Territory-wide System Assessment 2025 (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 2025 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 ten thousands place. The digit '2' is in the hundreds place. The digit '1' is in the units place. The digit '9' is in the tens place. The digit '5' is in the thousands place. Assessment focus: Demonstrate recognition of units place to ten thousands place.	85 291
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 'seventy thousand and three' in numerals. Answer: _____ Assessment focus: Write numbers up to 5 digits.	70 003

* Please refer to the BCA website (https://www.bca.hkeaa.edu.hk/web/TSA/en/BC/P_BC_M.pdf) for the Basic Competencies Descriptors documents

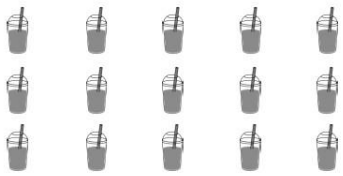
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
5-digit Numbers	KS1-N1-1 Demonstrate recognition of places (units place to ten thousands place), involving reading, writing and ordering numbers up to 5 digits.	3M1-Q03 The following table shows the number of vehicles using the City Bridge in three days. Monday / Tuesday / Wednesday Number of vehicles: 8 278 / 10 287 / 8 915 Arrange the number of vehicles from the largest to the smallest. Answer: _____ (Largest), _____, _____ (Smallest) Assessment focus: Ordering numbers up to 5 digits.	10 287, 8 915, 8 278 respectively
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-Q04 Three ***odd numbers*** are arranged from the smallest to the largest as shown below. 39 417 (Smallest), ?, 40 641 (Largest) The number in the box may be ○ A. 38 987. ○ B. 39 523. ○ C. 39 684. ○ D. 40 765. Assessment focus: Ordering numbers up to 5 digits.	A. B. Correct Answer C. D.

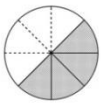
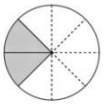
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Four Arithmetic Operations	KS1-N2-1 Perform addition and subtraction of three 3-digit numbers at most, and use the commutative and associative properties of addition (not involving using brackets, performing addition with carry in three steps and performing mixed operations).	3M1-Q05 $235 + 417 + 35 =$ ○ A. 652 ○ B. 677 ○ C. 687 ○ D. 1 002 Assessment focus: Perform addition.	A. B. C. Correct Answer D.
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).	3M1-Q06 $303 - 185 =$ _____ Assessment focus: Perform subtraction.	118

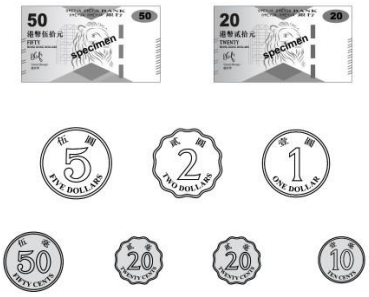
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Four Arithmetic Operations	KS1-N2-2 Perform multiplication and division of three numbers at most, and use the commutative and associative properties of multiplication, multiplication up to 3-digit numbers by 1-digit numbers, division up to 3-digit numbers by 1-digit numbers (not involving using brackets and performing mixed operations).	3M1-Q07 $6 \times 231 =$ _____ Assessment focus: Perform multiplication.	1 386
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).	3M1-Q08 $762 \div 7 =$ ○ A. 18…6 ○ B. 108 ○ C. 108…6 ○ D. 180…6 Assessment focus: Perform division.	A. B. C. Correct Answer D.

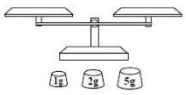
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Four Arithmetic Operations	KS1-N2-3 Perform mixed operations of: (a) addition and subtraction, involving using brackets; (b) multiplication and addition, multiplication with numbers not greater than 10 (not involving using brackets); and (c) multiplication and subtraction, multiplication with numbers not greater than 10 (not involving using brackets) of three numbers at most.	3M1-Q09 $37 - 8 \times 3 =$ ○ A. 13 ○ B. 24 ○ C. 29 ○ D. 87 Assessment focus: Perform mixed operations of multiplication and subtraction.	A. Correct Answer B. C. D.
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.	3M1-Q10 There are 135 chairs in the hall. Ms Lee divides the chairs evenly into 9 rows. There are _____ chairs in each row. Assessment focus: Solve problems involving division.	15
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.	3M1-Q11 The shopkeeper has 590 balloons. There are 382 balloons that are inflated. There are _____ balloons that are not inflated. Assessment focus: Solve problems involving subtraction.	208

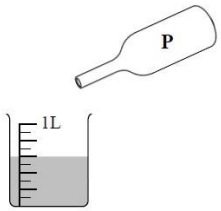
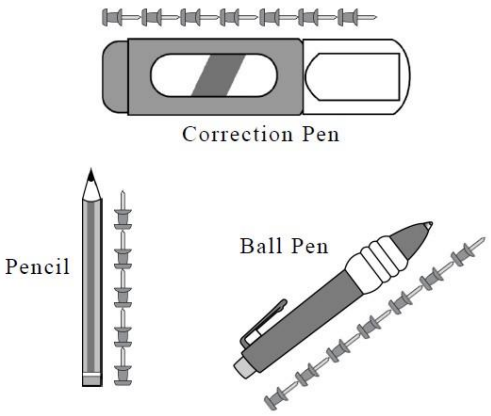
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Four Arithmetic Operations	KS1-N2-4 Solve problems involving four arithmetic operations. Problems of calculation of money in both dollars and cents involve only addition and subtraction and do not involve performing mixed operations.	3M1-Q12 Sandy has 4 photo albums. Each album holds 230 photos. She has _____ photos altogether. Assessment focus: Solve problems involving multiplication.	920
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.	3M1-Q13  Milk 9 dollars The convenience store is having a sale. Buying 4 cartons of milk gets 5 dollars off. Susan buys 4 cartons of milk. How much does she have to pay? (Show your working) Assessment focus: Solve problems involving mixed operations of multiplication and subtraction.	$9 \times 4 - 5$ $= 31$ She has to pay 31 dollars.

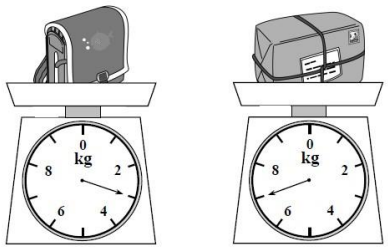
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Fractions	KS1-N3-1 Demonstrate recognition of fractions as parts of one whole and the diagrams representing equivalent fractions.	3M1-Q14(a) Janet has 15 cups of juice. $\frac{2}{3}$ of the whole are orange juice. The rest are apple juice.  (a) There are _____ cups of orange juice. Assessment focus: Demonstrate recognition of fractions as a part of one whole.	10
Fractions	KS1-N3-1 Demonstrate recognition of fractions as parts of one whole and the diagrams representing equivalent fractions.	3M1-Q14(b) (b) $\frac{\square}{\square}$ of the whole are apple juice. Assessment focus: Demonstrate recognition of fractions as a part of one whole.	$\frac{1}{3}$ / $\frac{5}{15}$

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Fractions	KS1-N3-3 Compare the magnitude of fractions with same denominators or same numerators.	3M1-Q15 Fill in the box with a suitable number. $\frac{1}{\square}$ is smaller than $\frac{1}{9}$. Assessment focus: Compare the magnitude of fractions with same numerators.	Accept any whole number larger than 9
Fractions	KS1-N3-5 Solve problems involving addition and subtraction of fractions with the same denominators that are illustrated by diagrams.	3M1-Q16 Mother buys a cake. Sean eats $\frac{1}{8}$ of the cake. Patrick eats $\frac{4}{8}$ of the cake. Yanny eats $\frac{2}{8}$ of the cake. How much of the cake do they eat altogether? Sean eats:  Patrick eats:  Yanny eats:  (Show your working) Assessment focus: Solve problems involving addition of fractions with the same denominators that are illustrated by diagrams.	$\frac{1}{8} + \frac{4}{8} + \frac{2}{8}$ $= \frac{7}{8}$ They eat $\frac{7}{8}$ of the cake altogether.

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Money	KS1-M1-2 Read price tags.	3M1-Q17(a)  (a) A calculator costs _____ dollars and _____ cents. Assessment focus: Read price tags.	77, 90 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) Elise buys a calculator. Circle the amount she should pay.  Assessment focus: Demonstrate recognition of the use of money in daily life.	Circle the amount of "$77.90"

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Weight	KS1-M4-4 Measure the weights of objects with appropriate tools.	3M1-Q18  Which of the following is most suitable for measuring the weight of a pair of sports shoes?  ○ A.  ○ B.  ○ C.  ○ D. Assessment focus: Measure the weight of objects with appropriate measuring tools.	A. B. C. D. Correct Answer
Length and Distance	KS1-M2-7 Record the lengths of objects and the distances between objects in an appropriate single unit.	3M1-Q19(a) Fill in the following blanks with suitable units. (a) The length of Tuen Mun Road is about 20 _____ . Assessment focus: Record the lengths of objects in an appropriate unit.	kilometres / km
Weight	KS1-M4-5 Record the weights of objects in an appropriate single unit.	3M1-Q19(b) (b) The weight of a washing machine is about 80 _____ . Assessment focus: Record the weights of objects in an appropriate unit.	kilograms / kg

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Capacity	KS1-M5-3 Measure and compare the capacities of containers in "litre" (L) or "millilitre" (mL).	3M1-Q20 Fill up container **P** with water and then pour all the water into an empty measuring cup.  The capacity of container **P** is _____ mL. Assessment focus: Measure the capacities of containers in 'millilitre' (mL).	600
Length and Distance	KS1-M2-2 Compare the lengths of objects and compare the distances between objects in improvised units (e.g. a paper clip, a book).	3M1-Q21  Compare the lengths of the correction pen, the pencil and the ball pen above. The * correction pen / pencil / ball pen is the longest. (*Circle the answer) Assessment focus: Compare the length of objects in improvised units.	Circle "correction pen"

