

Results of Primary 3 Mathematics in Territory-wide System Assessment 2025

The percentage of Primary 3 students achieving Mathematics Basic Competency in 2025 is 85.4%.

Primary 3 Assessment Design

The assessment tasks for P.3 were based on the *Basic Competency Descriptors for Key Stage 1 Mathematics Curriculum* and the *Mathematics Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (2017)*. The Assessment covered the four strands of the Mathematics Primary 1 to 3 curriculum, i.e. Number, Measures, Shape & Space and Data Handling, and tested the concepts, knowledge, skills and applications relevant to these strands.

The Assessment included items in a number of formats based on the context of the question, including fill-in-the-blanks, answers only and answers involving working steps as well as multiple choices. Some of the test items consisted of sub-items. Besides finding the correct answers, students were also assessed on their abilities to present their solutions to problems, including writing out necessary statements, mathematical expressions and explanations.

The Assessment consisted of 97 test items (totalling 136 score points) covering all the 46 Basic Competency Descriptors of the four strands. These items were grouped into four sub-papers; each sub-paper had a 40-minute time limit and covered all four strands. Some items appeared in more than one sub-paper to act as inter-paper links and to enable the equating of test scores. Each student was required to attempt only one of the four sub-papers. The number of items in the various sub-papers is summarized in Table 8.1. These numbers include overlapping items.

Table 8.1 Number of Items and Score Points for P.3

Subject	No. of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total*
Mathematics					
Written Paper					
Number	16(21)	15(20)	17(21)	16(20)	44(56)
Measures	7(11)	10(12)	8(11)	8(12)	28(38)
Shape and Space	8(11)	6(10)	6(10)	7(10)	19(28)
Data Handling	2(4)	2(5)	2(5)	2(5)	6(14)
Total	33(47)	33(47)	33(47)	33(47)	97(136)

* Items that appear in different sub-papers are counted once only.

Four Arithmetic Operations

- Students' performance was good in performing addition of 3-digit numbers including carrying and repeated addition of 3-digit numbers (e.g. Q4/M2, Q5/M1, Q4/M4).
- The majority of students were able to perform subtraction of 3-digit numbers, involving decomposition (e.g. Q6/M1). In Q3/M3, a minority of students incorrectly performed consecutive subtraction by calculating $890 - (438 - 38)$, which led them to select the incorrect option D. In Q5/M2, a few students only found the difference between 854 and 236 and got the wrong answer as 618.

Q3/M3	Q5/M2
$890 - 438 - 38 =$ ☐ A. 72 ☐ B. 414 ☐ C. 452 ☒ D. 490	$854 - 236 - 365 = 618$

- The performance of students was quite good in performing the multiplication up to 1-digit numbers by 3-digit numbers involving carrying (e.g. Q7/M1, Q6/M2, Q5/M3). In Q6/M4, most students were able to answer questions involving the commutative property of multiplication.
- Many students were able to perform division of 3-digit numbers by 1-digit numbers (e.g. Q8/M1, Q7/M2, Q7/M4). In Q8/M1, a minority of students did not put '0' in the correct place of quotient and selected the incorrect option A.
- Students were good at performing mixed operations of addition and subtraction including brackets (e.g. Q8/M2).
- Students performed quite well in performing mixed operations of multiplication and addition (e.g. Q7/M3). However, a few students were unable to grasp the computational rule of doing 'multiplication before addition' resulting in incorrect answers. Students were good at performing mixed operations of multiplication and subtraction (e.g. Q9/M1) but a minority of students were also unable to master the computational rule of doing 'multiplication before subtraction' and select the incorrect option D.

Q7/M3	Q9/M1
$23 + 5 \times 7 = \underline{196}$	$37 - 8 \times 3 =$ ☐ A. 13 ☐ B. 24 ☐ C. 29 ☒ D. 87

- The majority of students were able to solve simple application problems involving subtraction, multiplication, and mixed operations of addition and subtraction (e.g. Q11/M1, Q12/M3, Q12/M1, Q12/M4). Their performance in solving simple application problems involving addition, division and mixed operations of multiplication and addition as well as multiplication and subtraction was quite well (e.g. Q8/M3, Q10/M1, Q9/M3, Q13/M1).
- In Q8/M3, a few students misunderstood the question and incorrectly used subtraction to solve application problems.

Q8/M3
書架上有 217 本漫畫，漫畫比小說少 53 本，書架上 有 <u>164</u> 本小說。

- In Q10/M3, a small proportion of students understood the question but made computational mistakes, resulting in incorrect answers.

