

SAMPLE

資料分析報告
Information Analysis Report

學校：

School:

級別 Level: 小三 Primary 3

中國語文 Chinese Language (分卷：3CR 閱讀評估)

學習重點 Learning Objective	基本能力 Basic Competency	題目 Item	選項 (資料分析) Option (Information Analysis)	學校百分率 School percentage	全港百分率* Territory-wide percentage*
理解 段落	BR1.3 能 理解簡淺 敘述性文 字的段意 及段落關 係	Q04 為什麼白白豬「放聲大哭」(第7行)? 因為 ○ A. 父母忘記買蛋糕給他。 ○ B. 他不小心踢傷樹大哥。 ○ C. 他在夢中吃不到蛋糕。 ○ D. 樹大哥睡午覺不理會他。 評估重點： 理解句子的因果關係	A 受第一段「昨天才叫家人買了 三杯雪糕，現在又怎麼可以再 向父母要蛋糕呢」干擾，未能 找出白白豬「放聲大哭」的原 因。	0.0%	5.4%
			B 受第二段「抱着樹大哥踢腳頓 足，放聲大哭」干擾，未能找出 白白豬大哭的原因。	8.3%	10.3%
			C 正確答案。	91.7%	80.6%
			D 受第二段「樹大哥被哭聲吵醒了」 干擾，未能找出白白豬大哭的原 因。	0.0%	3.5%
			U#	0.0%	0.2%

*「全港百分率」是指所有參與試行研究計劃學校的百分率。“Territory-wide percentage” stands for the percentage of all tryout schools.

沒有答題或答案無效 No or invalid answer

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理解 段落	BR1.3 能 理解簡淺 敘述性文 字的段意 及段落關 係	<p>Q07</p> <p>下列哪一幅圖符合白白豬的筆記內容?</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 150px;"> <p>七色巧克力蛋糕</p> <p>材料 雞蛋 5個、牛油 3個……</p> <p>製作方法</p> <p>……</p> <p>……</p> </div> <div style="border: 1px solid black; padding: 5px; width: 150px;"> <p>七色巧克力蛋糕</p> <p>九牛二虎之力</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <p><input type="radio"/> A</p> <p><input type="radio"/> B</p> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 150px;"> <p>《食譜大全》</p> <p>目錄</p> <p>黑森林蛋糕 第2頁</p> <p>七色巧克力蛋糕 第10頁</p> </div> <div style="border: 1px solid black; padding: 5px; width: 150px;"> <p>《食譜大全》</p> <p>加油! 要少來圖書館呀!</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <p><input type="radio"/> C</p> <p><input type="radio"/> D</p> </div> <p>評估重點： 理解內容要點</p>	<p>A</p> <p>正確答案。</p> <p>B</p> <p>受第三段「九牛二虎之力」干擾，未能根據內容，推斷白白豬的筆記內容。</p> <p>C</p> <p>未能根據第三段提供的線索：「在筆記本寫下所需材料的名稱和製作方法」，把抄寫食譜，錯誤理解為抄寫《食譜大全》的「目錄」。</p> <p>D</p> <p>受第三段信息干擾，誤解圖書館館長對白白豬說的一番話是筆記內容。</p> <p>U#</p>	79.2%	77.2%
理解 段落	BR1.3 能 理解簡淺 敘述性文 字的段意 及段落關 係	<p>Q08</p> <p>下列哪一幅圖符合第四段的情景?</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 100px;"> </div> <div style="border: 1px solid black; padding: 5px; width: 100px;"> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <p><input type="radio"/> A</p> <p><input type="radio"/> B</p> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 100px;"> </div> <div style="border: 1px solid black; padding: 5px; width: 100px;"> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <p><input type="radio"/> C</p> <p><input type="radio"/> D</p> </div> <p>評估重點： 理解內容要點</p>	<p>A</p> <p>聚焦「餵飼母雞」，忽略誰負責餵飼母雞。</p> <p>B</p> <p>正確答案。</p> <p>C</p> <p>聚焦「耕種」一詞，忽略誰負責耕種。</p> <p>D</p> <p>聚焦牛媽媽受到保護，忽略誰負責保護牛媽媽。</p> <p>U#</p>	4.2%	9.6%
				87.5%	75.3%
				4.2%	10.4%
				4.2%	4.3%
				0.0%	0.5%