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-Q22(a)  (a) The weight of  is _____ kg. Assessment focus: Measure the weights of objects in ‘kilogram’ (kg).	7
Weight	KS1-M4-3 Measure and compare the weights of objects in “gram”(g) or “kilogram” (kg).	3M1-Q22(b) (b)  is _____ kg * lighter / heavier than  . (*Circle the answer) Assessment focus: Measure and compare the weights of objects in ‘kilogram’ (kg).	4, circle “heavier” respectively

<table>
<tr><th>Learning Unit</th><th>Basic Competency Descriptor</th><th>Item Number</th><th>Option / Answer</th></tr>
<tr><td>Time</td><td>KS1-M3-1
Demonstrate recognition of the dates and days of a week.</td><td>3M1-Q23(a)

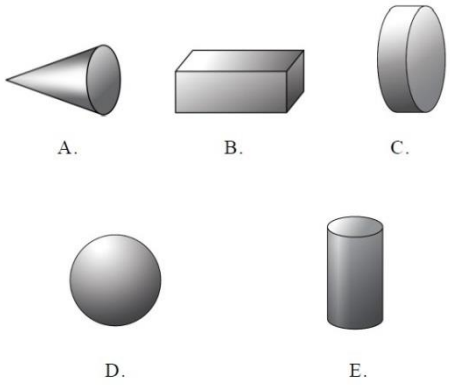
Answer the following questions according to the calendar for May below.

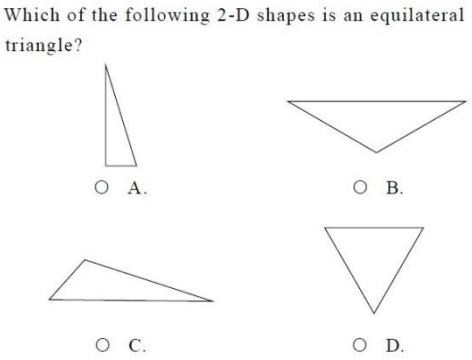
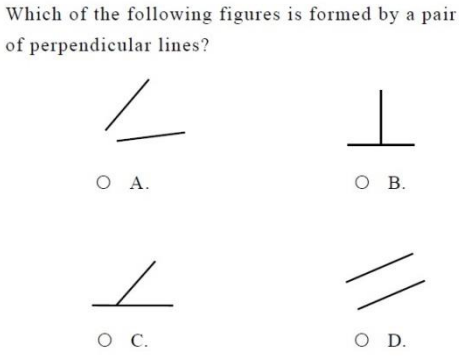
<table><tr><th colspan="7">May</th></tr><tr><th>Sunday</th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th><th>Saturday</th></tr><tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><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>31</td></tr></table>
(a) Zoe's birthday is on the third Sunday of May. That day is the _____ of _____ .
(month)

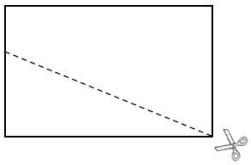
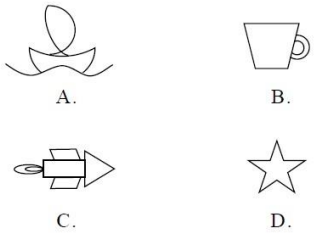
Assessment focus:
Demonstrate recognition of the dates.</td><td>18th, May respectively</td></tr>
<tr><td>Time</td><td>KS1-M3-1
Demonstrate recognition of the dates and days of a week.</td><td>3M1-Q23(b)

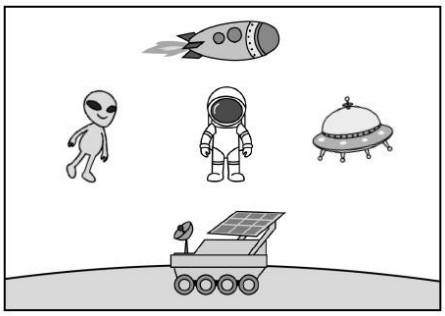
(b) Gary has a swimming class every Thursday.
He has _____ swimming classes in May.

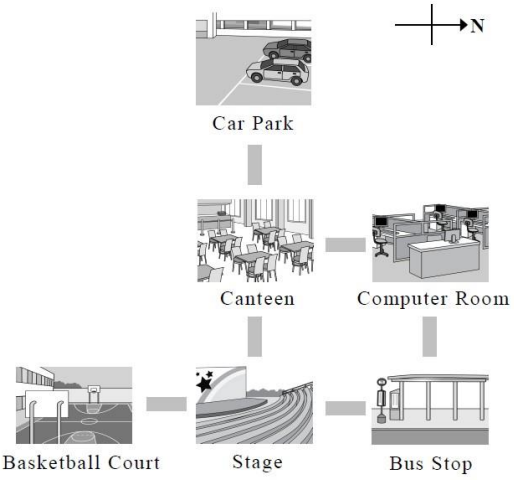
Assessment focus:
Demonstrate recognition of the days of a week.</td><td>5</td></tr>
</table>

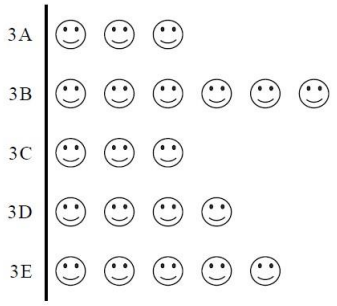
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
3-D Shapes	KS1-S1-1 Identify prisms, pyramids, cylinders, cones and spheres intuitively.	3M1-Q24(a) Study the 3-D shapes below. Write down all the letters for the answers.  List: (a) Cylinder(s): _____ Assessment focus: Identify cylinders.	C, E
3-D Shapes	KS1-S1-1 Identify prisms, pyramids, cylinders, cones and spheres intuitively.	3M1-Q24(b) (b) Sphere(s): _____ Assessment focus: Identify spheres.	D

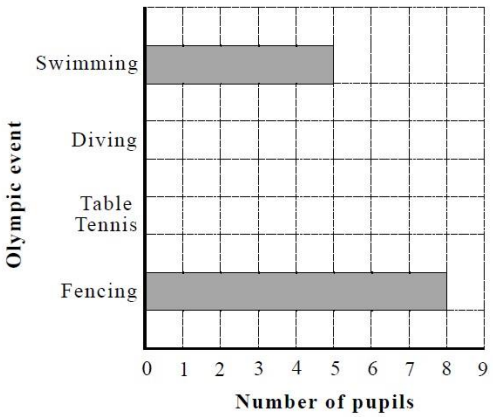
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
2-D Shapes	KS1-S2-2 Identify different types of triangles intuitively, including right-angled triangles, isosceles triangles, isosceles right-angled triangles and equilateral triangles (not involving the inclusion relations between different types of triangles).	3M1-Q25  Assessment focus: Identify equilateral triangles.	A. B. C. D. Correct Answer
Lines	KS1-S3-1 Identify straight lines and curves intuitively; and identify parallel lines and perpendicular lines.	3M1-Q26  Assessment focus: Identify perpendicular lines.	A. B. Correct Answer C. D.

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
2-D Shapes	KS1-S2-1 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).	3M1-Q27  Peter cuts the rectangle above along the dotted line. He gets one triangle and one * rectangle / trapezium / pentagon . (*Circle the answer) Assessment focus: Identify trapeziums.	Circle “trapezium”
Lines	KS1-S3-1 Identify straight lines and curves intuitively; and identify parallel lines and perpendicular lines.	3M1-Q28(a) Study the figures below. Write down all the letters for the answers.  A. B. C. D. List: (a) The figure(s) formed by straight line(s) only: _____ Assessment focus: Identify straight lines.	D
Lines	KS1-S3-1 Identify straight lines and curves intuitively; and identify parallel lines and perpendicular lines.	3M1-Q28(b) (b) The figure(s) formed by straight line(s) and curve(s): _____ Assessment focus: Identify straight lines and curves.	B, C

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Angles	KS1-S4-2 Compare the sizes of angles.	3M1-Q29 Study the diagram below. Arrange the angles x, y and z from the smallest to the largest.  Answer: _____ , _____ , _____ (Smallest) (Largest) Assessment focus: Compare the sizes of angles.	y, z, x respectively
Directions and Positions	KS1-S5-1 Describe the relative positions of objects using “over”, “under”, “left”, “right”, “in front of”, “behind” and “between”.	3M1-Q30 Mr Lee puts a picture on a wall.  *  /  /  is under  . (*Circle the answer) Assessment focus: Describe the relative positions of objects using “over” and “under”.	Circle “  ”

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Directions and Positions	KS1-S5-2 Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.	3M1-Q31(a) The location map of a training camp is shown below.  (a) * Stage / Car Park / Computer Room is to the east of Canteen. (*Circle the answer) Assessment focus: Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.	Circle “Stage”
Directions and Positions	KS1-S5-2 Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.	3M1-Q31(b) (b) Starting from Stage, Tiffany goes * east / south / west / north to reach Bus Stop. (*Circle the answer) Assessment focus: Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.	Circle “north”

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Pictograms	KS1-D1-1 Interpret pictograms with a one-to-one representation.	3M1-Q32(a) Ms Cheung did a survey of the number of pupils in each primary three class who wants to be a doctor. **Number of Pupils in Each Primary Three Class Who Wants to be a Doctor** Each ☺ stands for 1 pupil  (a) The number of pupils in Class _____ who wants to be a doctor was the most. There were _____ pupils. Assessment focus: Interpret pictograms with a one-to-one representation.	3B, 6 respectively
Pictograms	KS1-D1-1 Interpret pictograms with a one-to-one representation.	3M1-Q32(b) (b) The total number of primary three pupils who wants to be a doctor was _____ . Assessment focus: Interpret pictograms with a one-to-one representation.	21

