



ASSESSMENT STANDARDS FOR PRIMARY LEVEL SUBJECTS: END OF SECOND TERM (2023-2024 SCHOOL YEAR)

February 2024

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1. Introduction

The National Examination and School Inspection Authority (NESA) is an institution which was established by the Presidential Order N° 121/01 of 15/10/2020 with the following mission:

1. To ensure quality of education in: Primary schools, Lower secondary schools and Upper secondary schools [General Education, Teacher Training Colleges, Associate Nursing and Technical and Vocational Education and Training from level one (1) to five (5)]
2. To regulate the Comprehensive Assessments of learners and National Examinations in the above-mentioned categories of schools.

In addition, the Ministerial Instructions N° 001/2021 of 26/07/2021 governing Comprehensive Assessment, Promotion, dismissal and Transfer of Learners stipulates that the End-of-Term Two Comprehensive Assessments is set at District level. The end of term two Comprehensive Assessments aims at checking whether the planned content for the two terms was effectively understood.

The end of term two Comprehensive Assessments is not aimed at ranking or, serving as a basis for evaluating teachers, its purpose is rather to track progress of learners' performance in targeted competences (Knowledge, Skills, Attitudes and Values) for each subject/ module and then take remedial actions for struggling learners.

In order to ensure standardized examination papers, NESA initiated the use of assessment standards which provide structure and details for specific examination/assessment paper.

The present document focuses mainly on ***subject assessment standards for the end-of second term, 2023 – 2024 school year for core subjects in primary education (from p1 to p6)***. These assessment standards will guide in the entire process of preparation of question items and marking of End of Term Two Comprehensive Assessment for the school year 2023-2024.

The present assessment standards are prepared based on the 2016 & 2022 Competence-Based Curricula for Subjects in lower and upper primary levels as well as the Ministerial Order n° 002/MINEDUC/2021 of 20/10/2021 establishing curriculum in general, professional and technical and vocational basic education stipulates it.

Below is the list of primary core examinable subjects.

Lower Primary Subjects:

1. English
2. Kinyarwanda (for standards of Kinyarwanda see LEGRA)
3. French

4. Mathematics
5. Science and Elementary Technology (SET)
6. Social and Religious Studies
7. Creative Arts

Upper primary Subjects:

1. English
2. French
3. Kinyarwanda
4. Mathematics
5. Science and Elementary Technology (SET)
6. Social and Religious Studies
7. Creative Arts

From lower primary to upper primary, the duration and maximum marks attributed to each exam are different and depends on level and weight of subjects assessed. The Paper duration and Maximum Marks for each subject are detailed in table below.

Level	Paper duration	Maximum Marks
Lower primary	1 hour (For LEGRA, reading time will depend on the number of learners)	40
Upper primary	2 hours	50

Note:

1. In lower primary, Kinyarwanda the end of Term Two Comprehensive Assessments will measure the progress of early grade Kinyarwanda literacy using end of term P1 – P3 Kinyarwanda Reading Benchmarks. Local Early Grade Reading Assessment (LEGRA) is a good example of assessment which assesses every child in lower primary.
LEGRA data is used to identify successful and struggling learners at schools and inform teaching practice, remediation, and school/sector/district/national plans.
2. All issues (setting both assessment standards and examination paper, organization and administration) regarding the assessment of Sports/clubs will be handled at school level.
3. For elective subjects, only Assessment standards were prepared by NESA. Their examination papers will be set at school by subject teachers.

Dr. Bernard BAHATI

Director General

2. Revised Bloom's Taxonomy

2.1. The Taxonomy of Educational Objectives

The Taxonomy of Educational Objectives (commonly called Bloom's Taxonomy) is a scheme for classifying educational goals, objectives, and, most recently, standards. It provides an organizational structure that gives a commonly understood meaning to objectives classified in one of its categories, thereby enhancing communication.

In 1956 a framework for categorizing educational objectives was published by B. S. Bloom (editor), M. D. Engelhart, E. J. Furst, W. H. Hill, and D. R. Krathwohl as *The Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook I: Cognitive Domain*. In this 1959 Handbook, a Taxonomy of Educational Objectives was proposed and is being used worldwide. This taxonomy was later revised in 2001. The original Taxonomy provided carefully developed definitions for each of the six major categories in the cognitive domain. These categories were **Knowledge, Comprehension, Application, Analysis, Synthesis** and **Evaluation**.

The revised Taxonomy retained the number of categories but with important changes. Three categories were renamed, the order of two was interchanged, and those category names retained were changed to verb form to fit the way they are used in objectives. The verb aspect of the original *Knowledge* category was kept as the first of the six major categories but was renamed **Remember**.