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學習重點 Learning Objective	基本能力 Basic Competency	題目 Item	選項 (資料分析) Option (Information Analysis)	學校百分率 School percentage	全港百分率* Territory-wide percentage*
理解 句子	BR1.5 能 理解簡單 的實用文	<p>Q13</p> <p>哪一天可以報名參加「七色巧克力蛋糕班」？</p> <p>○ A. 2016年5月14日。 ○ B. 2016年6月14日。 ○ C. 2016年7月2日。 ○ D. 2016年7月9日。</p> <p>評估重點： 複述實用文的資訊</p>	<p>A</p> <p>錯誤把「5月14日」當作「6月14日」。</p> <p>B</p> <p>正確答案。</p> <p>C</p> <p>混淆了第一節上課日期和報名日期。</p> <p>D</p> <p>混淆了第二節上課日期和報名日期。</p> <p>U#</p>	<p>0.0%</p> <p>91.7%</p> <p>8.3%</p> <p>0.0%</p> <p>0.0%</p>	<p>0.6%</p> <p>92.7%</p> <p>5.0%</p> <p>0.9%</p> <p>0.8%</p>
理解 句子	BR1.5 能 理解簡單 的實用文	<p>Q16</p> <p>誰負責教授「七色巧克力蛋糕班」？</p> <p>○ A. 快樂學校老師。 ○ B. 貓頭鷹小姐。 ○ C. 白白豬媽媽。 ○ D. 白白豬。</p> <p>評估重點： 複述實用文的資訊</p>	<p>A</p> <p>受單張中「快樂學校」干擾，誤以為快樂學校的老師負責教授「七色巧克力蛋糕班」。</p> <p>B</p> <p>誤把負責報名及查詢的貓頭鷹小姐視為負責教授的導師。</p> <p>C</p> <p>誤把「七色巧克力蛋糕班」助手白白豬媽媽視為負責教授的導師。</p> <p>D</p> <p>正確答案。</p> <p>U#</p>	<p>0.0%</p> <p>4.2%</p> <p>4.2%</p> <p>91.7%</p> <p>0.0%</p>	<p>3.7%</p> <p>8.6%</p> <p>9.8%</p> <p>76.8%</p> <p>1.1%</p>

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理解 語意	BL1.1 能 記憶簡單 話語中敘 說和解說 的內容	<p>Q01</p> <p>下列哪一項符合嘉嘉姐姐的說話內容？</p> <p><input type="radio"/> A. 她稱讚小朋友幫家人做家務。</p> <p><input type="radio"/> B. 她建議小朋友每天到森林做運動。</p> <p><input type="radio"/> C. 她每天都主持「小動物天地」節目。</p> <p><input type="radio"/> D. 她鼓勵小朋友要分配學習和玩耍的時間。</p> <p>評估重點： 理解話語要點</p>	<p>A</p> <p>受「下午有沒有幫媽媽做家務」干擾，未能找出正確答案。</p>	9.2%	5.8%
			<p>B</p> <p>受「星期六上午有沒有到森林呼吸新鮮空氣」干擾，未能找出正確答案。</p>	7.7%	6.4%
			<p>C</p> <p>話語表示嘉嘉姐姐只在逢星期日早上主持節目。</p>	16.9%	17.9%
			<p>D</p> <p>正確答案。</p>	66.2%	69.6%
			<p>U#</p>	0.0%	0.2%
理解 語意	BL1.3 能 概略理解 語段間的 銜接關係	<p>Q02</p> <p>為什麼主持人大力哥哥沒有主持節目？</p> <p><input type="radio"/> A. 因為他正身處外地工作。</p> <p><input type="radio"/> B. 因為他正接受大眾的採訪。</p> <p><input type="radio"/> C. 因為他到果果森林玩耍去了。</p> <p><input type="radio"/> D. 因為他到別的電台主持節目。</p> <p>評估重點： 找出話語中的因果關係</p>	<p>A</p> <p>正確答案。</p>	26.2%	22.8%
			<p>B</p> <p>未能理解「他正身處遙遠的果果森林採訪大象家族」，混淆了「採訪者」和「被訪者」的關係。</p>	61.5%	60.7%
			<p>C</p> <p>受「玩耍」和「果果森林」干擾，未能找出大力哥哥沒有主持節目的原因。</p>	7.7%	9.1%
			<p>D</p> <p>未能理解「下星期他就會回來，和我一起繼續主持節目」，未能找出大力哥哥沒有主持節目的原因。</p>	4.6%	7.2%
			<p>U#</p>	0.0%	0.1%