Learning Unit	Basic Competency Descriptor	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.	3M1-Q33(1) Ms Tsang did a survey of the favourite Olympic events of P.3B pupils. Olympic event / Swimming / Diving / Table Tennis / Fencing Number of pupils / 5 / 3 / 4 / 8 According to the results, use a pencil to complete the following bar chart and give it a title. (Title) Assessment focus: Give a title for the bar chart.	Favourite Olympic events of P.3B pupils
Bar Charts	KS1-D2-2 Construct bar charts using a one-to-one, one-to-two or one-to-five representation.	3M1-Q33(2)  Assessment focus: Construct bar charts using a one-to-one representation.	Diving: 3 boxes Table Tennis: 4 boxes

Sub-paper 2 (3ME2)

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.	3M2-Q01 Write a 5-digit number according to the instructions below. The digit '8' is in the ten thousands place. The digit '2' is in the hundreds place. The digit '1' is in the units place. The digit '9' is in the tens place. The digit '5' is in the thousands place. ☐☐☐☐☐ Assessment focus: Demonstrate recognition of units place to ten thousands place.	85 291
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.	3M2-Q02 Three ***odd numbers*** are arranged from the smallest to the largest as shown below. 39 417 (Smallest) , ? , 40 641 (Largest) The number in the box may be ○ A. 38 987. ○ B. 39 523. ○ C. 39 684. ○ D. 40 765. Assessment focus: Ordering numbers up to 5 digits.	A. B. Correct Answer C. 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.	3M2-Q03 In the number 54 310, the digit '3' stands for * 3 / 30 / 300 / 3 000 / 30 000 . (*Circle the answer) Assessment focus: Demonstrate recognition of hundreds place.	Circle "300"

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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 $486 + 257 =$ _____ Assessment focus: Perform addition.	743
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 $854 - 236 - 365 =$ _____ Assessment focus: Perform subtraction.	253
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 $284 \times 9 =$ _____ Assessment focus: Perform multiplication.	2 556

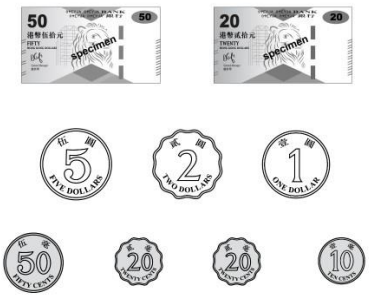
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Four Arithmetic Operations	KS1-N2-2 Perform multiplication and division of three numbers at most, and use the commutative and associative properties of multiplication, multiplication up to 3-digit numbers by 1-digit numbers, division up to 3-digit numbers by 1-digit numbers (not involving using brackets and performing mixed operations).	3M2-Q07 $378 \div 4 =$ ○ A. 90…1 ○ B. 92 ○ C. 94 ○ D. 94…2 Assessment focus: Perform division.	A. B. C. D. Correct Answer
Four Arithmetic Operations	KS1-N2-3 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.	3M2-Q08 $765 - (14 + 29) =$ _____ Assessment focus: Perform mixed operations of addition and subtraction, involving using brackets.	722

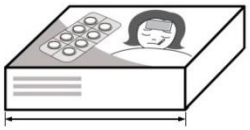
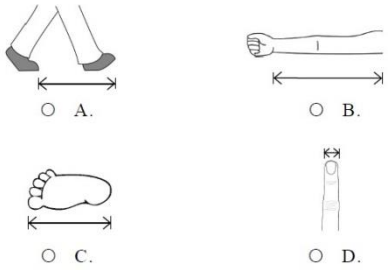
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Four Arithmetic Operations	KS1-N2-4 Solve problems involving four arithmetic operations. Problems of calculation of money in both dollars and cents involve only addition and subtraction and do not involve performing mixed operations.	3M2-Q09  The convenience store is having a sale. Buying 4 cartons of milk gets 5 dollars off. Susan buys 4 cartons of milk. How much does she have to pay? (Show your working) Assessment focus: Solve problems involving mixed operations of multiplication and subtraction.	$9 \times 4 - 5$ $= 31$ She has to pay 31 dollars.
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.	3M2-Q10 The shopkeeper has 590 balloons. There are 382 balloons that are inflated. There are _____ balloons that are not inflated. Assessment focus: Solve problems involving subtraction.	208

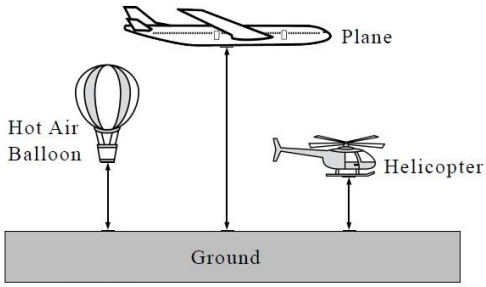
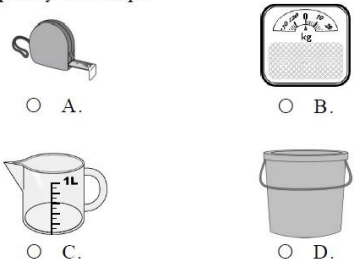
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Four Arithmetic Operations	KS1-N2-4 Solve problems involving four arithmetic operations. Problems of calculation of money in both dollars and cents involve only addition and subtraction and do not involve performing mixed operations.	3M2-Q11 There are some apple pies in a bakery. The shopkeeper sells 252 pies in the morning and 450 pies in the afternoon. There are 66 pies left. How many apple pies are there at first? (Show your working) Assessment focus: Solve problems involving addition.	252 + 450 + 66 = 768 There are 768 apple pies at first.
Fractions	KS1-N3-1 Demonstrate recognition of fractions as parts of one whole and the diagrams representing equivalent fractions.	3M2-Q12 Choose the equivalent fraction(s) of $\frac{1}{3}$  below. Write down all the letter(s) for the answer.  A. B. C. Answer: _____ Assessment focus: Demonstrate recognition of the diagrams representing equivalent fractions.	A, C

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Fractions	KS1-N3-3 Compare the magnitude of fractions with same denominators or same numerators.	3M2-Q13(a) (a) Fill in the box with a suitable number. $\frac{\square}{15}$ is larger than $\frac{7}{15}$. Assessment focus: Compare the magnitude of fractions with same denominators.	Accept any whole number larger than 7
Fractions	KS1-N3-2 Demonstrate recognition of the relationship between fractions and the whole.	3M2-Q13(b) (b) $\frac{11}{11}$ is equal to * 22 / 11 / 1 . (*Circle the answer) Assessment focus: Demonstrate recognition of the relationship between fractions and the whole.	Circle “1”

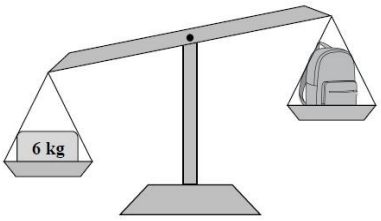
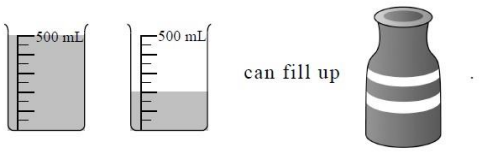
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Fractions	KS1-N3-3 Compare the magnitude of fractions with same denominators or same numerators.	3M2-Q14 There are some animals in the aquarium. $\frac{1}{5}$ of the whole are sharks, $\frac{1}{2}$ of the whole are sea turtles, and $\frac{1}{10}$ of the whole are clownfishes. Most of the animals are * sharks / sea turtles / clownfishes . (*Circle the answer) Assessment focus: Compare the magnitude of fractions with same numerators.	Circle “sea turtles”
Fractions	KS1-N3-4 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).	3M2-Q15  $\frac{5}{6} - \frac{1}{6} - \frac{3}{6} = \frac{\square}{\square}$ Assessment focus: Perform subtraction of fractions with the same denominators.	$\frac{1}{6}$

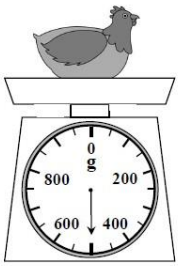
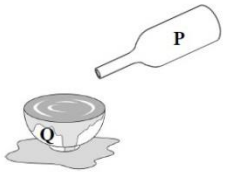
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Money	KS1-M1-2 Read price tags.	3M2-Q16(a)  (a) A calculator costs _____ dollars and _____ cents. Assessment focus: Read price tags.	77, 90 respectively
Money	KS1-M1-3 Demonstrate recognition of the use of money in daily life, involving counting notes and coins and exchanging money.	3M2-Q16(b) (b) Elise buys a calculator. Circle the amount she should pay.  Assessment focus: Demonstrate recognition of the use of money in daily life.	Circle the amount of "$77.90"

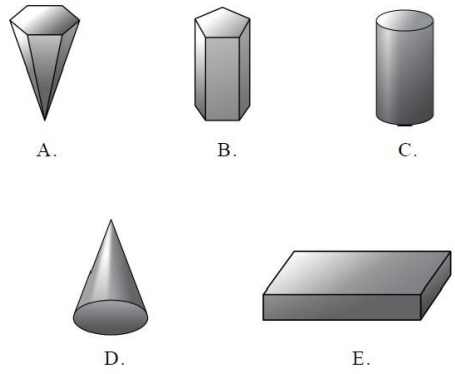
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Length and Distance	KS1-M2-5 Estimate the lengths of objects and the distances between objects with finger width, arm length, foot span, finger span, stride length, etc., as "ever-ready rulers".	3M2-Q17  Which of the following is most suitable for measuring the length of a box of cold medicine?  ○ A. ○ B. ○ C. ○ D. Assessment focus: Measure the length of an object with an appropriate 'ever-ready ruler'.	A. B. C. D. Correct Answer
Length and Distance	KS1-M2-7 Record the lengths of objects and the distances between objects in an appropriate single unit.	3M2-Q18 Fill in the following blank with a suitable unit. The thickness of a five-dollar coin is about 3 _____ . Assessment focus: Record the lengths of objects with an appropriate unit.	millimetres / mm

