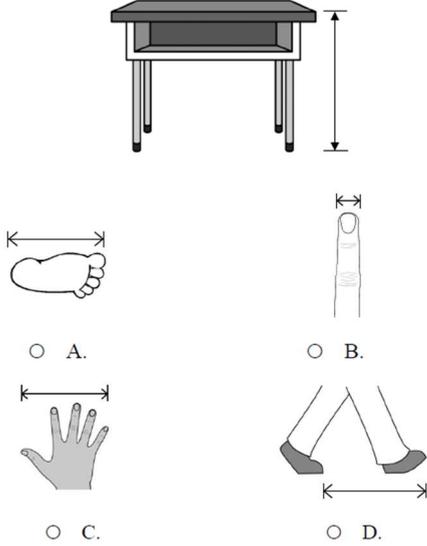
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Four Arithmetic Operations	<p>KS1-N2-3:</p> <p>Perform mixed operations of:</p> <p>(a) addition and subtraction, involving using brackets;</p> <p>(b) multiplication and addition, multiplication with numbers not greater than 10 (not involving using brackets); and</p> <p>(c) multiplication and subtraction, multiplication with numbers not greater than 10 (not involving using brackets) of three numbers at most.</p>	<p>3M4-Q07</p> <p>$972 - 183 \times 3 = \underline{\hspace{2cm}}$</p> <p>Assessment focus:</p> <p>Perform mixed operations of multiplication and subtraction.</p>	423
Four Arithmetic Operations	<p>KS1-N2-4</p> <p>Solve problems involving four arithmetic operations. Problems of calculation of money in both dollars and cents involve only addition and subtraction and do not involve performing mixed operations.</p>	<p>3M4-Q08</p> <p>There are 508 audience members at the cinema in the morning. There are 65 fewer audience members in the afternoon than in the morning. In the afternoon, there are</p> <p><input type="radio"/> A. 443 audience members.</p> <p><input type="radio"/> B. 463 audience members.</p> <p><input type="radio"/> C. 543 audience members.</p> <p><input type="radio"/> D. 573 audience members.</p> <p>Assessment focus:</p> <p>Solve problems involving subtraction.</p>	<p>A. Correct Answer</p> <p>B.</p> <p>C.</p> <p>D.</p>
Four Arithmetic Operations	<p>KS1-N2-4</p> <p>Solve problems involving four arithmetic operations. Problems of calculation of money in both dollars and cents involve only addition and subtraction and do not involve performing mixed</p>	<p>3M4-Q09</p> <p>In Primary Three, there are 136 pupils altogether. Miss Chan evenly divides the pupils into 8 groups. There are $\underline{\hspace{2cm}}$ pupils in each group.</p> <p>Assessment focus:</p> <p>Solve problems involving division.</p>	17

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Four Arithmetic Operations	KS1-N2-4 Solve problems involving four arithmetic operations. Problems of calculation of money in both dollars and cents involve only addition and subtraction and do not involve performing mixed operations.	3M4-Q10 Mother exercises for 35 minutes every day. She exercises a total of _____ minutes in 8 days. Assessment focus: Solve problems involving multiplication.	280
Four Arithmetic Operations	KS1-N2-4 Solve problems involving four arithmetic operations. Problems of calculation of money in both dollars and cents involve only addition and subtraction and do not involve performing mixed operations.	3M4-Q11 There are 10 eggs in each box. Mother buys 3 boxes of eggs. After she uses 11 eggs to make a cake, there are _____ eggs left. Assessment focus: Solve problems involving mixed operations.	19
Four Arithmetic Operations	KS1-N2-4 Solve problems involving four arithmetic operations. Problems of calculation of money in both dollars and cents involve only addition and subtraction and do not involve performing mixed operations.	3M4-Q12 The shopkeeper has 604 balloons at first. After giving out 532 balloons, he makes 228 balloons. How many balloons does he have now? (Show your working) <div style="border: 1px solid black; height: 80px; width: 300px; margin: 10px auto;"></div> Assessment focus: Solve problems involving mixed operations.	$604 - 532 + 228$ $= 300$ He has 300 balloons now.