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理解 語意	BL1.2 能 聽出話語 所表達的 不同情感	<p>Q07</p> <p>請聆聽以下話語內容，然後回答第7題。 下列哪一項符合嘉嘉姐姐說話的語氣？</p> <p><input type="radio"/> A. 生氣。 <input type="radio"/> B. 失望。 <input type="radio"/> C. 驚慌。 <input type="radio"/> D. 神秘。</p> <p>評估重點： 辨識說話者的語氣</p>	<p>A</p> <p>未能辨識嘉嘉姐姐說話的語氣。</p> <p>B</p> <p>未能辨識嘉嘉姐姐說話的語氣。</p> <p>C</p> <p>未能辨識嘉嘉姐姐說話的語氣。</p> <p>D</p> <p>正確答案。</p> <p>U#</p>	<p>3.1%</p> <p>0.0%</p> <p>4.6%</p> <p>90.8%</p> <p>1.5%</p>	<p>1.5%</p> <p>1.7%</p> <p>6.8%</p> <p>89.9%</p> <p>0.1%</p>
理解 語意	BL1.1 能 記憶簡單 話語中敘 說和解說 的內容	<p>Q08</p> <p>「動物界紅綠標賽」其中一次的主題是什麼？</p> <p><input type="radio"/> A. 用泥漿做菜式。 <input type="radio"/> B. 用甜品作為主題。 <input type="radio"/> C. 用蔬菜設計美食。 <input type="radio"/> D. 用牛肉和豬肉設計菜式。</p> <p>評估重點： 複述話語內容</p>	<p>A</p> <p>正確答案。</p> <p>B</p> <p>受光緒為鱷魚家族做「蜜糖布丁」 干擾，誤以為甜品是其中一次的主題。</p> <p>C</p> <p>受「均衡飲食」干擾，誤以為蔬 菜是其中一次的主題。</p> <p>D</p> <p>受「肉、菜、蛋、五穀」中的「肉」 干擾，誤以為用「牛肉」和「豬 肉」是其中一次的主題。</p> <p>U#</p>	<p>76.9%</p> <p>7.7%</p> <p>9.2%</p> <p>6.2%</p> <p>0.0%</p>	<p>69.9%</p> <p>6.7%</p> <p>12.4%</p> <p>10.8%</p> <p>0.2%</p>

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理解語意	BL1.3 能概略理解語段間的銜接關係	<p>Q11</p> <p>光豬叫聽眾看《快樂森林雜誌》的原因是</p> <ul style="list-style-type: none"> ○ A. 雜誌刊登光豬的訪問。 ○ B. 雜誌內容有趣，插圖精美。 ○ C. 雜誌介紹世界各地的美食。 ○ D. 雜誌附送光豬的烹飪獨門秘笈。 <p>評估重點： 找出話語中的因果關係</p>	<p>A</p> <p>正確答案。</p> <p>B</p> <p>受「《快樂森林雜誌》內容有趣，插圖精美」干擾，未能找出光豬叫聽眾看《快樂森林雜誌》的原因。</p> <p>C</p> <p>以生活經驗作判斷，未能找出光豬叫聽眾看《快樂森林雜誌》的原因。</p> <p>D</p> <p>受「獨門秘笈」干擾，未能找出光豬叫聽眾看《快樂森林雜誌》的原因。</p> <p>U#</p>	47.7%	47.0%
理解語意	BL1.1 能記憶簡單話語中敘說和解說的內容	<p>Q12</p> <p>話語內容主要是</p> <ul style="list-style-type: none"> ○ A. 說明閱讀能開闊視野，認識世界。 ○ B. 表揚光豬是個品學兼優的好孩子。 ○ C. 邀請小朋友和家人參加「動物烹飪錦標賽」。 ○ D. 分享光豬參加「動物烹飪錦標賽」的經歷和感受。 <p>評估重點： 辨識話語主要信息</p>	<p>A</p> <p>受局部信息干擾，把「圖書館館長又介紹不同的書給我，開闊我的眼界」當作是整篇話語的主要信息。</p> <p>B</p> <p>受局部信息干擾，誤以為光豬「積極向上，熱愛學習」就是「表揚光豬是個品學兼優的好孩子」。</p> <p>C</p> <p>未能辨識話語內容的主要信息，話語重點是分享經歷和感受，沒有邀請成份。</p> <p>D</p> <p>正確答案。</p> <p>U#</p>	12.3%	11.7%
				21.5%	17.0%
				9.2%	6.7%
				56.9%	64.3%
				0.0%	0.2%