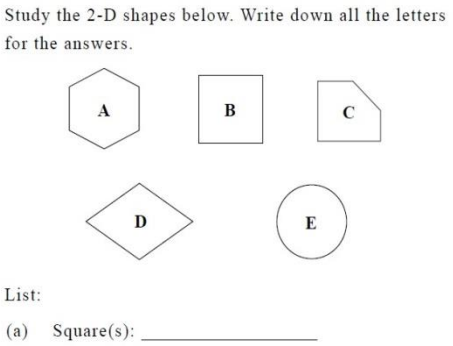
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Length and Distance	KS1-M2-1 Compare the length of objects and the distance between objects directly.	3M2-Q19  In the above figure, * Hot air balloon / Plane / Helicopter is the farthest from the ground. (*Circle the answer) Assessment focus: Compare the distance between objects directly.	Circle “Plane”
Capacity	KS1-M5-4 Measure the capacities of containers with appropriate tools.	3M2-Q20  Which of the following is most suitable for measuring the capacity of a cup?  ○ A. ○ B. ○ C. ○ D. Assessment focus: Measure the capacities of containers with appropriate tools.	A. B. C. Correct Answer D.

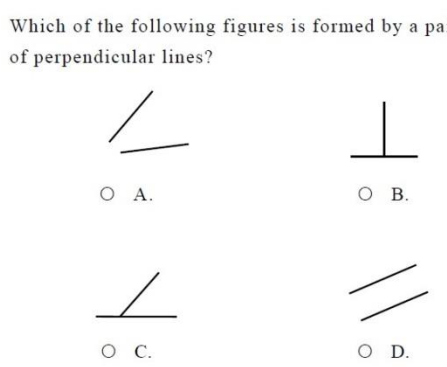
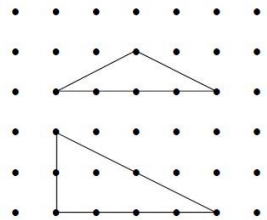
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Time	KS1-M3-2 Tell time from an analog clock and a digital clock.	3M2-Q21(a)  Coey joins a travel tour to Beijing. The clock above shows the meeting time of the tour. (a) The meeting time of the tour is at _____ minute(s) past _____ in the morning. Assessment focus: Tell time from an analog clock.	25, 10 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) Coey arrives 5 minutes earlier than the meeting time. She arrives at the meeting point at _____ minute(s) past _____ in the morning. Assessment focus: Find the starting time of an activity.	20, 10 respectively

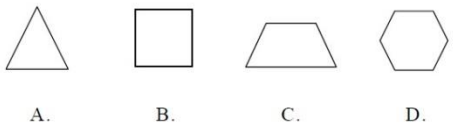
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Weight	KS1-M4-1 Compare directly the weights of objects.	3M2-Q22  The weight of  may be ○ A. 5 kg. ○ B. 6 kg. ○ C. 7 kg. ○ D. 8 kg. Assessment focus: Compare the weights of objects directly.	A. Correct Answer B. C. D.
Capacity	KS1-M5-3 Measure and compare the capacities of containers in “litre” (L) or “millilitre” (mL).	3M2-Q23  The capacity of  is _____ mL. Assessment focus: Measure the capacities of a containers in “millilitre” (mL).	700

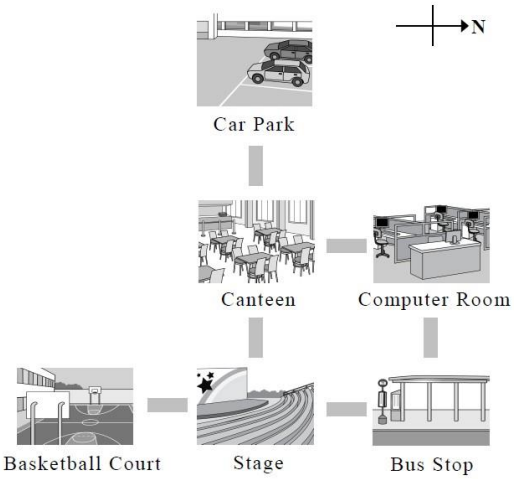
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Weight	KS1-M4-3 Measure and compare the weights of objects in "gram"(g) or "kilogram" (kg).	3M2-Q24  The weight of  is _____ g. Assessment focus: Measure the weights of objects in 'gram' (g).	500
Capacity	KS1-M5-1 Compare directly the capacities of containers.	3M2-Q25  Fill up the container **P** with water and then pour all the water into the empty container **Q**. Water spills out from container **Q**. Which of the following is correct? ○ A. The capacity of **P** is greater than the capacity of **Q**. ○ B. The capacity of **P** is smaller than the capacity of **Q**. ○ C. The capacities of **P** and **Q** are the same. ○ D. The capacities of **P** and **Q** cannot be compared. Assessment focus: Compare directly the capacities of containers.	A. Correct Answer B. C. D.

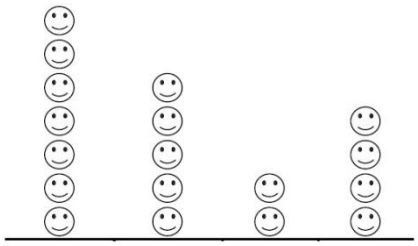
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
3-D Shapes	KS1-S1-1 Identify prisms, pyramids, cylinders, cones and spheres intuitively.	3M2-Q26(a) Study the 3-D shapes below. Write down all the letters for the answers.  List: (a) Prism(s): _____ Assessment focus: Identify prisms.	B, E
3-D Shapes	KS1-S1-1 Identify prisms, pyramids, cylinders, cones and spheres intuitively.	3M2-Q26(b) (b) Pyramid(s): _____ Assessment focus: Identify pyramids.	A

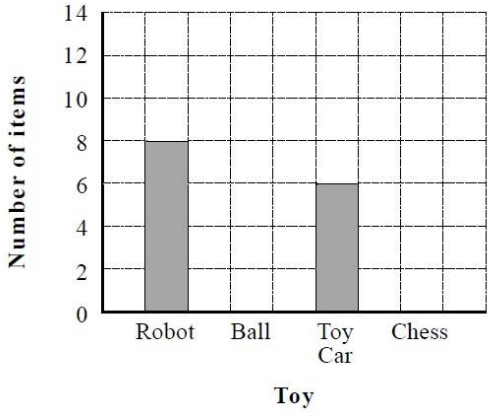
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
2-D Shapes	KS1-S2-1 Identify 2-D shapes intuitively, including triangles, quadrilaterals, trapeziums, parallelograms, pentagons, hexagons, squares, rectangles and circles (not involving the inclusion relations between different types of triangles and the inclusion relations between different types of quadrilaterals).	3M2-Q27(a)  Assessment focus: Identify squares.	B
2-D Shapes	KS1-S2-1 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).	3M2-Q27(b) (b) Pentagon(s): _____ Assessment focus: Identify pentagons.	C

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.	3M2-Q28  Assessment focus: Identify perpendicular lines.	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-Q29  On the pin-board, Simon uses rubber bands to make A. two right-angled triangles. B. two isosceles triangles. C. an isosceles triangle and a right-angled triangle. D. an equilateral triangle and a right-angled triangle. Assessment focus: Identify isosceles triangles and right-angled triangles.	A. B. C. Correct Answer D.

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Angles	KS1-S4-1 Identify right angles, acute angles and obtuse angles.	3M2-Q30(a) Study the 2-D shapes below. Write down all the letters for the answers.  A. B. C. D. (a) List the figure(s) with right angle(s). Answer: _____ Assessment focus: Identify right angles.	B
Angles	KS1-S4-1 Identify right angles, acute angles and obtuse angles.	3M2-Q30(b) (b) List the figure(s) with obtuse angle(s). Answer: _____ Assessment focus: Identify obtuse angles.	C, D

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Directions and Positions	KS1-S5-2 Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.	3M2-Q31(a) The location map of a training camp is shown below.  (a) * Stage / Car Park / Computer Room is to the east of Canteen. (*Circle the answer) Assessment focus: Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.	Circle “Stage”
Directions and Positions	KS1-S5-2 Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.	3M2-Q31(b) (b) Starting from Stage, Tiffany goes * east / south / west / north to reach Bus Stop. (*Circle the answer) Assessment focus: Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.	Circle “north”

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Pictograms	KS1-D1-1 Interpret pictograms with a one-to-one representation.	3M2-Q32(a) Ms Chan did a survey of the favourite kinds of cake of P.3A pupils. **Favourite Kinds of Cake of P.3A Pupils** Each ☺ stands for 1 pupil  (a) The number of pupils who favoured _____ cake was the most. There were _____ pupils. Assessment focus: Interpret pictograms with a one-to-one representation.	mango, 7 respectively
Pictograms	KS1-D1-1 Interpret pictograms with a one-to-one representation.	3M2-Q32(b) (b) The number of pupils who favoured chocolate cake was _____ * more / less than that of pupils who favoured lemon cake. (*Circle the answer) Assessment focus: Interpret pictograms with a one-to-one representation.	3, circle “more” respectively