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Fractions	KS1-N3-1 Demonstrate recognition of fractions as parts of one whole and the diagrams representing equivalent fractions.	3M4-Q13(a) Kelly makes 14 sandwiches. $\frac{3}{7}$ of the whole are egg sandwiches. The rest are ham sandwiches.  (a) There are _____ egg sandwiches. Assessment focus: Recognize the concept of fractions as a part of one whole.	6
Fractions	KS1-N3-1 Demonstrate recognition of fractions as parts of one whole and the diagrams representing equivalent fractions.	3M4-Q13(b) (b) $\frac{\square}{\square}$ of the whole are ham sandwiches. Assessment focus: Recognize the concept of fractions as a part of one whole.	$\frac{4}{7}$
Fractions	KS1-N3-3 Compare the magnitude of fractions with same denominators or same numerators.	3M4-Q14 Fill in the box with a suitable number. $\frac{1}{\square}$ is smaller than $\frac{1}{4}$. Assessment focus: Compare the magnitude of fractions with same numerators.	Accept any whole number larger than 4

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Fractions	<p>KS1-N3-5</p> <p>Solve problems involving addition and subtraction of fractions with the same denominators that are illustrated by diagrams.</p>	<p>3M4-Q15</p> <p>There is a box of chocolate on the table. Mandy eats $\frac{6}{12}$ of the box. Tim eats $\frac{5}{12}$ of the box. How much of the box of chocolate do they eat altogether?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Mandy eats:</p> </div> <div style="text-align: center;">  <p>Tim eats:</p> </div> </div> <p>(Show your working)</p> <div style="border: 1px solid black; height: 60px; width: 100%; margin-top: 10px;"></div> <p>Assessment focus: Solve problems involving addition of fractions with the same denominators that are illustrated by diagrams.</p>	$\frac{6}{12} + \frac{5}{12}$ $= \frac{11}{12}$ <p>They eat $\frac{11}{12}$ of the box altogether.</p>
Money	<p>KS1-M1-2</p> <p>Read price tags.</p>	<p>3M4-Q16(a)</p> <div style="text-align: center;">  </div> <p>(a) A box of sushi costs _____ dollars and _____ cents.</p> <p>Assessment focus: Read price tags.</p>	<p>35 , 30 respectively</p>
Money	<p>KS1-M1-3</p> <p>Demonstrate recognition of the use of money in daily life, involving counting notes and coins and exchanging money.</p>	<p>3M4-Q16(b)</p> <p>(b) Kate pays  to buy a box of sushi. Circle the change returned to Kate by the shopkeeper.</p> <div style="text-align: center; margin-top: 20px;">  </div> <p>Assessment focus: Use and exchange Hong Kong money.</p>	<p>Circle the amount of “\$14.70”</p>

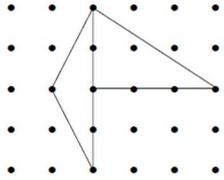
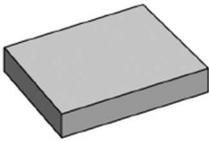
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Length and Distance	KS1-M2-4 Compare the lengths of objects and compare the distances between objects in “kilometer” (km).	3M4-Q17(a) Study the following diagram and answer the questions below.  <p>(a) It is only 9 km from Shopping Mall to Hotel passing through _____ .</p> <p>Assessment focus: Express and compare the distance between objects using “kilometre” (km).</p>	Station
Length and Distance	KS1-M2-4 Compare the lengths of objects and compare the distances between objects in “kilometer” (km).	3M4-Q17(b) (b) The shortest route from Park to Airport is _____ km. Assessment focus: Express and compare the distance between objects using “kilometre” (km).	13

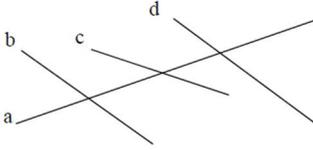
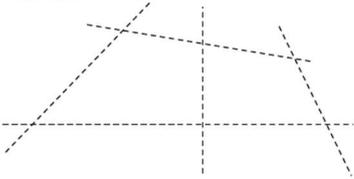
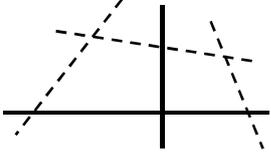
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Length and Distance	<p>KS1-M2-5</p> <p>Estimate the lengths of objects and the distances between objects with finger width, arm length, foot span, finger span, stride length, etc., as “ever-ready rulers”.</p>	<p>3M4-Q18</p> <p>Which of the following is most suitable for measuring the height of a desk?</p>  <p>○ A.</p> <p>○ B.</p> <p>○ C.</p> <p>○ D.</p> <p>Assessment focus: Choose appropriate ‘ever-ready rulers’ for measuring the height of objects.</p>	<p>A.</p> <p>B.</p> <p>C. Correct Answer</p> <p>D.</p>
Capacity	<p>KS1-M5-5</p> <p>Record the capacities of containers in an appropriate single unit.</p>	<p>3M4-Q19</p> <p>Fill in the following blank with a suitable unit.</p> <p>The capacity of a bucket is about 5 _____ .</p> <p>Assessment focus: Record the capacities of containers with appropriate unit.</p>	litres / L