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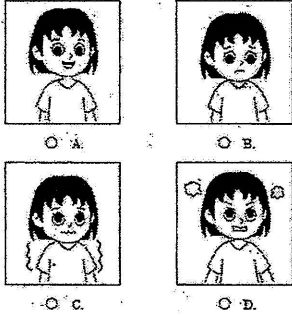
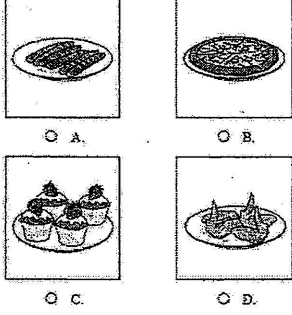
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級別 Level: 小三 Primary 3

英國語文 English Language (Sub-paper: 3EL Listening)

學習重點 Learning Objective	基本能力 Basic Competency	題目 Item	選項(資料分析) Option (Information Analysis)	學校百分率 School percentage	全港百分率* Territory-wide percentage*
Language forms and communicative functions, Language skills and language development strategies, Generic skills	L2-L-3-P3BC Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents	<p>P1A Q01</p> <p>1. How does Helen feel?</p>  <p>Question Intent: Understanding basic differences in intonation.</p>	<p>A</p> <p>Correct Answer</p> <p>B</p> <p>Students might have misinterpreted the tone of the speaker as 'sad'.</p> <p>C</p> <p>Students might have misinterpreted the tone of the speaker as 'frightened'.</p> <p>D</p> <p>Students might have misinterpreted the tone of the speaker as 'angry'.</p> <p>U#</p>	100.0%	98.7%
	L2-L-3-P3BC Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents	<p>P1A Q02</p> <p>2. What food did Judy's mum make?</p>  <p>Question Intent: Identifying key words</p>	<p>A</p> <p>Students were possibly distracted by 'sausages'.</p> <p>B</p> <p>Students were possibly distracted by 'pizzas'.</p> <p>C</p> <p>Correct Answer</p> <p>D</p> <p>Students were possibly distracted by 'chicken wings'.</p> <p>U#</p>	2.9%	1.3%

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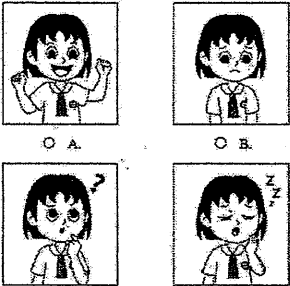
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英國語文 English Language (Sub-paper: 3EL Listening)

學習重點 Learning Objective	基本能力 Basic Competency	題目 Item	選項(資料分析) Option (Information Analysis)	學校百分率 School percentage	全港百分率* Territory-wide percentage*
Language forms and communicative functions, Language skills and language development strategies, Generic skills	L2-L-1-P3BC Discriminating between common words with a small range of vowel and consonant sounds	P1B Q04 4. Who is Helen's teacher? <input type="radio"/> A. Mr Chang <input type="radio"/> B. Mr Fang <input type="radio"/> C. Mr Pang <input type="radio"/> D. Mr Tang	A Students might not have been able to discriminate the initial consonants 'T' and 'Ch'.	2.9%	5.9%
			B Students might not have been able to discriminate the initial consonants 'T' and 'F'.	2.9%	1.8%
			C Students might not have been able to discriminate the initial consonants 'T' and 'P'.	0.0%	1.3%
			D Correct Answer	94.1%	90.8%
			U#	0.0%	0.2%
	L2-L-3-P3BC Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents	P1B Q05 5. How does Helen feel?  <input type="radio"/> A. <input type="radio"/> B. <input type="radio"/> C. <input type="radio"/> D. Question Intent: Understanding basic differences in intonation	A Correct Answer	94.1%	96.3%
			B Students might have misinterpreted the tone of the speaker as 'sad'.	0.0%	0.9%
			C Students might have misinterpreted the tone of the speaker as 'puzzled'.	5.9%	1.7%
			D Students might have misinterpreted the tone of the speaker as 'sleepy'.	0.0%	0.8%
			U#	0.0%	0.3%