Learning Unit	Basic Competency Descriptor	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.	3M2-Q33(a) Charles did a survey of the number of different toys in the toy box. (a) According to the record, complete the table below. Toy | Robot | Ball | Toy Car | Chess Record | 𝍸 | |||| | 𝍸 | || Number of items | | 4 | | 2 Assessment focus: Complete the information in a table according to the record of a survey.	8, 6 respectively
Bar Charts	KS1-D2-2 Construct bar charts using a one-to-one, one-to-two or one-to-five representation.	3M2-Q33(b)(1) (b) According to the results, use a pencil to complete the following bar chart and give it a title. (Title) Assessment focus: Give a title for the bar chart.	Number of different toys in the toy box
Bar Charts	KS1-D2-2 Construct bar charts using a one-to-one, one-to-two or one-to-five representation.	3M2-Q33(b)(2)  Assessment focus: Construct bar charts using a one-to-two representation.	Ball: 2 boxes Chess: 1 box

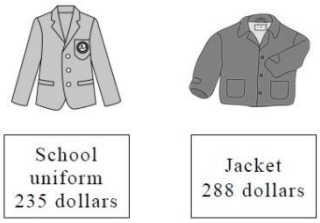
Sub-paper 3 (3ME3)

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.	3M3-Q01 In which of the following numbers is the digit '6' in the ten thousands place? ○ A. 6 731 ○ B. 34 968 ○ C. 59 642 ○ D. 61 459 Assessment focus: Demonstrate recognition of ten thousands place.	A. B. C. D. Correct 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.	3M3-Q02 In the number 54 310, the digit '3' stands for * 3 / 30 / 300 / 3 000 / 30 000 . (*Circle the answer) Assessment focus: Demonstrate recognition of hundreds place.	Circle "300"
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-Q03 890 – 438 – 38 = ○ A. 72 ○ B. 414 ○ C. 452 ○ D. 490 Assessment focus: Perform subtraction.	A. B. Correct Answer C. D.

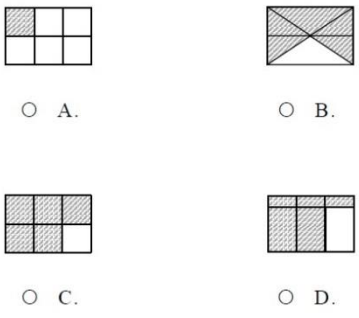
* Please refer to the BCA website(https://www.bca.hkeaa.edu.hk/web/TSA/en/BC/P_BC_M.pdf)for the Basic Competencies Descriptors documents

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 $486 + 257 =$ _____ Assessment focus: Perform addition.	743
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-Q05 $406 \times 5 =$ _____ Assessment focus: Perform multiplication.	2 030
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 $378 \div 4 =$ ○ A. 90…1 ○ B. 92 ○ C. 94 ○ D. 94…2 Assessment focus: Perform division.	A. B. C. D. Correct Answer

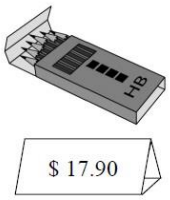
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Four Arithmetic Operations	KS1-N2-3: Perform mixed operations of: (a) addition and subtraction, involving using brackets; (b) multiplication and addition, multiplication with numbers not greater than 10 (not involving using brackets); and (c) multiplication and subtraction, multiplication with numbers not greater than 10 (not involving using brackets) of three numbers at most.	3M3-Q07  Assessment focus: Perform mixed operations of multiplication and addition.	58
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-Q08 There are 217 comic books on the bookshelf. The number of comic books is 53 fewer than the number of novels. There are _____ novels on the bookshelf. Assessment focus: Solve problems involving addition.	270

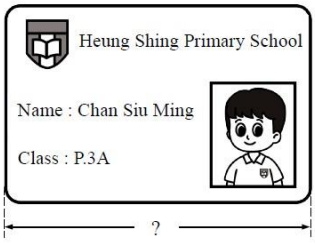
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Four Arithmetic Operations	KS1-N2-4 Solve problems involving four arithmetic operations. Problems of calculation of money in both dollars and cents involve only addition and subtraction and do not involve performing mixed operations.	3M3-Q09 There are 6 pieces of chocolate cookie in a box. Mother buys 2 boxes of chocolate cookie and 3 pieces of butter cookie. She buys _____ pieces of cookie altogether. Assessment focus: Solve problems involving mixed operations of multiplication and addition.	15
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  School uniform 235 dollars Jacket 288 dollars Mandy has 600 dollars. After buying a school uniform and a jacket, she has _____ dollars left. Assessment focus: Solve problems involving subtraction.	77

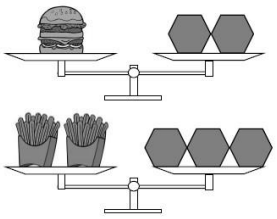
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Four Arithmetic Operations	KS1-N2-4 Solve problems involving four arithmetic operations. Problems of calculation of money in both dollars and cents involve only addition and subtraction and do not involve performing mixed operations.	3M3-Q11 There are some apple pies in a bakery. The shopkeeper sells 252 pies in the morning and 450 pies in the afternoon. There are 66 pies left. How many apple pies are there at first? (Show your working) Assessment focus: Solve problems involving addition.	252 + 450 + 66 = 768 There are 768 apple pies at first.
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-Q12  Bowl 25 dollars 50 cents Cup 14 dollars A bowl is more expensive than a cup by _____ dollars and _____ cents. Assessment focus: Solve problems of calculation of money involving subtraction.	11, 50 respectively

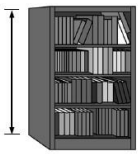
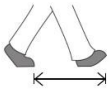
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Four Arithmetic Operations	KS1-N2-4 Solve problems involving four arithmetic operations. Problems of calculation of money in both dollars and cents involve only addition and subtraction and do not involve performing mixed operations.	3M3-Q13 Mr Chan has 386 table tennis balls. Each container can store 8 balls. To store all the balls, Mr Chan needs at least ○ A. 48 containers. ○ B. 49 containers. ○ C. 378 containers. ○ D. 3 088 containers. Assessment focus: Solve problems involving division.	A. B. Correct Answer C. D.
Fractions	KS1-N3-2 Demonstrate recognition of the relationship between fractions and the whole.	3M3-Q14 $\frac{7}{7}$ is * smaller than / equal to / larger than 7. (*Circle the answer) Assessment focus: Demonstrate recognition of the relationship between fractions and the whole.	Circle “smaller than”
Fractions	KS1-N3-1 Demonstrate recognition of fractions as parts of one whole and the diagrams representing equivalent fractions.	3M3-Q15 Which figure below shows that $\frac{5}{6}$ of the whole is shaded?  ○ A. ○ B. ○ C. ○ D. Assessment focus: Demonstrate recognition of fractions as parts of one whole.	A. B. C. Correct Answer D.

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Fractions	KS1-N3-3 Compare the magnitude of fractions with same denominators or same numerators.	3M3-Q16 Arrange the following fractions from the largest to the smallest. $\frac{5}{13}$, $\frac{5}{8}$, $\frac{3}{13}$ Answer: ☐ , ☐ , ☐ (Largest) (Smallest) Assessment focus: Compare the magnitude of fractions with same denominators or same numerators.	$\frac{5}{8}, \frac{5}{13}, \frac{3}{13}$ respectively
Fractions	KS1-N3-5 Solve problems involving addition and subtraction of fractions with the same denominators that are illustrated by diagrams.	3M3-Q17 There is $\frac{8}{9}$ of a box of paper in the office at first. Wilson takes $\frac{4}{9}$ of the box of paper. Mary takes $\frac{3}{9}$ of the box of paper. How much of the box of paper is left? Box of paper at first:  Wilson takes:  Mary takes:  (Show your working) Assessment focus: Solve problems involving subtraction of fractions with the same denominators that are illustrated by diagrams.	$\frac{8}{9} - \frac{4}{9} - \frac{3}{9}$ $= \frac{1}{9}$ $\frac{1}{9}$ of the box of paper is left.

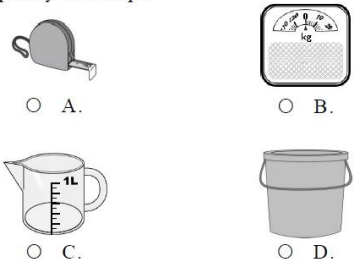
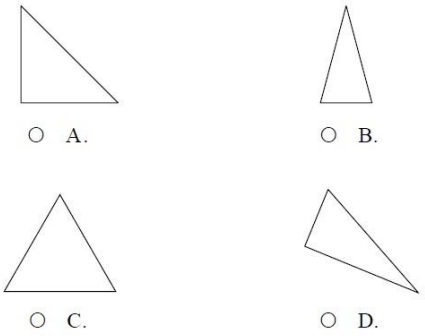
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Money	KS1-M1-2 Read price tags.	3M3-Q18(a)  (a) A box of pencil costs _____ dollars and _____ cents. Assessment focus: Read price tags.	17, 90 respectively
Money	KS1-M1-3 Demonstrate recognition of the use of money in daily life, involving counting notes and coins and exchanging money.	3M3-Q18(b) (b) Kelvin pays  to buy a box of pencil. Circle the change returned to Kelvin by the shopkeeper.  Assessment focus: Demonstrate recognition of the use of money in daily life.	Circle the amount of "$2.10"

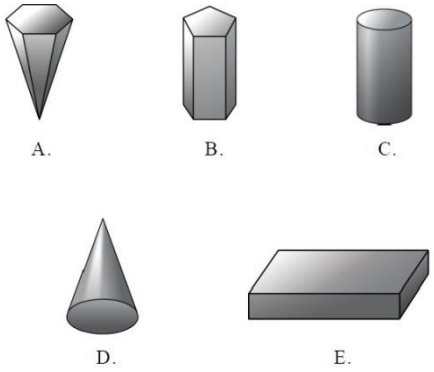
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Money	KS1-M1-1 Identify the money in circulation in Hong Kong.	3M3-Q19 Ethan pays the following amount for souvenirs.  Ethan pays _____ dollars and _____ cents for souvenirs. Assessment focus: Identify the money in circulation in Hong Kong.	153, 50 respectively
Length and Distance	KS1-M2-3 Measure and compare the lengths of objects and measure and compare the distances between objects in “millimetre” (mm), “centimetre” (cm) or “metre” (m).	3M3-Q20 Use a ruler to measure the length of the student ID card below.  The length of the student ID card is _____ cm. Assessment focus: Measure the lengths of objects in ‘centimetre’ (cm).	8

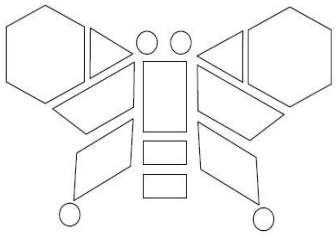
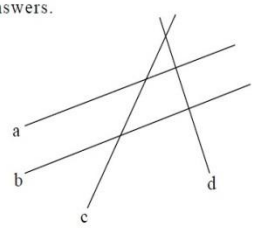
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Weight	KS1-M4-2 Compare the weights of objects in improvised units.	3M3-Q21  Study the diagram above. Which of the following is correct? ○ A.  is heavier than  . ○ B.  is heavier than  . ○ C.  and  weigh the same. ○ D. The weights of  and  cannot be compared. Assessment focus: Compare the weights of objects in improvised units.	A. Correct Answer B. C. D.