Q10/M3		
		美雯有 600 元，她購買一件校服和一件外套後， 還餘下 <u>87</u> 元。
校服 235 元	外套 288 元	Mandy has 600 dollars. After buying a school uniform and a jacket, she has <u>177</u> dollars left.

- In Q13/M3, a small proportion of students were unable to understand the meaning of the quotient and remainder in the application problem involving division, and selected the incorrect option A.

Q13/M3

陳老師有 386 個乒乓球，每個球筒可放 8 個乒乓球。

陳老師要把所有乒乓球放進球筒，他最少要有球筒

- ☒ A. 48 個。
☐ B. 49 個。
☐ C. 378 個。
☐ D. 3 088 個。

- In Q13/M1, a minority of students were unable to handle more complex situations and failed to write the correct mathematical expressions.

Q13/M1



牛奶
9 元

便利店進行減價，買 4 盒牛奶共可減 5 元。素玲

買了 4 盒牛奶，她應付多少元？

$$\begin{aligned}
 &(9-5) \times 4 \\
 &= 4 \times 4 \\
 &= 16 \\
 &\therefore \text{她應付 16 元。}
 \end{aligned}$$

$$\begin{aligned}
 &5 - (9 \times 4) \\
 &= 5 - 36 \\
 &= 31 \\
 &\text{she has to pay 31 dollars.}
 \end{aligned}$$

- In Q11/M2, a small number of students were unable to understand the relationships between 'sell', 'left' and 'at first' in the question, resulting in their incorrect answers.

Q11/M2

餅店有一些蘋果批，上午賣出 252 件，下午

賣出 450 件，還餘下 66 件。餅店原有蘋果批多少件？

$$\begin{aligned}
 &450 + 252 - 66 \\
 &= 702 - 66 \\
 &= 636 \\
 &\therefore \text{餅店原有蘋果批 636 件}
 \end{aligned}$$

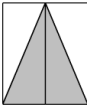
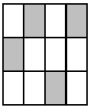
$$\begin{aligned}
 &450 - 252 - 66 \\
 &= 198 - 66 \\
 &= 132 \\
 &\therefore \text{餅店原有蘋果批 132 件。}
 \end{aligned}$$

- In Q12/M4, most students could write the correct mathematical expressions and demonstrate the correct solutions. However, a minority of students were unable to correctly perform decomposition in subtraction or carrying in addition, leading to incorrect answers.

Q12/M4	
嘉晴原有 318 張貼紙，她送了 264 張給朋友後，嘉晴再買了 129 張，她現有貼紙多少張？	
$318 - 264 + 129$ $= 44 + 129$ $= \underline{173}$ 她也現有貼紙 173 張	$318 - 264 + 129$ $= 383$ she has 383 stickers

Fractions

- Most students were able to demonstrate the recognition of fractions as parts of one whole (e.g. Q15/M3). However, in Q14/M1, a small number of students might have been careless or did not understand the questions and failed to give the correct answer.
- Students were quite weak in recognizing the diagrams representing equivalent fractions (e.g. Q12/M2). Their answers contained different errors in which a few students were unable to identify all the diagrams representing equivalent fractions.

Q12/M2	
從下面選出 $\frac{1}{3}$ 的等值分數，寫出所有代表答案的英文字母。  A.  B.  C.	答案： <u>A</u> 答案： <u>C</u>

- Most students could recognize the relationship between fractions and 1 as the whole (e.g. Q13(b)/M2). Nevertheless, a small proportion of students misunderstood that $\frac{7}{7}$ is equal to 7 in Q14/M3.

- Students were good at comparing the magnitude of fractions with the same denominators or same numerators (e.g. Q15/M1, Q13(a)/M2, Q16/M3).
- The performance of students was very good in performing subtraction of fractions with the same denominator that are illustrated by diagrams (e.g. Q15/M2).
- The majority of students were able to solve application problems involving addition or subtraction of fractions with the same denominators that are illustrated by diagrams (e.g. Q16/M1, Q17/M3).