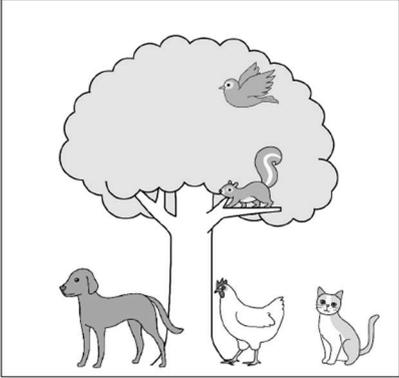
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Time	<p>KS1-M3-2</p> <p>Tell time from an analog clock and a digital clock.</p>	<p>3M4-Q20(a)</p> <p>The two clocks below show the starting time and the finishing time of a charity walk.</p> <div style="display: flex; justify-content: 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> <p>(a) The charity walk starts at _____ minute(s) past _____ in the morning.</p> <p>Assessment focus: Tell time from an analog clock.</p>	<p>20 , 8 respectively</p>
Time	<p>KS1-M3-3</p> <p>Record the duration of time for different activities in “hours”, “minutes” or “seconds”(not involving changing units).</p>	<p>3M4-Q20(b)</p> <p>(b) The charity walk ends in the morning. It lasts for _____ hour(s).</p> <p>Assessment focus: Record the duration of time for different activities in ‘hours’.</p>	<p>3</p>

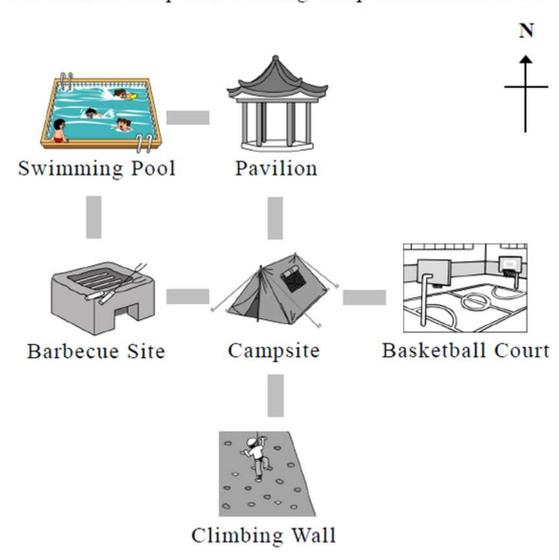
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer																																																	
Time	KS1-M3-1 Demonstrate recognition of the dates and days of a week.	3M4-Q21(a) Answer the following questions according to the calendar for June below. <table border="1" data-bbox="612 387 1169 663"> <thead> <tr> <th colspan="7">June</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>29</td> <td>30</td> <td></td> </tr> </tbody> </table> (a) Susan has a dancing class every Thursday. She has _____ dancing classes in June. Assessment focus: Recognize the days of a week.	June							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		5
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25	26	27	28	29	30																																															
Time	KS1-M3-1 Demonstrate recognition of the dates and days of a week.	3M4-Q21(b) (b) Sister’s wedding is held on the third Sunday of June. That day is the _____ of _____ (month). Assessment focus: Recognize the dates.	18th, June respectively																																																	
Time	KS1-M3-4 Apply the “24-hour time”, involving the interconversion with the “12-hour time”.	3M4-Q22 The timetable of the buses from Hong Kong to Macau is shown below. <table border="1" data-bbox="727 1384 1110 1559"> <thead> <tr> <th></th> <th>Departure Time</th> </tr> </thead> <tbody> <tr> <td>The First Bus</td> <td>08:00</td> </tr> <tr> <td>The Second Bus</td> <td>12:45</td> </tr> <tr> <td>The Third Bus</td> <td>17:20</td> </tr> </tbody> </table> The third bus departs at _____ minute(s) past _____ in the * morning / afternoon . (*Circle the answer) Assessment focus: Apply the “24-hour time”.		Departure Time	The First Bus	08:00	The Second Bus	12:45	The Third Bus	17:20	20, 5, circle “afternoon” respectively																																									
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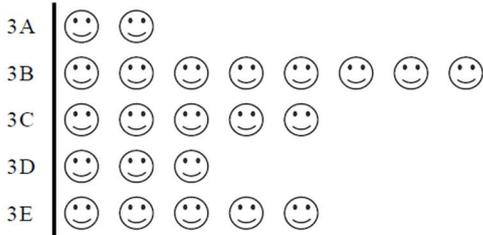
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Capacity	<p>KS1-M5-2</p> <p>Compare the capacities of containers in improvised units.</p>	<p>3M4-Q23</p> <p> of water can fill up  .</p> <p> of water can fill up  .</p> <p> of water can fill up _____  .</p> <p>Assessment focus: Measure and compare the capacity of containers using improvised units.</p>	2
3-D Shapes	<p>KS1-S1-1:</p> <p>Identify prisms, pyramids, cylinders, cones and spheres intuitively.</p>	<p>3M4-Q24(a)</p> <p>Study the 3-D shapes below. Write down all the letters for the answers.</p> <p> A.  B.  C.</p> <p> D.  E.</p> <p>List: (a) Pyramid(s): _____</p> <p>Assessment focus: Identify pyramids.</p>	A, E
3-D Shapes	<p>KS1-S1-1</p> <p>Identify prisms, pyramids, cylinders, cones and spheres intuitively.</p>	<p>3M4-Q24(b)</p> <p>(b) Sphere(s): _____</p> <p>Assessment focus: Identify spheres.</p>	B