Comprehension was renamed because one criterion for selecting category labels was the use of terms that teachers use in talking about their work. Because *understand* is a commonly used term in objectives, its lack of inclusion was a frequent criticism of the original Taxonomy. Indeed, the original group considered using it, but dropped the idea after further consideration showed that when teachers say they want the student to "really" understand, they mean anything from *Comprehension* to *Synthesis*. But, to the revising authors there seemed to be popular usage in which *understand* was a widespread synonym for comprehending. So, *Comprehension*, the second of the original categories, was renamed **Understand**.

Application, Analysis, and Evaluation were retained, but in their verb forms, as **Apply, Analyse, and Evaluate**. *Synthesis* changed places with *Evaluation* and was renamed **Create**. All the original subcategories were replaced with gerunds and called "cognitive processes." With these changes, the categories and subcategories-cognitive processes-of the Cognitive Process dimension are shown in Table 1 below.

Like the original Taxonomy, the revision is a hierarchy in the sense that the six major categories of the Cognitive Process dimension are believed to differ in their complexity, with *remember* being less complex than *understand*, which is less complex than *apply*,

and so on. However, because the revision gives much greater weight to teacher usage, the requirement of a strict hierarchy has been relaxed to allow the categories to overlap one another. This is most clearly illustrated in the case of the category *Understand*. Because its scope has been considerably broadened over *Comprehend* in the original framework, some cognitive processes associated with *Understand* (e.g., *Explaining*) are more cognitively complex than at least one of the cognitive processes associated with **Apply** (e.g., *Executing*). If, however, one was to locate the "centre point" of each of the six major categories on a scale of judged complexity, they would likely form a scale from simple to complex. In this sense, the Cognitive Process dimension is a hierarchy, and probably one that would be supported as well as was the original Taxonomy in terms of empirical evidence.

Table 1. The Six Categories of the Cognitive Process Dimension and Related Cognitive Processes

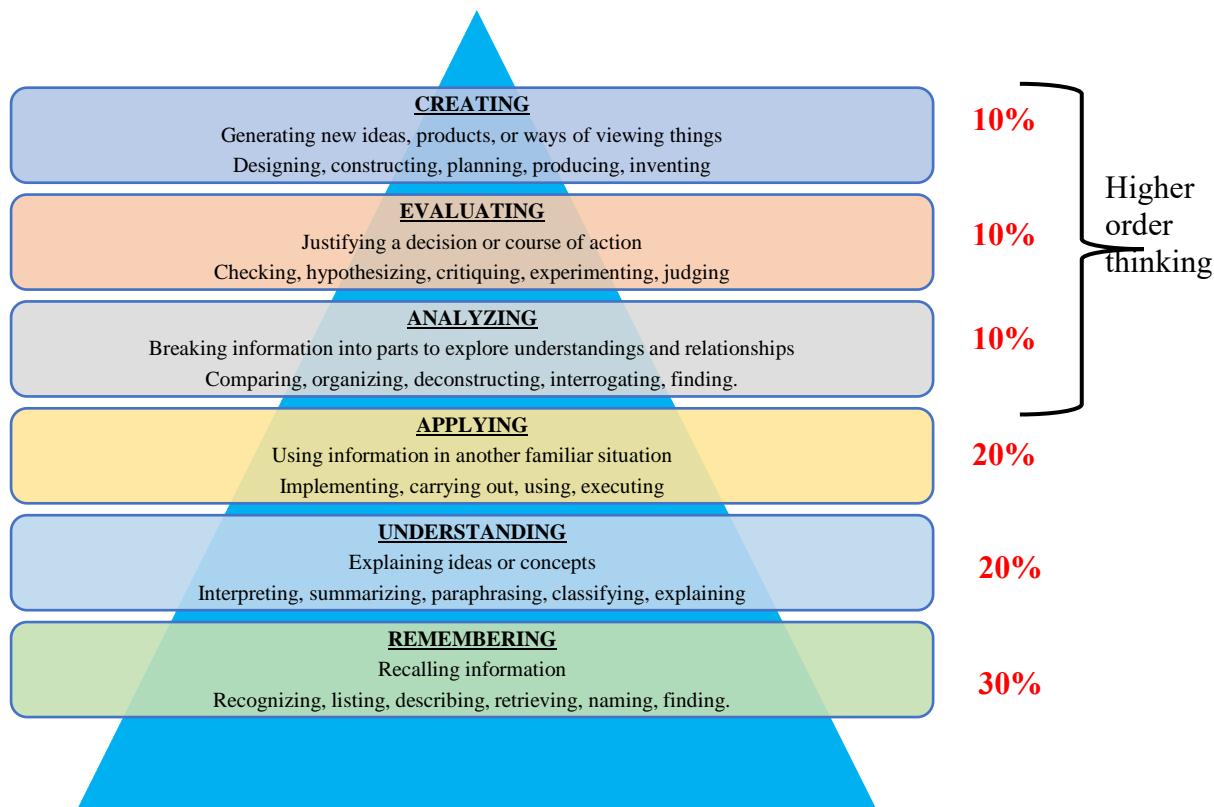
PROCESS	CATEGORIES	COGNITIVE PROCESSES AND EXAMPLES
1.	REMEMBER	— Retrieve relevant knowledge from long-term memory
1.1	RECOGNIZING	(e.g., Recognize the dates of important events in U.S. history)
1.2	RECALLING	(e.g., Recall the dates of important events in U.S. history)
2.	UNDERSTAND	— Construct meaning from instructional messages, including oral, written, and graphic communication
2.1	INTERPRETING	(e.g., Paraphrase important speeches and documents)
2.2	EXEMPLIFYING	(e.g., Give examples of various artistic painting styles)
2.3	CLASSIFYING	(e.g., Classify observed or described cases of mental disorders)
2.4	SUMMARIZING	(e.g., Write a short summary of the events portrayed on videotapes)
2.5	INFERRING	(e.g., In learning a foreign language, infer grammatical principles from examples)
2.6	COMPARING	(e.g., Compare historical events to contemporary situations)
2.7	EXPLAINING	(e.g., Explain the causes of important eighteenth-century events in France)
3.	APPLY	— Carry out or use a procedure in a given situation
3.1	EXECUTING	(e.g., Divide one whole number by another whole number, both with multiple digits)
3.2	IMPLEMENTING	(e.g., Determine in which situations Newton's second law is appropriate)