Q16/M1	Q17/M3
$\frac{1}{8} + \frac{4}{8} + \frac{2}{8}$ $= \frac{5}{8} + \frac{2}{8}$ $= \frac{7}{8}$ 三人共吃了蛋糕 $\frac{7}{8}$ 個。	$\frac{8}{9} - \frac{4}{9} - \frac{3}{9}$ $= \frac{1}{9}$ $\frac{1}{9}$ of the box of paper is left

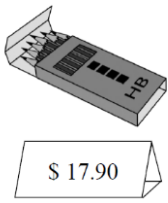
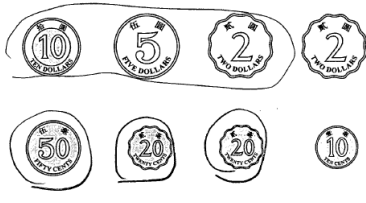
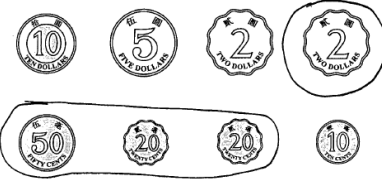
Primary 3 Measures Strand

The performance of P.3 students in the Measures Strand was good. Most students were able to identify the money in circulation in Hong Kong and read price tags. Their performance was fair in making changes using currency. Generally, students were capable of measuring and comparing the lengths, weights and capacities of objects. They could also choose appropriate tools for measurement. Students performed quite well overall in choosing the appropriate units to measure the lengths, weights, and capacities of objects. The majority of students were able to demonstrate recognition of the dates and days of a week, tell time from clocks and record the duration of time for activities. Further comments on students' performance are provided below, with examples from different sub-papers quoted in brackets.

Money

- Most students could identify the money in circulation in Hong Kong (e.g. Q19/M3).
- The performance of students was very good in reading price tags (e.g. Q17(a)/M1, Q18(a)/M3).
- In Q17(b)/M1, the majority of students could select the currency corresponding to the amount to be paid but their performance was only fair in making changes using currency. (e.g. Q18(b)/M3).

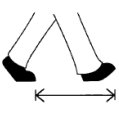
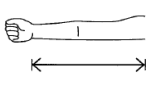
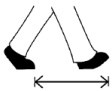
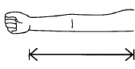
Q18(b)/M3

	
(b) 志康付  購買一盒鉛筆。 圈出店員須找回的金額。	

Length and Distance

- Most students could compare the distances between objects directly (e.g. Q19/M2). However, some students were unable to compare the lengths of objects in improvised units (e.g. Q21/M1).
- Students were good at measuring the length of an object in ‘centimetre’ (cm) (e.g. Q20/M3).
- Most students could compare distance in ‘kilometre’ (km) (e.g. Q18/M4).
- Almost half of the students were unable to choose finger width as an ‘ever-ready ruler’ for estimating the length of an object (e.g. Q17/M2).

Q17/M2

下列哪一項最適合用來量度一盒感冒藥的長度？  ○ A.  ● B.  ○ C.  ○ D.	Which of the following is most suitable for measuring the length of a box of cold medicine?  ○ A.  ○ B.  ● C.  ○ D.
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- In Q22/M3, most students were able to choose an appropriate tool to measure the height of a bookshelf.
- The majority of students were capable of recording the lengths of objects in an appropriate unit (e.g. Q19(a)/M1, Q23(b)/M3). However, in Q18/M2, a small proportion of students mistakenly regarded ‘centimetre’ (cm) as a suitable unit to record the thickness of a five-dollar coin.

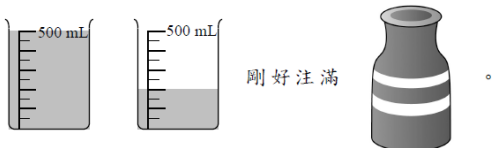
Weight

- Students' performance was good in comparing the weights of objects directly (e.g. Q22/M2). Their performance was only fair in comparing the weights of objects using improvised units (e.g. Q21/M3).
- The majority of students were capable of measuring the weights of objects in 'gram' (g) or 'kilogram' (kg) (e.g. Q22(a)/M1, Q24/M2). They also performed quite well in comparing the weights of objects (e.g. Q22(b)/M1).
- Students showed good performance in choosing appropriate tools to measure the weights of objects (e.g. Q18/M1).
- Many students could record the weights of objects in an appropriate unit (e.g. Q19(b)/M1, Q23(a)/M3). However, a few students mistakenly regarded 'gram' (g) as a suitable unit to record the weight of a washing machine. A few of them also mixed up the units of lengths, capacities and weights.

Q19(b)/M1	Q23(a)/M3
(b) 一部洗衣機的重量約是 80 <u>g</u> 。	(a) 一部手提電話的重量約是 200 <u>mm</u> 。
(b) 一部洗衣機的重量約是 80 <u>L</u> 。	(a) The weight of a mobile phone is about 200 <u>mL</u> .