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沒有答題或答案無效 No or invalid answer

資料分析報告
Information Analysis Report

學校:

School:

級別 Level: 小三 Primary 3

英國語文 English Language (Sub-paper: 3ERW Reading and Writing)

學習重點 Learning Objective	基本能力 Basic Competency	題目 Item	選項(資料分析) Option (Information Analysis)	學校百分率 School percentage	全港百分率* Territory-wide percentage*
Language forms and communicative functions, Language skills and language development strategies, Generic skills	L2-R-5-P3BC Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	P1 Q01 1. John wants to buy three T-shirts. He pays _____ <input type="radio"/> A. \$100 <input type="radio"/> B. \$75 <input type="radio"/> C. \$45 <input type="radio"/> D. \$30 Question Intent: Recognizing key words in a sentence.	A Correct Answer B Students might have missed the key words 'T-shirts'. C Students might have missed the key words 'T-shirts'. D Students were possibly distracted by 'three'. U#	96.0% 0.0% 0.0% 4.0% 0.0%	98.0% 0.6% 0.6% 0.6% 0.3%
	L2-R-5-P3BC Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	P1 Q02 2. John can buy toys on the _____ floor. <input type="radio"/> A. sixth <input type="radio"/> B. seventh <input type="radio"/> C. eighth <input type="radio"/> D. ninth Question Intent: Recognizing key words in a sentence	A Students might have mismatched 'date' and 'floor'. B Students might have missed the key words 'buy toys'. / Students might have misinterpreted 'T-shirts' and 'socks' as 'toys'. C Correct Answer D Students might have missed the key words 'buy toys'. / Students might have misinterpreted 'Pen' and 'School Bag' as 'toys'. U#	8.0% 4.0% 88.0% 0.0%	2.3% 3.8% 91.9% 1.6% 0.3%

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沒有答題或答案無效 No or invalid answer

學校：

School:

級別 Level: 小三 Primary 3

英國語文 English Language (Sub-paper: 3ERW Reading and Writing)

學習重點 Learning Objective	基本能力 Basic Competency	題目 Item	選項(資料分析) Option (Information Analysis)	學校百分率 School percentage	全港百分率* Territory-wide percentage*
Language forms and communicative functions, Language skills and language development strategies, Generic skills	L2-R-5-P3BC Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues.	P1 Q05 5. The store closes at _____ <input type="radio"/> A. 9:30 a.m. <input type="radio"/> B. 10:30 a.m. <input type="radio"/> C. 9:00 p.m. <input type="radio"/> D. 9:30 p.m. Question Intent: Recognizing key words in a sentence	A Students might have mixed up 'a.m.' with 'p.m.' B Students might not have been able to understand the key word 'closes'. C Students might have misinterpreted '10:30 a.m. – 9:30 p.m.'. D Correct Answer U#	4.0% 20.0% 8.0% 68.0% 0.0%	8.4% 12.9% 3.5% 74.6% 0.7%
	L2-R-5-P3BC Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	P2 Q01 1. How much is the book now? <input type="radio"/> A. \$50 <input type="radio"/> B. \$60 <input type="radio"/> C. \$70 <input type="radio"/> D. \$80 Question Intent: Recognizing key words in a sentence.	A Correct Answer B Students might not have been able to understand the information in the text . C Students might not have been able to understand the information in the text . D Students might not have been able to understand the key word 'now'. U#	92.0% 0.0% 0.0% 0.0% 8.0%	89.9% 0.6% 0.1% 1.1% 8.3%

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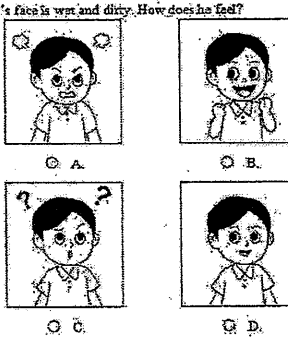
SAMPLE

學校:

School:

級別 Level: 小三 Primary 3

英國語文 English Language (Sub-paper: 3ERW Reading and Writing)