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Length and Distance	KS1-M2-6 Measure the lengths of objects and the distances between objects with appropriate tools.	3M3-Q22  Which of the following is most suitable for measuring the height of a bookshelf?  ○ A.  ○ B.  ○ C.  ○ D. Assessment focus: Measure the lengths of objects with appropriate measuring tools.	A. B. C. D. Correct Answer
Weight	KS1-M4-5 Record the weights of objects in an appropriate single unit.	3M3-Q23(a) Fill in the following blanks with suitable units. (a) The weight of a mobile phone is about 200 _____ . Assessment focus: Record the weights of objects in an appropriate unit.	grams / g
Length and Distance	KS1-M2-7 Record the lengths of objects and the distances between objects in an appropriate single unit.	3M3-Q23(b) (b) The length of a chopstick is about 15 _____ . Assessment focus: Record the lengths of objects in an appropriate unit.	centimetres / cm

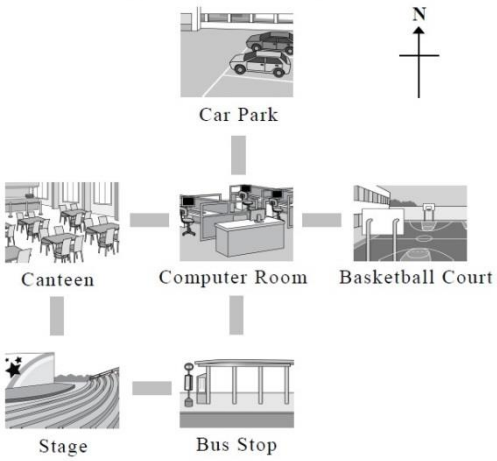
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Time	KS1-M3-2 Tell time from an analog clock and a digital clock.	3M3-Q24(a)  Coey joins a travel tour to Beijing. The clock above shows the meeting time of the tour. (a) The meeting time of the tour is at _____ minute(s) past _____ in the morning. Assessment focus: Tell time from an analog clock.	25, 10 respectively
Time	KS1-M3-3 Record the duration of time for different activities in “hours”, “minutes” or “seconds”(not involving changing units).	3M3-Q24(b) (b) Coey arrives 5 minutes earlier than the meeting time. She arrives at the meeting point at _____ minute(s) past _____ in the morning. Assessment focus: Find the starting time of an activity.	20, 10 respectively

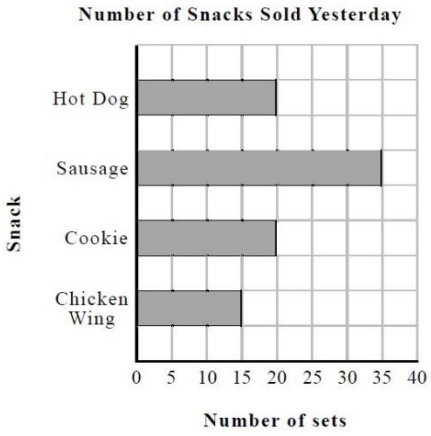
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Capacity	KS1-M5-4 Measure the capacities of containers with appropriate tools.	3M3-Q25  Which of the following is most suitable for measuring the capacity of a cup?  ○ A. ○ B. ○ C. ○ D. Assessment focus: Measure the capacities of containers with appropriate tools.	A. B. C. Correct Answer 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).	3M3-Q26 Which of the following 2-D shapes is an isosceles right-angled triangle?  ○ A. ○ B. ○ C. ○ D. Assessment focus: Identify isosceles right-angled triangles.	A. Correct Answer B. C. D.

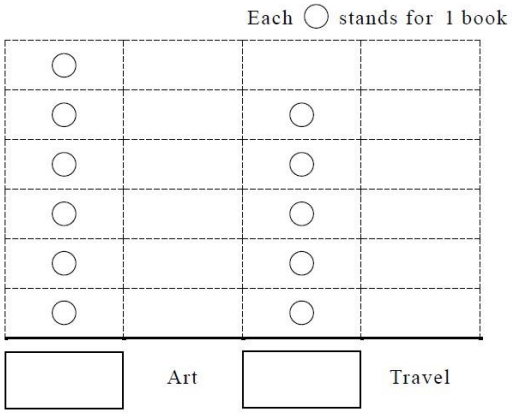
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
3-D Shapes	KS1-S1-1 Identify prisms, pyramids, cylinders, cones and spheres intuitively.	3M3-Q27(a) Study the 3-D shapes below. Write down all the letters for the answers.  List: (a) Prism(s): _____ Assessment focus: Identify prisms.	B, E
3-D Shapes	KS1-S1-1 Identify prisms, pyramids, cylinders, cones and spheres intuitively.	3M3-Q27(b) (b) Pyramid(s): _____ Assessment focus: Identify pyramids.	A

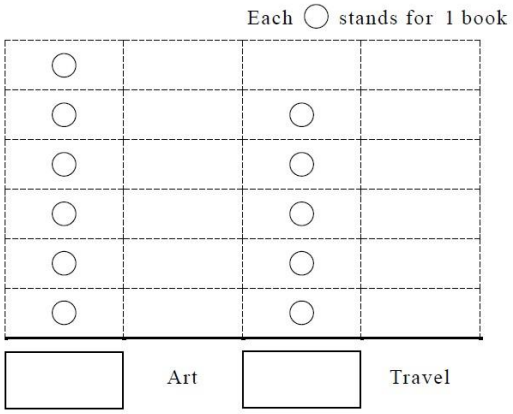
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
2-D Shapes	KS1-S2-1 Identify 2-D shapes intuitively, including triangles, quadrilaterals, trapeziums, parallelograms, pentagons, hexagons, squares, rectangles and circles (not involving the inclusion relations between different types of triangles and the inclusion relations between different types of quadrilaterals).	3M3-Q28(a) Tony uses different 2-D shapes to form a picture.  (a) There is / are _____ rectangle(s) in the picture above. Assessment focus: Identify rectangles.	3
2-D Shapes	KS1-S2-1 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).	3M3-Q28(b) (b) There is / are _____ circle(s) in the picture above. Assessment focus: Identify circles.	4
Lines	KS1-S3-1 Identify straight lines and curves intuitively; and identify parallel lines and perpendicular lines.	3M3-Q29 Study the following figure. Write down the letters for the answers.  Lines _____ and _____ are a pair of parallel lines. Assessment focus: Identify parallel lines.	a, b / b, a

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Angles	KS1-S4-1 Identify right angles, acute angles and obtuse angles.	3M3-Q30(a) Study the 2-D shapes below. Write down all the letters for the answers.  A. B. C. D. (a) List the figure(s) with right angle(s). Answer: _____ Assessment focus: Identify right angles.	B
Angles	KS1-S4-1 Identify right angles, acute angles and obtuse angles.	3M3-Q30(b) (b) List the figure(s) with obtuse angle(s). Answer: _____ Assessment focus: Identify obtuse angles.	C, D

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Directions and Positions	KS1-S5-2 Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.	3M3-Q31(a) The location map of a training camp is shown below.  (a) Starting from Computer Room, Aden goes south to reach * Car Park / Bus Stop / Canteen . (*Circle the answer) Assessment focus: Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.	Circle “Bus Stop”
Directions and Positions	KS1-S5-2 Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.	3M3-Q31(b) (b) Stage is to the * east / south / west / north of Bus Stop. (*Circle the answer) Assessment focus: Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.	Circle “west”

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Bar Charts	KS1-D2-1 Interpret bar charts with a one-to-one, one-to-two or one-to-five representation.	3M3-Q32(a) The snack shop sells four kinds of snacks. A shopkeeper did a survey of the number of snacks sold yesterday.  (a) The snack sold the most was _____ . There were _____ sets. Assessment focus: Interpret bar charts with a one-to-five representation.	sausage, 35 respectively
Bar Charts	KS1-D2-1 Interpret bar charts with a one-to-one, one-to-two or one-to-five representation.	3M3-Q32(b) (b) The total number of snacks sold yesterday was _____ sets. Assessment focus: Interpret bar charts with a one-to-five representation.	90

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Pictograms	KS1-D1-2 Construct pictograms using a one-to-one representation.	3M3-Q33(1) Mr Wong did a survey of the number of new books in the library. Type of books: Science, Art, Language, Travel Number of books: 6, 4, 5, 2 According to the results, complete the following pictogram and give it a title. (Title) Assessment focus: Give a title for the pictogram.	The number of new books in the library
Pictograms	KS1-D1-2 Construct pictograms using a one-to-one representation.	3M3-Q33(2)  Assessment focus: Construct pictograms using a one-to-one representation.	From left to right: Science, Language