Capacity

- The majority of students were able to compare the capacities of containers directly or using improvised units (e.g. Q25/M2, Q24/M4).
- Students generally could measure the capacities of containers in 'millilitre' (mL) (e.g. Q20/M1, Q23/M2). In Q23/M2, a small number of students were unable to read the marks of a measuring cup correctly.

Q23/M2	
	
 的容量是 <u>540</u> mL 。	The capacity of  is <u>900</u> mL.

- Most students were able to choose appropriate tools to measure the capacities of containers (e.g. Q20/M2).
- Many students could record the capacities of containers in an appropriate unit (e.g. Q20/M4) but a few mistakenly recorded with the units of lengths and weights.

Time

- The performance of students was good in demonstrating the recognition of dates and days of a week (e.g. Q23/M1, Q22(a)/M4). However, in Q22(b)/M4, a small proportion of students were unable to correctly write the activity's end date based on specific conditions.

Q22(b)/M4

根據下面七月份的月曆，回答下列各題。

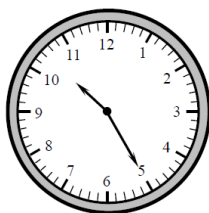
七月						
星期日	星期一	星期二	星期三	星期四	星期五	星期六
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

(b) 嘉年華由七月十九日起一連五天舉行，

最後一天是 7 月 24 日。

- The majority of students were able to tell time from an analog clock and a digital clock (e.g. Q21(a)/M2, Q21(a)/M4).
- Students were good at recording the duration of time for activities in 'hours' (e.g. Q21(b)/M4). However, in Q21(b)/M2, a small number of students did not understand the relationship between 'arrives earlier' and the time, and therefore failed to write the correct arrival time.

Q21(b)/M2



楚兒參加了北京旅行團。以上鐘面顯示集合時間。

(b) 楚兒比集合時間早到了 5 分鐘，

她在上午 10 時 30 分到達集合地點。

- The majority of students were able to understand time in the '24-hour time' and express it properly in the '12-hour time' (e.g. Q23/M4).

Primary 3 Shape and Space Strand

Students' performance in the Shape and Space Strand was quite well. Generally, students were able to identify 2-D shapes such as rectangles, parallelograms, trapeziums, pentagons, hexagons and circles. They were good at identifying right-angled triangles, isosceles triangles and equilateral triangles. Students were able to identify straight lines, curves and parallel lines. They could also compare the sizes of angles and demonstrate recognition of the four directions: east, south, west and north. However, the performance of students was fair in identifying perpendicular lines and quite weak in identifying prisms and pyramids, squares and obtuse angles. Further comments on students' performance are provided below with examples from different sub-papers quoted in brackets.

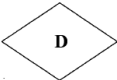
3-D Shapes

- Students demonstrated excellent performance in identifying spheres intuitively (e.g. Q24(b)/M1).
- In Q24(a)/M1, many students were able to identify cylinders but a very small proportion of students failed to identify all the cylinders and a few mistook cones for cylinders.
- Students had room for improvement in identifying prisms and pyramids intuitively (e.g. Q26/M2, Q25/M4). Their answers submitted in the questions contained different errors. For example, in Q26/M2, a small number of students were unable to identify all the prisms or mistook cylinders for prisms or confused cones with pyramids. In Q25/M4, a minority of students mistook pyramids for prisms.

Q26/M2	
觀察下列的立體圖形，寫出所有代表答案的英文字母。  A.  B.  C.  D.  E.	(a) 角柱: <u>B</u> (a) Prism(s): <u>E, B, C</u> (b) 角錐: <u>D</u> (b) Pyramid(s): <u>A, D</u>

2-D Shapes

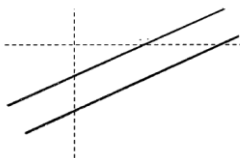
- The performance of students was very good in identifying trapeziums, circles and hexagons intuitively (e.g. Q27/M1, Q28(b)/M3, Q28(a)/M4). Many students were able to identify pentagons, rectangles and parallelograms intuitively (e.g. Q27(b)/M2, Q28(a)/M3, Q28(b)/M4). In Q27(a)/M2, some students neglected that the properties of a square must include four right angles.

Q27/M2	
觀察下列的平面圖形，寫出所有代表答案的英文字母。  A  B  C  D  E	列出: (a) 正方形: <u>B, D</u> (b) 五邊形: <u>C</u>

- Students were good at identifying right-angled triangles, isosceles triangles and equilateral triangles intuitively (e.g. Q25/M1, Q29/M2). However, in Q26/M3, a minority of students might carelessly read the question, overlooked the 'isosceles right-angled triangle' mentioned, and mistakenly selected option B, which is an isosceles triangle.