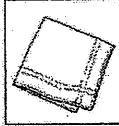
學習重點 Learning Objective	基本能力 Basic Competency	題目 Item	選項(資料分析) Option (Information Analysis)	學校百分率 School percentage	全港百分率* Territory-wide percentage*
Language forms and communicative functions, Language skills and language-development strategies, Generic skills	L2-R-5-P3BC Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	<p>P3 Q03</p> <p>3. Where is the big fish?</p> <p><input type="radio"/> A. in a tank <input type="radio"/> B. on the ground</p> <p><input type="radio"/> C. in a bag <input type="radio"/> D. on a tram</p> <p>Question Intent: Recognizing key words in a sentence</p>	<p>A</p> <p>Correct Answer</p> <p>B</p> <p>Students might have missed the key words 'the big fish'.</p> <p>C</p> <p>Students might have referred to the noun in the second paragraph.</p> <p>D</p> <p>Students might not have been able to follow the development of the story.</p> <p>U#</p> <p>The analysis for Option B might also be applicable to Option C.</p>	64.0%	75.9%
	L2-R-5-P3BC Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	<p>P3 Q04</p> <p>4. Bob's face is wet and dirty. How does he feel?</p>  <p><input type="radio"/> A <input type="radio"/> B</p> <p><input type="radio"/> C <input type="radio"/> D</p> <p>Question Intent: Recognizing key words in a sentence</p>	<p>A</p> <p>Correct Answer</p> <p>B</p> <p>Students might have missed the key words 'wet and dirty'.</p> <p>C</p> <p>Students might have failed to recognize the sight vocabulary 'angry'.</p> <p>D</p> <p>Students might have failed to recognize the key words 'wet and dirty' in the story.</p> <p>U#</p>	76.0%	81.6%

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學校：
School:
級別 Level: 小三 Primary 3

英國語文 English Language (Sub-paper: 3ERW Reading and Writing)

學習重點 Learning Objective	基本能力 Basic Competency	題目 Item	選項(資料分析) Option (Information Analysis)	學校百分率 School percentage	全港百分率* Territory-wide percentage*
Language forms and communicative functions, Language skills and language development strategies, Generic skills	L2-R-5-P3BC Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	<p>P3 Q05</p> <p>5. What does Bob take from his trousers?</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <input type="radio"/> A. </div> <div style="text-align: center;">  <input type="radio"/> B. </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  <input type="radio"/> C. </div> <div style="text-align: center;">  <input type="radio"/> D. </div> </div> <p>Question Intent: Predicting the meaning of unfamiliar words by using picture cues and contextual clues</p>	<p>A</p> <p>Students might have associated the contextual clue 'face' with 'cap'.</p> <p>B</p> <p>Students might have missed the contextual clue on line 8 '...to clean his face'.</p> <p>C</p> <p>Students might have associated the contextual clue 'trousers' with 'a belt'.</p> <p>D</p> <p>Correct Answer</p> <p>U#</p> <p>The analysis for Option B might also be applicable to Options A & C.</p>	24.0%	13.9%
	L2-R-5-P3BC Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	<p>P3 Q06</p> <p>6. Read line 11. Bob hears his mum calling him. What does he do?</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <input type="radio"/> A. He goes home. </div> <div style="text-align: center;"> <input type="radio"/> B. He starts to cry. </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="text-align: center;"> <input type="radio"/> C. He drops the fish. </div> <div style="text-align: center;"> <input type="radio"/> D. He stops crying. </div> </div> <p>Question Intent: Understanding the connection between ideas by identifying a small range of cohesive devices</p>	<p>A</p> <p>Students might have used their daily life experiences rather than referring to the story.</p> <p>B</p> <p>Students might not have been able to understand the key word 'stops'.</p> <p>C</p> <p>Students might not have been able to follow the development of the story.</p> <p>D</p> <p>Correct Answer</p> <p>U#</p> <p>The analysis for Option C might also be applicable to Options A & B.</p>	4.0%	3.8%

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沒有答題或答案無效 No or invalid answer

SAMPLE

資料分析報告
Information Analysis Report

學校：

School:

級別 Level: 小三 Primary 3

數學 Mathematics (分卷 Sub-paper : 3M)