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Pictograms	KS1-D1-2 Construct pictograms using a one-to-one representation.	3M3-Q33(3)  Assessment focus: Construct pictograms using a one-to-one representation.	Art: 4 pictures Travel: 2 pictures

Sub-paper 4 (3ME4)

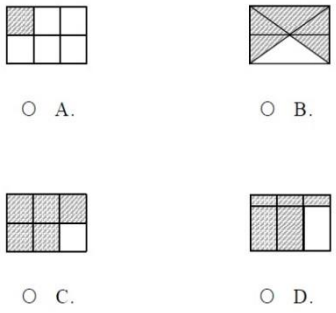
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
5-digit Numbers	KS1-N1-1 Demonstrate recognition of places (units place to ten thousands place), involving reading, writing and ordering numbers up to 5 digits.	3M4-Q01 In which of the following numbers is the digit '6' in the ten thousands place? ○ A. 6 731 ○ B. 34 968 ○ C. 59 642 ○ D. 61 459 Assessment focus: Demonstrate recognition of ten thousands place.	A. B. C. D. Correct 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-Q02 Write 'seventy thousand and three' in numerals. Answer: _____ Assessment focus: Write numbers up to 5 digits.	70 003
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-Q03 The following table shows the number of vehicles using the City Bridge in three days. Monday / Tuesday / Wednesday Number of vehicles: 8 278 / 10 287 / 8 915 Arrange the number of vehicles from the largest to the smallest. Answer: _____ (Largest), _____, _____ (Smallest) Assessment focus: Order numbers up to 5 digits.	10 287, 8 915, 8 278 respectively

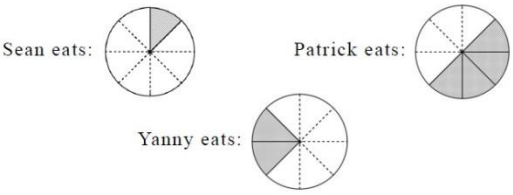
* Please refer to the BCA website (https://www.bca.hkeaa.edu.hk/web/TSA/en/BC/P_BC_M.pdf) for the Basic Competencies Descriptors documents

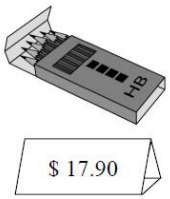
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Four Arithmetic Operations	KS1-N2-1 Perform addition and subtraction of three 3-digit numbers at most, and use the commutative and associative properties of addition (not involving using brackets, performing addition with carry in three steps and performing mixed operations).	3M4-Q04 $132 + 259 + 117 =$ _____ Assessment focus: Perform addition.	508
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).	3M4-Q05 $890 - 438 - 38 =$ ○ A. 72 ○ B. 414 ○ C. 452 ○ D. 490 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).	3M4-Q06 $2 \times 347 =$ _____ $\times 2$ Assessment focus: Use the commutative property of multiplication.	347

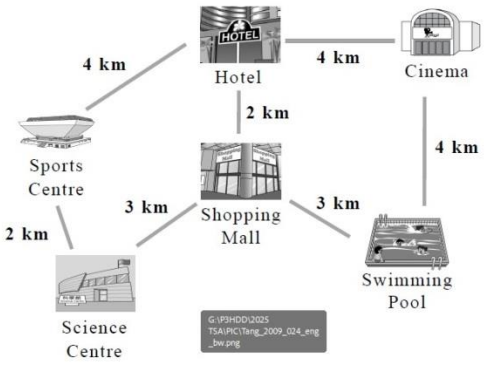
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Four Arithmetic Operations	KS1-N2-2 Perform multiplication and division of three numbers at most, and use the commutative and associative properties of multiplication, multiplication up to 3-digit numbers by 1-digit numbers, division up to 3-digit numbers by 1-digit numbers (not involving using brackets and performing mixed operations).	3M4-Q07 $984 \div 8 =$ _____ Assessment focus: Perform division.	123
Four Arithmetic Operations	KS1-N2-3: 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.	3M4-Q08 $23 + 5 \times 7 =$ _____ Assessment focus: Perform mixed operations of multiplication and addition.	58
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-Q09 There are 217 comic books on the bookshelf. The number of comic books is 53 fewer than the number of novels. There are _____ novels on the bookshelf. Assessment focus: Solve problems involving addition.	270

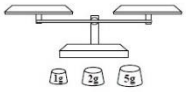
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Four Arithmetic Operations	KS1-N2-4 Solve problems involving four arithmetic operations. Problems of calculation of money in both dollars and cents involve only addition and subtraction and do not involve performing mixed operations.	3M4-Q10 Mr Chan has 386 table tennis balls. Each container can store 8 balls. To store all the balls, Mr Chan needs at least ○ A. 48 containers. ○ B. 49 containers. ○ C. 378 containers. ○ D. 3 088 containers. Assessment focus: Solve problems involving division.	A. B. Correct Answer C. D.
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 6 pieces of chocolate cookie in a box. Mother buys 2 boxes of chocolate cookie and 3 pieces of butter cookie. She buys _____ pieces of cookie altogether. Assessment focus: Solve problems involving mixed operations of multiplication and addition.	15
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 Sue has 318 stickers at first. After giving 264 stickers to her friends, she buys another 129 stickers. How many stickers does she have now? (Show your working) Assessment focus: Solve problems involving mixed operations of addition and subtraction.	318 – 264 + 129 = 183 She has 183 stickers now.

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-Q13 Sandy has 4 photo albums. Each album holds 230 photos. She has _____ photos altogether. Assessment focus: Solve problems involving multiplication.	920
Fractions	KS1-N3-1 Demonstrate recognition of fractions as parts of one whole and the diagrams representing equivalent fractions.	3M4-Q14 Which figure below shows that $\frac{5}{6}$ of the whole is shaded?  ○ A. ○ B. ○ C. ○ D. Assessment focus: Demonstrate recognition of fractions as parts of one whole.	A. B. C. Correct Answer D.
Fractions	KS1-N3-2 Demonstrate recognition of the relationship between fractions and the whole.	3M4-Q15 $\frac{7}{7}$ is * smaller than / equal to / larger than 7. (*Circle the answer) Assessment focus: Demonstrate recognition of the relationship between fractions and the whole.	Circle “smaller than”

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Fractions	KS1-N3-5 Solve problems involving addition and subtraction of fractions with the same denominators that are illustrated by diagrams.	3M4-Q16 Mother buys a cake. Sean eats $\frac{1}{8}$ of the cake. Patrick eats $\frac{4}{8}$ of the cake. Yanny eats $\frac{2}{8}$ of the cake. How much of the cake do they eat altogether?  (Show your working) Assessment focus: Solve problems involving addition of fractions with the same denominators that are illustrated by diagrams.	$\frac{1}{8} + \frac{4}{8} + \frac{2}{8}$ $= \frac{7}{8}$ They eat $\frac{7}{8}$ of the cake altogether.

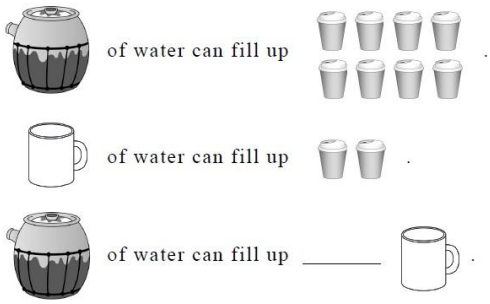
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Money	KS1-M1-2 Read price tags.	3M4-Q17(a)  (a) A box of pencil costs _____ dollars and _____ cents. Assessment focus: Read price tags.	17, 90 respectively
Money	KS1-M1-3 Demonstrate recognition of the use of money in daily life, involving counting notes and coins and exchanging money.	3M4-Q17(b) (b) Kelvin pays  to buy a box of pencil. Circle the change returned to Kelvin by the shopkeeper.  Assessment focus: Demonstrate recognition of the use of money in daily life.	Circle the amount of "$2.10"

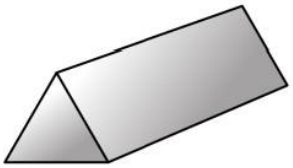
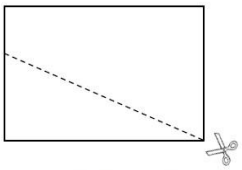
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Length and Distance	KS1-M2-4 Compare the lengths of objects and compare the distances between objects in "kilometre" (km).	3M4-Q18(a) Study the following diagram and answer the questions below.  (a) It is only 6 km from Shopping Mall to Cinema passing through _____ . Assessment focus: Compare the distances between objects in 'kilometre' (km).	Hotel
Length and Distance	KS1-M2-4 Compare the lengths of objects and compare the distances between objects in "kilometre" (km).	3M4-Q18(b) (b) The shortest route from Sports Centre to Shopping Mall is _____ km. Assessment focus: Compare the distances between objects in 'kilometre' (km).	5

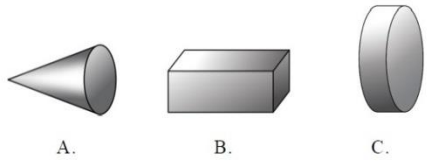
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Weight	KS1-M4-4 Measure the weights of objects with appropriate tools.	3M4-Q19  Which of the following is most suitable for measuring the weight of a pair of sports shoes?  ○ A.  ○ B.  ○ C.  ○ D. Assessment focus: Measure the weights of objects with appropriate tools.	A. B. C. D. Correct Answer
Capacity	KS1-M5-5 Record the capacities of containers in an appropriate single unit.	3M4-Q20 Fill in the following blank with a suitable unit. The capacity of a kettle is about 4 _____ . Assessment focus: Record the capacities of containers in an appropriate unit.	litres / L