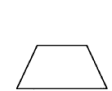
Lines

- Many students were able to identify straight lines and curves intuitively (e.g. Q28/M1).
- The performance of students was very good in identifying parallel lines (e.g. Q29/M3). However, some students had difficulties in identifying or drawing a pair of perpendicular lines. They confused parallel lines with perpendicular lines (e.g. Q26/M1, Q30/M4).

Q26/M1	Q30/M4
下列哪幅圖由一對垂直線組成？  ☐ A.  ☐ B.  ☐ C.  ☒ D.	In the figure below, draw along the dotted lines to show a pair of perpendicular lines. 

Angles

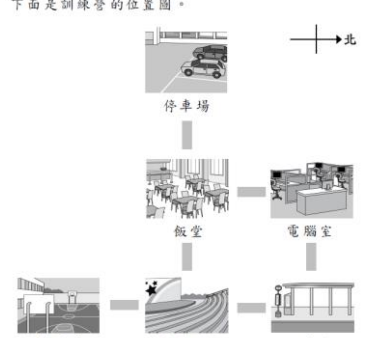
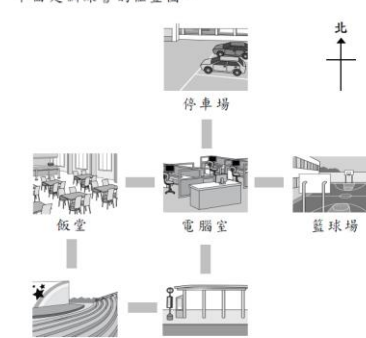
- The majority of students were able to identify right angles (e.g. Q30(a)/M2). However, the performance of students was quite weak in identifying obtuse angles. They were unable to identify all the figures with obtuse angles (e.g. Q30(b)/M2).

Q30(b)/M2	
觀察下列的平面圖形，寫出所有代表答案的英文字母。  A.  B.  C.  D.	(b) 列出有鈍角的圖。 答案： <u>C</u> (b) List the figure(s) with obtuse angle(s). Answer: <u>D</u>

- Most students were capable of comparing the sizes of angles (e.g. Q29/M1).

Directions and Positions

- Most students were able to understand the meaning of ‘under’ and describe the relative positions of objects (e.g. Q30/M1).
- Students generally could demonstrate recognition of the four directions: east, south, west and north (e.g. Q31/M1, Q31/M3). However, a small number of students failed to give correct answer when the ‘north’ direction in the diagram was not pointing upwards. In Q31(b)/M3, a small number of students were unable to judge the correct direction relative to a reference point.

Q31(a)/M1	Q31(b)/M3
下面是訓練營的位置圖。 	下面是訓練營的位置圖。 

(a) 飯堂的東方是 * 表演台 / 停車場 / 電腦室。 (*圈出答案)	(b) 表演台在巴士站的 * 東方 / 南方 / 西方 / 北方。 (*圈出答案)
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Primary 3 Data Handling Strand

The performance of P.3 students in the Data Handling Strand was good. Students were able to interpret pictograms and bar charts. They could read data from the graphs and perform simple calculations to answer questions. Students were good at constructing pictograms and bar charts. However, a few of them were unable to give appropriate titles for the pictograms or bar charts. Further comments on students' performance are provided below with examples from different sub-papers quoted in brackets.

Pictograms

- Most students were able to interpret pictograms with a one-to-one representation (e.g. Q32/M1, Q32(a)/M2). Only a minority of students were unable to use the extracted data for comparison to solve problems (e.g. Q32(b)/M2).
- The performance of students was very good in constructing pictograms using a one-to-one representation (e.g. Q33(2)(3)/M3). In Q33(1)/M3, a minority of students were unable to give an appropriate title in order to express the purpose of conducting the survey.

Q33(1)/M3
圖書館各種書的數量

Bar Charts

- Most students were capable of interpreting bar charts with a one-to-five representation (e.g. Q32/M3). They could use the extracted data to perform simple calculations to solve problems.
- Students showed good performance in constructing bar charts with a one-to-one or one-to-two representation (e.g. Q33/M1, Q33/M2). The majority of students were able to draw bars of correct length at the appropriate positions according to the given frequency data.
- In Q33(b)(1)/M2), a small proportion of students were unable to give a proper title for the bar chart.