學習重點 Learning Objective	基本能力 Basic Competency	題目 Item	選項(資料分析) Option (Information Analysis)	學校百分率 School percentage	全港百分率* Territory-wide percentage*
認識個位、十位、百位、千位和萬位的位值。	KS1-N1-1: 認識個位、十位、百位、千位和萬位的位值。	Q01 下列哪個數的萬位數字是「3」? <input type="radio"/> A. 13 857 <input type="radio"/> B. 38 249 <input type="radio"/> C. 45 663 <input type="radio"/> D. 88 137 評估重點: 認識個位、十位、百位、千位和萬位的位值。	A	0.0%	3.4%
			把千位誤作萬位		
			B	100.0%	94.7%
			正確答案		
			C	0.0%	1.3%
把個位誤作萬位					
			D	0.0%	0.6%
			把十位誤作萬位		
			U#	0.0%	0.0%

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沒有答題或答案無效 No or invalid answer

SAMPLE

學校:

School:

級別 Level: 小三 Primary 3

數學 Mathematics (分卷 Sub-paper : 3M)

學習重點 Learning Objective	基本能力 Basic Competency	題目 Item	選項(資料分析) Option (Information Analysis)	學校百分率 School percentage	全港百分率* Territory-wide percentage*
計算混合算式題, 包括: (a) 加和減; (b) 乘和加; (c) 乘和減。	KS1-N2-5: 計算混合算式題, 包括: (a) 加和減 (不超過三位數, 包括小括號); (b) 乘和加; (c) 乘和減。	Q08 $851 - 181 \times 4 =$	A 正確答案	55.6%	74.5%
		<input type="radio"/> A. 127 <input type="radio"/> B. 137 <input type="radio"/> C. 670 <input type="radio"/> D. 2 680	B 忘記退位	14.8%	4.9%
		評估重點: 計算混合算式題: 乘和減。	C 只完成了減法計算	18.5%	4.8%
			D 未能掌握「先乘後減」的法則	11.1%	15.8%
			U#	0.0%	0.1%

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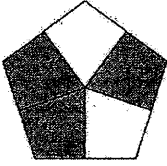
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學校：

School:

級別 Level: 小三 Primary 3

數學 Mathematics (分卷 Sub-paper : 3M)

學習重點 Learning Objective	基本能力 Basic Competency	題目 Item	選項(資料分析) Option (Information Analysis)	學校百分率 School percentage	全港百分率* Territory-wide percentage*
認識分數作為整體的部分。	KS1-N3-1: 認識分數作為整體的部分。	<p>Q12</p> <p>下圖陰影部分佔全圖的幾分之幾？</p>  <p>○ A. $\frac{2}{3}$</p> <p>○ B. $\frac{2}{5}$</p> <p>○ C. $\frac{3}{4}$</p> <p>○ D. $\frac{3}{5}$</p> <p>評估重點： 認識分數作為整體的部份。</p>	<p>A</p> <p>未能認識分數作為整體的部分</p> <p>B</p> <p>混淆陰影部分和非陰影部分</p> <p>C</p> <p>分母錯誤</p> <p>D</p> <p>正確答案</p> <p>U#</p>	<p>3.7%</p> <p>0.0%</p> <p>0.0%</p> <p>96.3%</p> <p>0.0%</p>	<p>1.0%</p> <p>0.6%</p> <p>0.8%</p> <p>97.5%</p> <p>0.1%</p>

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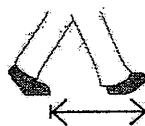

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學校：

School:

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數學 Mathematics (分卷 Sub-paper : 3M)

學習重點 Learning Objective	基本能力 Basic Competency	題目 Item	選項(資料分析) Option (Information Analysis)	學校百分率 School percentage	全港百分率* Territory-wide percentage*
以「永備尺」量度物件的長度和物件間的距離。	KS1-M2-5: 以手指闊度、臂長、腳板的長度、指距、步距...作為「永備尺」量度物件的長度和物件間的距離。	<p>Q17</p> <p>以下哪一項最適合用來量度足球場的長度？</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>○ A.</p> </div> <div style="text-align: center;">  <p>○ B.</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  <p>○ C.</p> </div> <div style="text-align: center;">  <p>○ D.</p> </div> </div> <p>評估重點： 選擇合適的「永備尺」量度物件的長度。</p>	<p style="text-align: center;">A</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">選擇了不適合用來量度足球場長度的「永備尺」</div> <p style="text-align: center;">B</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">未能選擇合適的「永備尺」來量度長度</div> <p style="text-align: center;">C</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">正確答案</div> <p style="text-align: center;">D</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">選擇了不適合用來量度足球場長度的「永備尺」</div> <p style="text-align: center;">U#</p>	<p style="text-align: center;">3.7%</p> <p style="text-align: center;">0.0%</p> <p style="text-align: center;">88.9%</p> <p style="text-align: center;">3.7%</p> <p style="text-align: center;">3.7%</p>	<p style="text-align: center;">3.6%</p> <p style="text-align: center;">0.8%</p> <p style="text-align: center;">93.0%</p> <p style="text-align: center;">1.9%</p> <p style="text-align: center;">0.8%</p>