PROCESS	CATEGORIES	COGNITIVE PROCESSES AND EXAMPLES
4.	ANALYZE	— Break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose
4.1	DIFFERENTIATING	(e.g., Distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2	ORGANIZING	(e.g., Structure evidence in a historical description into evidence for an against a particular historical explanation)
4.3	ATTRIBUTING	(e.g., Determine the point of view of the author of an essay in terms of his or her political perspective)
5.	EVALUATE	— Make judgments based on criteria and standards
5.1	CHECKING	(e.g., Determine whether a scientist's conclusions follow from observed data)
5.2	CRITIQUING	(e.g., Judge which of two methods is the best way to solve a given problem)
6.	CREATE	— Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure
6.1	GENERATING	(e.g., Generate hypotheses to account for an observed phenomenon)
6.2	PLANNING	(e.g., Plan a research paper on a given historical topic)
6.3	PRODUCING	(e.g., Build habitats for certain species for certain purposes)

2.2. Suggested Percentage Allocation across the six categories

In order to harmonise the assessment practices, the National Examinations and School Inspection Authority (NESA) recommends examination setters to use the following proportions in each examination /test:

Figure 1. Percentage Allocation across the six categories



2.3. Revised Bloom's Taxonomy Action Verbs / Command words

Action verbs/command words are the words used in examination questions/tests that tell learners what the examiner wants them to do. These command words/verbs give learners guidance on how they should answer the questions.

Below is a list of command words along with the approach that should be taken when answering exam questions that use these words. Having a good understanding of how to answer questions based on the command words will certainly help in avoiding falling into the trap of not answering the questions.

Table 2. List of command words related to the Revised Bloom's Taxonomy

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analysing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	<ul style="list-style-type: none"> - Choose - Define - Find - How - Label - List - Match - Name - Omit - Recall - Relate - Select - Show - Spell - Tell - What - When - Where - Which - Who - Why 	<ul style="list-style-type: none"> - Classify - Compare - Contrast - Demonstrate - Discuss - Explain - Extend - Illustrate - Infer - Interpret - Outline - Relate - Rephrase - Show - Summarize - Translate 	<ul style="list-style-type: none"> - Apply - Build - Choose - Construct - Develop - Experiment with - Identify - Interview - Make use of - Model - Organize - Plan - Select - Solve - Utilize 	<ul style="list-style-type: none"> - Analyse - Assume - Categorize - Classify - Compare - Conclusion - Contrast - Discover - Dissect - Distinguish - Divide - Examine - Function - Inference - Inspect - List - Motive - Relationships - Simplify - Survey - Take part in - Test for - Theme 	<ul style="list-style-type: none"> - Agree - Appraise - Assess - Award - Choose - Compare - Conclude - Criteria - Criticize - Decide - Deduct - Defend - Determine - Disprove - Estimate - Estimate - Evaluate - Explain - Importance - Influence - Interpret - Judge - Justify - Mark - Measure - Opinion - Perceive - Prioritize - Prove - Rate - Recommended - Rule on - Select - Support - Value 	<ul style="list-style-type: none"> - Adapt - Build - Change - Choose - Combine - Compile - Compose - Construct - Create - Delete - Design - Develop - Elaborate - Estimate - Formulate - Happen - Imagine - Improve - Invent - Make up - Maximize - Minimize - Modify - Original - Originate - Plan - Predict - Propose - Solution - Solve - Suppose - Test - Theory