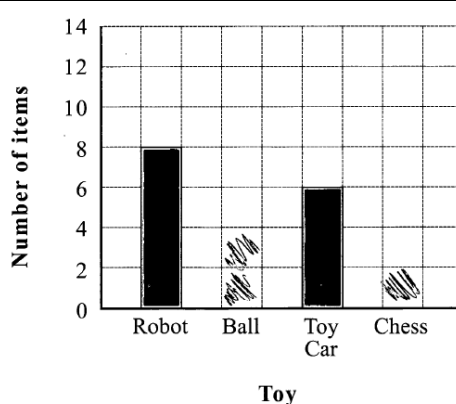
Q33(b)(1)/M2

一文烈有十元是箱內各玩具的數量。

Number of different toys

- A few students did not draw complete bars (e.g. Q33(b)(2)/M2).

Q33(b)(2)/M2



General Comments on Primary 3 Student Performances

- The performance of P.3 students in the Number Strand was good. Students mastered the basic concepts of whole numbers and fractions learned in Key Stage 1. They were generally able to perform the four arithmetic operations on 3-digit numbers and solve simple application problems. Only a minority of students were unable to perform subtraction involving decomposition or perform division. They had not yet mastered the computational rule of ‘multiplication before addition or subtraction’. Students were good at comparing the magnitude of fractions with the same denominators or same numerators as well as performing addition or subtraction of fractions with the same denominators.
- The performance of P.3 students in the Measures Strand was good. Students performed excellently in identifying the money in circulation in Hong Kong and reading price tags. A considerable number of students were able to make changes using currency. Students generally could measure and compare the lengths, weights, and capacities of objects. They were also able to choose appropriate tools for measurement. The overall performance of students was quite good in choosing the appropriate units to measure

the lengths, weights, and capacities of objects. The majority of students were able to demonstrate recognition of the dates and days of a week, tell time from clocks and record the duration of time for activities. They were able to apply the '24-hour time' as well.

- The performance of P.3 students in the Shape and Space Strand was quite well. Generally, students were able to identify 2-D shapes. They were good at identifying right-angled triangles, isosceles triangles and equilateral triangles. Students were able to identify straight lines, curves and parallel lines. They could also compare the sizes of angles and demonstrate recognition of the four directions: east, south, west and north. However, some students confused parallel lines with perpendicular lines and were quite weak in identifying prisms and pyramids, squares and obtuse angles.
- The performance of P.3 students in the Data Handling Strand was good. Students were good at interpreting pictograms and bar charts. They could use the extracted data to perform simple calculations to solve problems. They also showed good performance in constructing pictograms and bar charts. However, a small proportion of students were unable to give proper titles for the pictograms or bar charts in order to express the purpose of conducting the survey.

Good Performance of Primary 3 Students in 2025

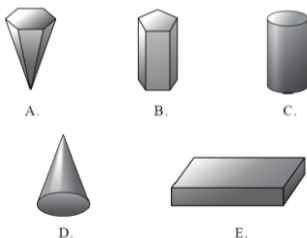
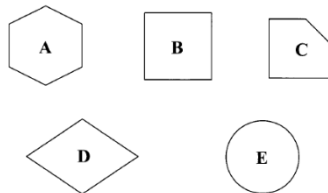
- Students with good performance were able to grasp the mathematical concepts and problem-solving techniques assessed by the sub-papers. Their computational skills were strong; they excelled at solving application problems involving different contexts and could demonstrate the correct solutions in solving application problems.

Q13/M1	Q11/M2
 便利店進行減價，買4盒牛奶共可減5元。素玲 買了4盒牛奶，她應付多少元？ $ \begin{aligned} &9 \times 4 - 5 \\ &= 36 - 5 \\ &= 31 \\ &\text{她應付31元} \end{aligned} $	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? $ \begin{aligned} &252 + 450 + 66 \\ &= 702 + 66 \\ &= 768 \end{aligned} $ There are 768 apple pies at first.

- Students with good performance demonstrated a thorough understanding of concepts of fractions. They demonstrated recognition of fractions as parts of one whole and the diagrams representing equivalent fractions. They were able to compare the magnitude of fractions with same denominators or same numerators and could solve problems involving addition and subtraction of fractions with the same denominators.