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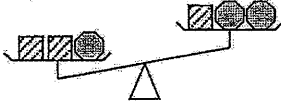








沒有答題或答案無效 No or invalid answer

學校：

School:

級別 Level: 小三 Primary 3

數學 Mathematics (分卷 Sub-paper : 3M)

學習重點 Learning Objective	基本能力 Basic Competency	題目 Item	選項(資料分析) Option (Information Analysis)	學校百分率 School percentage	全港百分率* Territory-wide percentage*
直接比較物件的重量。	KS1-M4-1: 直接比較物件的重量。	<p>Q21</p>  <p>細閱上圖，以下哪一項是正確的？</p> <p><input type="radio"/> A.  和  的重量相等。</p> <p><input type="radio"/> B.  比  重。</p> <p><input type="radio"/> C.  比  重。</p> <p><input type="radio"/> D. 無法比較  和  的重量。</p> <p>評估重點： 直接比較物件的重量。</p>	<p>A</p> <p>未能以天平比較物件的重量</p> <p>B</p> <p>未能以天平比較物件的重量</p> <p>C</p> <p>正確答案</p> <p>D</p> <p>未能直接比較物件的重量</p> <p>U#</p>	<p>7.4%</p> <p>11.1%</p> <p>63.0%</p> <p>14.8%</p> <p>3.7%</p>	<p>3.4%</p> <p>13.7%</p> <p>72.8%</p> <p>9.2%</p> <p>0.9%</p>

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學校：

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級別 Level: 小三 Primary 3

數學 Mathematics (分卷 Sub-paper : 3M)

學習重點 Learning Objective	基本能力 Basic Competency	題目 Item	選項(資料分析) Option (Information Analysis)	學校百分率 School percentage	全港百分率* Territory-wide percentage*
選擇合適的工具量度容器的容量。	KS1-M5-4: 選擇合適的工具進行量度。	<p>Q24</p>  <p>下列哪一種工具最適合用來量度一個茶杯的容量？</p>   <p>○A. ○B.</p>   <p>○C. ○D.</p> <p>評估重點： 選擇合適的工具量度容器的容量。</p>	<p>A</p> <p>未能選擇有刻度的工具來量度容量</p> <p>B</p> <p>正確答案</p> <p>C</p> <p>未能選擇有刻度的工具來量度容量</p> <p>D</p> <p>混淆量度容量和量度重量的工具</p> <p>U#</p>	<p>0.0%</p> <p>59.3%</p> <p>33.3%</p> <p>0.0%</p> <p>7.4%</p>	<p>8.8%</p> <p>52.5%</p> <p>37.3%</p> <p>0.8%</p> <p>0.6%</p>

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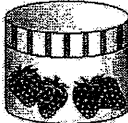
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數學 Mathematics (分卷 Sub-paper : 3M)

學習重點 Learning Objective	基本能力 Basic Competency	題目 Item	選項(資料分析) Option (Information Analysis)	學校百分率 School percentage	全港百分率* Territory-wide percentage*
辨認柱體、錐體和球體。	KS1-S1-1: 辨認柱體、錐體和球體。	Q25 右圖的盒子是一個  <input type="radio"/> A. 圓形。 <input type="radio"/> B. 圓柱。 <input type="radio"/> C. 角柱。 <input type="radio"/> D. 圓錐。 評估重點： 辨認柱體、錐體和球體。	A	14.8%	3.7%
			把平面圖形誤作立體圖形		
			B	66.7%	93.2%
			正確答案		
			C	3.7%	1.0%
未能直觀辨認圓柱					
D	11.1%	1.4%			
混淆圓柱和圓錐					
U#	3.7%	0.6%			

*「全港百分率」是指所有參與試行研究計劃學校的百分率。 "Territory-wide percentage" stands for the percentage of all tryout schools.

沒有答題或答案無效 No or invalid answer