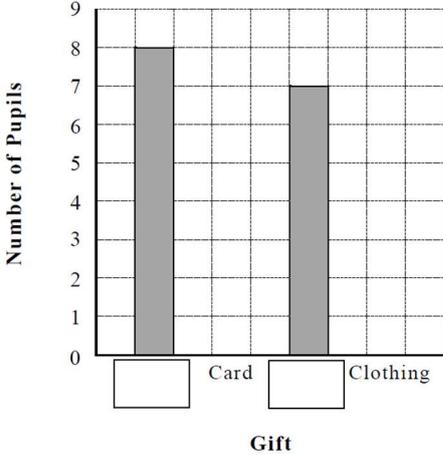
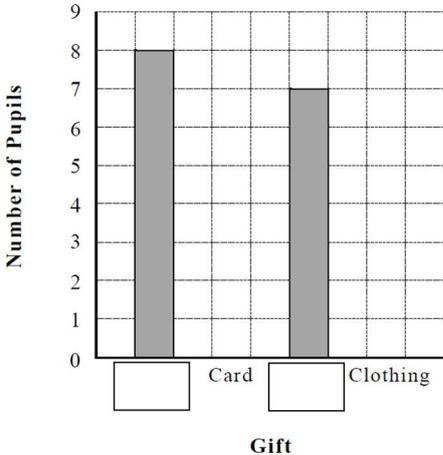
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
2-D Shapes	<p>KS1-S2-1</p> <p>Identify 2-D shapes intuitively, including triangles, quadrilaterals, trapeziums, parallelograms, pentagons, hexagons, squares, rectangles and circles (not involving the inclusion relations between different types of triangles and the inclusion relations between different types of quadrilaterals).</p>	<p>3M4-Q25</p>  <p>Patrick cuts the rectangle above along the dotted line. He gets one triangle and one</p> <p><input type="radio"/> A. square.</p> <p><input type="radio"/> B. triangle.</p> <p><input type="radio"/> C. parallelogram.</p> <p><input type="radio"/> D. trapezium.</p> <p>Assessment focus: Identify trapeziums.</p>	<p>A.</p> <p>B.</p> <p>C.</p> <p>D. Correct Answer</p>
2-D Shapes	<p>KS1-S2-2:</p> <p>Identify different types of triangles intuitively, including right-angled triangles, isosceles triangles, isosceles right-angled triangles and equilateral triangles (not involving the inclusion relations between different types of triangles).</p>	<p>3M4-Q26</p>  <p>On the pin-board, Dale uses rubber bands to make</p> <p><input type="radio"/> A. an equilateral triangle and a right-angled triangle.</p> <p><input type="radio"/> B. an isosceles triangle and a right-angled triangle.</p> <p><input type="radio"/> C. two isosceles triangles.</p> <p><input type="radio"/> D. two right-angled triangles.</p> <p>Assessment focus: Identify isosceles triangles and right-angled triangle.</p>	<p>A.</p> <p>B. Correct Answer</p> <p>C.</p> <p>D.</p>
3-D Shapes	<p>KS1-S1-1</p> <p>Identify prisms, pyramids, cylinders, cones and spheres intuitively.</p>	 <p>The 3-D shape above is a</p> <p><input type="radio"/> A. prism.</p> <p><input type="radio"/> B. rectangle.</p> <p><input type="radio"/> C. cylinder.</p> <p><input type="radio"/> D. pyramid.</p> <p>Assessment focus: Identify prism.</p>	<p>A. Correct Answer</p> <p>B.</p> <p>C.</p> <p>D.</p>