Q14/M1	Q14/M2
明慧有 15 杯果汁，橙汁佔全部的 $\frac{2}{3}$，其餘的是蘋果汁。  (a) 橙汁有 <u>10</u> 杯。 (b) 蘋果汁佔全部的 $\frac{\boxed{1}}{\boxed{3}}$。	海洋館裏有一些動物。鯊魚佔全部的 $\frac{1}{5}$，海龜佔全部的 $\frac{1}{2}$，小丑魚佔全部的 $\frac{1}{10}$。 最多的是 * 鯊魚 / <u>海龜</u> / 小丑魚。 (* 圈出答案)

- Students with good performance were able to identify the money in circulation in Hong Kong, read price tags and demonstrate recognition of the use of money in daily life.
- Students with good performance were capable of comparing the lengths of objects in improvised units, estimating the lengths of objects with appropriate 'ever-ready rulers', and recording the lengths, weights and capacities of objects with appropriate units.
- Students with good performance were able to demonstrate recognition of the dates and days of a week, tell time from clocks and understand more complex situations to answer questions involving time.
- Students with good performance were capable of identifying different 3-D shapes and 2-D shapes intuitively.

Q26/M2	Q27/M2
觀察下列的立體圖形，寫出所有代表答案的英文字母。  列出： (a) 角柱： <u>B, E</u> (b) 角錐： <u>A</u>	Study the 2-D shapes below. Write down all the letters for the answers.  List: (a) Square(s): <u>B</u> (b) Pentagon(s): <u>C</u>

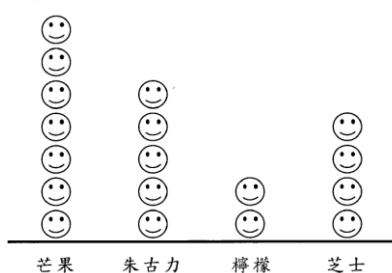
- Students with good performance were able to identify straight lines and curves intuitively, as well as parallel lines and perpendicular lines. They were good at identifying right angles and obtuse angles. They were also able to accurately identify the four directions including the 'north' direction pointing to the right of the map.
- Students with good performance were capable of interpreting pictograms and bar charts. They could use the extracted data to make comparisons or perform simple calculations. They were able to construct pictograms and bar charts by referring to the given raw data and provide a proper title.

Q32/M2

陳老師統計了3A班學生最喜愛的蛋糕。

3A班學生最喜愛的蛋糕

每個 😊 代表1人



(a) 最多學生喜愛的是 芒果 蛋糕，
有 8 人。

(b) 最喜愛朱古力蛋糕的人數比最喜愛檸檬蛋糕的
* 多 / 少 3 人。

Q33/M2

志文統計了玩具箱內各種玩具的數量。

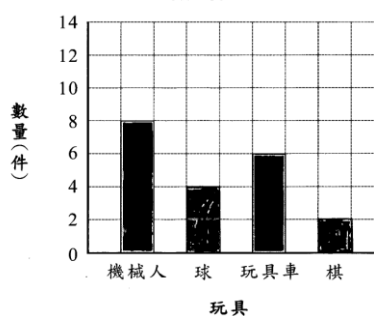
(a) 根據統計紀錄，完成下表。

玩具	機械人	球	玩具車	棋
紀錄	正下	正	正	丁
數量(件)	8	4	6	2

(b) 根據統計結果，用鉛筆完成以下的棒形圖，並
加上標題。

玩具箱內各種玩具的數量

(標題)



Overview of Primary 3 Student Performances in Mathematics in 2023, 2024 and 2025

The percentages of P.3 students achieving Mathematics Basic Competency in 2023, 2024 and 2025 are provided below.

Table 8.2 Percentages of P.3 Students Achieving Mathematics Basic Competency in 2023, 2024 and 2025

Year	% of Students Achieving Mathematics Basic Competency
2023	86.5
2024	85.3
2025	85.4

A comparison of the strengths and weaknesses of P.3 students in 2023, 2024 and 2025 provides useful information for teachers to help students improve their learning. Table 8.3 provides an overview of student performances in each of the four strands for these years.

Table 8.3 Overview of P.3 Student Performances in Mathematics in 2023, 2024 and 2025

Year Number	2023	2024	2025	Remarks
Strengths	- Students were able to demonstrate recognition of places. - Students were good at addition, subtraction and multiplication of whole numbers. - Students were able to understand the basic concept of fractions and compare fractions.	- Students were able to demonstrate recognition of places. - Students were good at addition, subtraction and multiplication of whole numbers, and also showed a satisfactory performance in division. - Students were generally able to solve application problems and demonstrate the solutions and the working steps.	- Students were able to understand the basic concept of whole numbers. - Students were good at addition and multiplication of whole numbers, as well as addition and subtraction of fractions with the same denominators. - Many students were able to solve application problems. They could show the solutions and the correct working steps.	Students should carefully read the questions and fully understand the requirements of the questions before answering.
Weaknesses	- A small proportion of students incorrectly used subtraction to solve application problems involving division. - A few students were not able to write the correct mathematical expressions in solving application problems.	- A few students were unable to understand the meaning of the quotient and remainder in division application problems, leading to incorrect answers. - A few students made mistakes due to careless reading of the questions.	- Students' performance was relatively weak in subtraction involving decomposition and division operations. - A minority of students were unable to master the computational rule of doing 'multiplication before addition or subtraction'. - A few students were unable to identify all the diagrams representing equivalent fractions.	