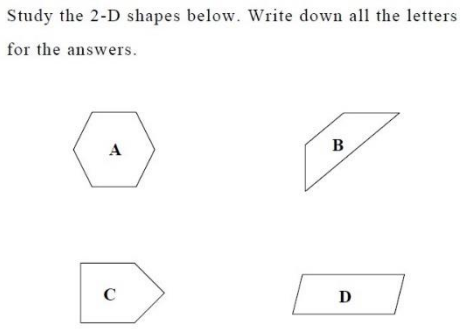
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Time	KS1-M3-2 Tell time from an analog clock and a digital clock.	3M4-Q21(a) Johnny visits his grandfather's home. The two clocks below show the arriving time and the leaving time.  Arriving Time Leaving Time (a) Johnny arrives at _____ minute(s) past _____ in the * morning / afternoon . (*Circle the answer) Assessment focus: Tell time from a digital clock.	10, 1, circle "afternoon" respectively
Time	KS1-M3-3 Record the duration of time for different activities in "hours", "minutes" or "seconds"(not involving changing units).	3M4-Q21(b) (b) Johnny stays at his grandfather's home for _____ hour(s). Assessment focus: Record the duration of time for different activities in 'hours'.	3

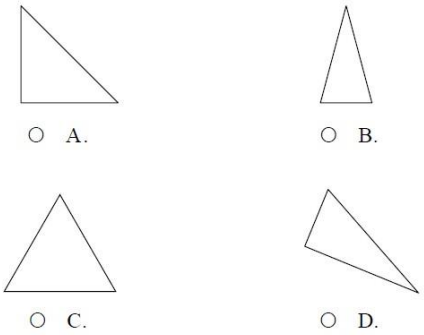
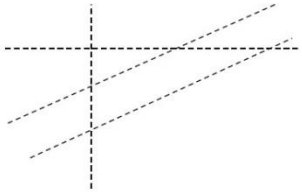
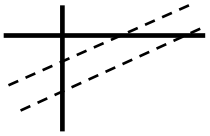
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Time	KS1-M3-1 Demonstrate recognition of the dates and days of a week.	3M4-Q22(a) Answer the following questions according to the calendar for July below. **July** Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday 1 | 2 | 3 | 4 | 5 6 | 7 | 8 | 9 | 10 | 11 | 12 13 | 14 | 15 | 16 | 17 | 18 | 19 20 | 21 | 22 | 23 | 24 | 25 | 26 27 | 28 | 29 | 30 | 31 (a) The first day of summer holiday is on the 15th of July. That day is _____ . (day of the week) Assessment focus: Demonstrate recognition of days of a week.	Tuesday
Time	KS1-M3-1 Demonstrate recognition of the dates and days of a week.	3M4-Q22(b) (b) Carnival starts on the 19th of July. It lasts for five days. The last day is the _____ of _____ . (month) Assessment focus: Demonstrate recognition of the dates.	23rd, July respectively

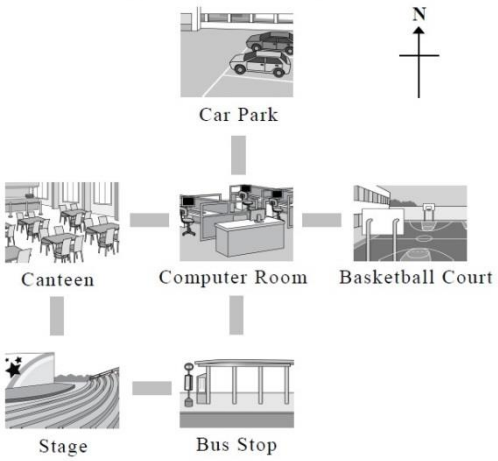
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Time	KS1-M3-4 Apply the "24-hour time", involving the interconversion with the "12-hour time".	3M4-Q23 The timetable of the float parade in the theme park is shown below. The third show starts at _____ minute(s) past _____ in the * morning / afternoon . (*Circle the answer) Assessment focus: Apply the '24-hour time'.	20, 2, circle "afternoon" respectively
Capacity	KS1-M5-2 Compare the capacities of containers in improvised units.	3M4-Q24  Assessment focus: Measure and compare the capacities of containers in improvised units.	4

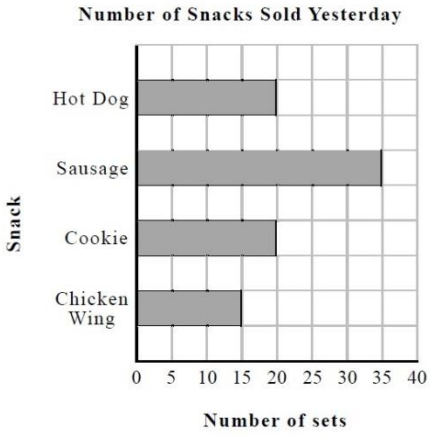
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
3-D Shapes	KS1-S1-1 Identify prisms, pyramids, cylinders, cones and spheres intuitively.	3M4-Q25  The 3-D shape above is a ○ A. pyramid. ○ B. cylinder. ○ C. prism. ○ D. triangle. Assessment focus: Identify prism.	A. B. C. Correct Answer D.
2-D Shapes	KS1-S2-1 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).	3M4-Q26  Peter cuts the rectangle above along the dotted line. He gets one triangle and one * rectangle / trapezium / pentagon . (*Circle the answer) Assessment focus: Identify trapeziums.	Circle “trapezium”

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
3-D Shapes	KS1-S1-1 Identify prisms, pyramids, cylinders, cones and spheres intuitively.	3M4-Q27(a) Study the 3-D shapes below. Write down all the letters for the answers.  A. B. C.  D. E. List: (a) Cylinder(s): _____ Assessment focus: Identify cylinders.	C, E
3-D Shapes	KS1-S1-1 Identify prisms, pyramids, cylinders, cones and spheres intuitively.	3M4-Q27(b) (b) Sphere(s): _____ Assessment focus: Identify spheres.	D

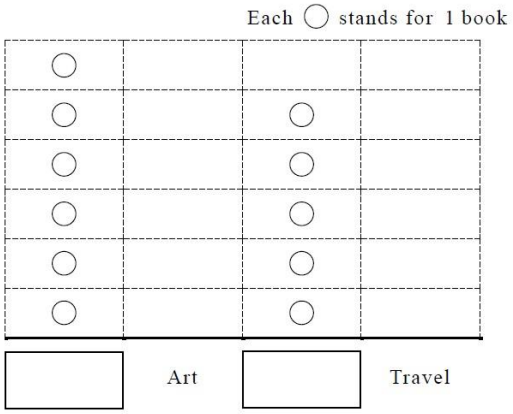
Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
2-D Shapes	KS1-S2-1 Identify 2-D shapes intuitively, including triangles, quadrilaterals, trapeziums, parallelograms, pentagons, hexagons, squares, rectangles and circles (not involving the inclusion relations between different types of triangles and the inclusion relations between different types of quadrilaterals).	3M4-Q28(a)  Assessment focus: Identify hexagons.	A
2-D Shapes	KS1-S2-1 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).	3M4-Q28(b) (b) Parallelogram(s): _____ Assessment focus: Identify parallelograms.	D

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
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).	3M4-Q29 Which of the following 2-D shapes is an isosceles right-angled triangle?  ○ A. ○ B. ○ C. ○ D. Assessment focus: Identify isosceles right-angled triangles.	A. Correct Answer B. C. D.
Lines	KS1-S3-1 Identify straight lines and curves intuitively; and identify parallel lines and perpendicular lines.	3M4-Q30 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	KS1-S5-2 Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.	3M4-Q31(a) The location map of a training camp is shown below.  (a) Starting from Computer Room, Aden goes south to reach * Car Park / Bus Stop / Canteen . (*Circle the answer) Assessment focus: Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.	Circle “Bus Stop”
Directions and Positions	KS1-S5-2 Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.	3M4-Q31(b) (b) Stage is to the * east / south / west / north of Bus Stop. (*Circle the answer) Assessment focus: Demonstrate recognition of the four directions: east, south, west and north, involving reading the compass.	Circle “west”

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Bar Charts	KS1-D2-1 Interpret bar charts with a one-to-one, one-to-two or one-to-five representation.	3M4-Q32(a) The snack shop sells four kinds of snacks. A shopkeeper did a survey of the number of snacks sold yesterday.  (a) The snack sold the most was _____ . There were _____ sets. Assessment focus: Interpret bar charts with a one-to-five representation.	sausage, 35 respectively
Bar Charts	KS1-D2-1 Interpret bar charts with a one-to-one, one-to-two or one-to-five representation.	3M4-Q32(b) (b) The total number of snacks sold yesterday was _____ sets. Assessment focus: Interpret bar charts with a one-to-five representation.	90

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Pictograms	KS1-D1-2 Construct pictograms using a one-to-one representation.	3M4-Q33(1) Mr Wong did a survey of the number of new books in the library. Type of books: Science, Art, Language, Travel Number of books: 6, 4, 5, 2 According to the results, complete the following pictogram and give it a title. (Title) Assessment focus: Give a title for the pictogram.	The number of new books in the library
Pictograms	KS1-D1-2 Construct pictograms using a one-to-one representation.	3M4-Q33(2) Each ◯ stands for 1 book Art Travel Assessment focus: Construct pictograms using a one-to-one representation.	From left to right: Science, Language

Learning Unit	Basic Competency Descriptor	Item Number	Option / Answer
Pictograms	KS1-D1-2 Construct pictograms using a one-to-one representation.	3M4-Q33(3)  Assessment focus: Construct pictograms using a one-to-one representation.	Art: 4 pictures Travel: 2 pictures