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Lines	KS1-S3-1 Identify straight lines and curves intuitively; and identify parallel lines and perpendicular lines.	3M4-Q28 Study the following figure. Write down the letters for the answers.  Lines _____ and _____ are a pair of parallel lines. Assessment focus: Identify parallel lines.	b, d / d, b
Lines	KS1-S3-1 Identify straight lines and curves intuitively; and identify parallel lines and perpendicular lines.	3M4-Q29 In the figure below, draw along the dotted lines to show a pair of perpendicular lines.  Assessment focus: Identify perpendicular lines.	

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Directions and Positions	<p>KS1-S5-1</p> <p>Describe the relative positions of objects using “over”, “under”, “left”, “right”, “in front of”, “behind” and “between”.</p>	<p>3M4-Q30</p> <p>Mr Chan puts a picture on <i>a wall</i>.</p>  <p>*  /  / </p> <p>is over  .</p> <p>(*Circle the answer)</p> <p>Assessment focus: Describe the relative positions of objects using “over”, “under”, “left”, “right”, “in front of”, “behind” and “between”.</p>	<p>Circle “”</p>

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Directions and Positions	<p>KS1-S5-2</p> <p>Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.</p>	<p>3M4-Q31(a)</p> <p>The location map of a training camp is shown below.</p>  <p>(a) * Pavilion / Climbing Wall / Basketball Court is to the south of Campsite. (*Circle the answer)</p> <p>Assessment focus: Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.</p>	Circle “Climbing Wall”
Directions and Positions	<p>KS1-S5-2</p> <p>Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.</p>	<p>3M4-Q31(b)</p> <p>(b) Starting from Swimming Pool, Terry goes * east / south / west / north to reach Pavilion. (*Circle the answer)</p> <p>Assessment focus: Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.</p>	Circle “east”

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Pictograms	KS1-D1-1 Interpret pictograms with a one-to-one representation.	3M4-Q32(a) Mr Chan did a survey of the number of pupils joining Mathematics competition in each Primary Three class. Number of Pupils Joining Mathematics Competition in Each Primary Three Class Each ☺ stands for 1 pupil  (a) The number of pupils joining Mathematics competition in Class _____ was the largest. There were _____ pupils. Assessment focus: Interpret pictograms with a one-to-one representation.	3B, 8 respectively
Pictograms	KS1-D1-1 Interpret pictograms with a one-to-one representation.	3M4-Q32(b) (b) The total number of Primary Three pupils joining Mathematics competition was _____ . Assessment focus: Interpret pictograms with a one-to-one representation.	23

Learning Unit	Basic Competency	Item Number	Option / Answer															
Bar Charts	KS1-D2-2 Construct bar charts using a one-to-one, one-to-two or one-to-five representation.	3M4-Q33(a) Miss Cheung did a survey of the gifts prepared by the P.3B pupils for Mother's Day. (a) According to the record, complete the table below. <table border="1" data-bbox="603 412 1161 568"> <thead> <tr> <th>Gift</th> <th>Flower</th> <th>Card</th> <th>Cake</th> <th>Clothing</th> </tr> </thead> <tbody> <tr> <td>Record</td> <td>+++ </td> <td>+++ </td> <td>+++ </td> <td> </td> </tr> <tr> <td>Number of pupils</td> <td></td> <td>6</td> <td>7</td> <td></td> </tr> </tbody> </table> Assessment focus: Complete the information in a table according to the record of a survey.	Gift	Flower	Card	Cake	Clothing	Record	+++	+++	+++		Number of pupils		6	7		8, 3 respectively
Gift	Flower	Card	Cake	Clothing														
Record	+++	+++	+++															
Number of pupils		6	7															
Bar Charts	KS1-D2-2 Construct bar charts using a one-to-one, one-to-two or one-to-five representation.	3M4-Q33(b)(1) The Gifts Prepared by the P.3B Pupils for Mother's Day  Assessment focus: Fill in the appropriate categories on the bar chart.	From left to right: Flower, Cake															
Bar Charts	KS1-D2-2 Construct bar charts using a one-to-one, one-to-two or one-to-five representation.	3M4-Q33(b)(2) The Gifts Prepared by the P.3B Pupils for Mother's Day  Assessment focus: Construct bar charts using a one-to-one representation.	Card: 6 boxes Clothing: 3 boxes															