Year Measures	2023	2024	2025	Remarks
Strengths	- Students were able to identify the money in circulation in Hong Kong and read price tags. - Students performed well in telling the time on an analog clock or a digital clock. - Students were capable of measuring and comparing the length and weight of objects as well as the capacity of containers. - Students were able to choose appropriate tools to measure the length and weight of objects, and the capacity of containers.	- Students were able to identify the money in circulation in Hong Kong and read price tags. - Students performed well in using a ruler to measure the length of objects. - Students were able to measure the weight of objects in 'gram'(g) or 'kilogram'(kg). - Students were able to measure the capacity of containers and record the capacity using appropriate units. - Students were able to choose appropriate tools to measure the length and weight of objects, and the capacity of containers.	- Students were able to identify the money in circulation in Hong Kong and read price tags. - Students performed well in demonstrating recognition of the dates and days of a week, telling time from clocks, and recording the duration of time for activities. - Students were good at measuring the lengths and weights of objects. - Students were able to choose appropriate tools to measure the lengths and weights of objects, and the capacities of containers.	Let students use hands-on activities to select the appropriate tools for measurement, and record the lengths, weights, and capacities of objects using suitable units.
Weaknesses	- Students were quite weak in demonstrating the understanding of the use of money in daily life. - There was room for improvement in recording the length and weight of objects with appropriate units.	There was room for improvement in students' performance when handling more complex operations involving money in daily life.	- Students were quite weak in choosing an appropriate 'ever-ready ruler' to estimate the length of an object. - A small proportion of students were unable to record the thickness of an object using 'millimetre' (mm).	

Shape and Space \ Year	2023	2024	2025	Remarks
Strengths	- Students were able to identify standard 2-D shapes. - Students were capable of identifying different types of triangles intuitively. - The performance of students was good in identifying straight lines, curves or parallel lines. - Students were able to identify acute angles, right angles and compare the size of angles. - Students were capable of demonstrating recognition of the four directions.	- Students were able to recognize standard 2-D shapes intuitively. - Students were able to identify and draw parallel lines, and showed satisfactory performance in recognizing straight and curved lines intuitively. - Students were able to recognize right-angled triangles, isosceles triangles, and equilateral triangles intuitively. - Students were capable of demonstrating recognition of the four directions.	- Students were able to recognize spheres and standard 2-D shapes intuitively. - Students were able to recognize right-angled triangles, isosceles triangles, and equilateral triangles intuitively. - Students were able to identify straight lines, curves and parallel lines. - Students were good at identifying right angles and comparing the sizes of angles. - Students were capable of demonstrating recognition of the four directions.	Show various 3-D shapes for students to observe and compare, so that they can describe the properties of each 3-D shape.
Weaknesses	- Students' performance was relatively weak in identifying prisms. - Students' performance was relatively weak in identifying perpendicular lines.	- Students' performance was relatively weak in identifying pyramids and prisms, and were easily influenced by the orientation of the shapes. - Student's performance was relatively weak in identifying parallelograms intuitively.	- Students had room for improvement in identifying prisms and pyramids. - There was room for improvement in recognizing the properties of squares. - Student's performance was quite weak in identifying perpendicular lines and obtuse angles.	

Year Data Handling	2023	2024	2025	Remarks
Strengths	- Students were capable of reading pictograms and bar charts. They could interpret the information given in statistical graphs to answer straightforward questions. - Students were able to construct pictograms from tabular data.	- Students were capable of reading pictograms and bar charts. They could interpret the information given in statistical graphs to answer straightforward questions. - Students were able to construct bar charts from tabular data.	- Students were good at interpreting and constructing pictograms with one-to-one representation. - Students showed good performance in constructing bar charts with one-to-one or one-to-two representation.	Help students gradually understand and master the correct way to write and express the titles for statistical charts.
Weaknesses	There was room for improvement in the students' performance in constructing bar charts.	A small proportion of students could not express the title for statistical charts explicitly.	A small proportion of students were not able to give proper titles for the bar charts.	