3. Table of Specifications

A table of specifications (ToS) is simply a **test plan**. It can be used to *help teachers frame the decision-making process of test construction and improve the validity of teachers' evaluations based on tests constructed for classroom use*. The table of specification is often useful to organize the planning process of designing a test which allows the teacher to determine the content of the test. Using ToS guides a teacher to alleviate content validity problem because it helps the teacher to create good balance in several subject areas.

3.1. Template for a table of specifications.

A good table of specification should clearly contain the following information: Subject, Level, Term, school year, topics to be assessed and their respective weights (number of periods in the syllabus), the cognitive domains of Bloom's Taxonomy and the number of questions/paper items per level of cognitive domain and per topic.

The assessment for all subjects in primary level will follow the specification grid in the tables that relate to the topics/Intended Learning Outcomes (ILOs) in relation to their indicated weight on time devoted to teaching every subject topic area. The indicative content shall be corresponding to the key competences testing the knowledge to recall facts, intellectual ability to understand things, applied skills in the actual world, ability to analyse things, determining valuable facts through making judgement and generating new ideas or practical creation of new things. This means that the formulation and distribution of the questions will take into consideration the levels of thinking defined in Revised Bloom's taxonomy whereby, the first level of thinking covers 30% of the questions, the following two levels take 20% each while the three higher levels of thinking take 10% each as illustrated in each table of specifications.

Below is the template for Table of Specification to be used in any assessment in Rwandan schools.

Table 3. Template for a table of specification

Topic name	Notional hours / periods	Categories of the Cognitive Domains						Total Number of exam/paper items	
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		Actual	Adjusted						
1.									
2.									
3.									
4.									
TOTAL		30%	20%	20%	10%	10%	10%		
Percentage of items distribution per level of the cognitive domain									

3.2. Constructing the Table of Specifications

While constructing the Table of Specifications, the following steps should be respected:

1. Determine the desired number of test items.
2. List all Topics with the corresponding allocation of time (periods), referring to the syllabus.
3. Determine the total number of items per Topics by using the following formula:

$$\frac{\text{Time Spent / Frequency per Topic}}{\text{Total number of frequency in the grading period}} \times \text{total number of items}$$
4. Round off the value to become the whole numbers.
5. Adjust or balance by either adding or subtracting (any of the topics totals) so that the sum will amount to the desired number of test items.
6. Scatter the items per topic per level of cognitive domain and determine the number of items per complexity/level of cognitive domain. As it was discussed in the section 3.2, the suggested percentage allocation across the six categories of cognitive domain should be respected (30% - 20% -20% -10% -10% -10% = 100%).
7. Based on your experience/analysis start allocating the items with respect to the total number of items per level of cognitive domain and the total number of items per topic beginning with the lower-order thinking level of the cognitive domain upward to higher-order thinking level of the cognitive domain.

To review the topics, you must reflect on previous experiences, and imagine the teaching- learning processes that can go with the topics. You may use teaching guides and other similar materials.

3.3. Benefits of the Table of Specifications

The following are the benefits for using the Table of Specifications:

- 1.** Test items are proportionally distributed to all topics in the grading period (number of times spent on the topics is proportional to the number of items from the topics which means that the more time the teacher spends on the topics; the more test items should be constructed from the topics).
 - a.** This ensures that the teacher has to cover all topics listed/budgeted in the grading period.
 - b.** There is therefore sense of urgency.
 - c.** Remediation becomes spontaneous.
 - d.** Assures high “Time on task” rate.
- 2.** Items are significantly scattered along Bloom’s Taxonomy (complexity)/cognitive domain with respect to a desired percentage which may adhere to the psychology of learning and evaluation.
 - a.** Assures that all levels of complexity (Remembering-Creating) are given emphasis.
 - b.** Assures varied learning activities inside the classrooms.
 - c.** Ensures that Higher-order Thinking skills are developed across all levels.
- 3.** It is easier to construct a test/exam question because the ToS serves as a blueprint. In fact, the teacher, (provided he/she has mastery of her/his lesson and with the aid of the ToS), he/she can construct test questions without using any textbooks and there is assurance that test questions are constructed in her/his own words and therefore the test items relate better to the pupils/ students.

4. Assessment Standards for Lower Primary Subjects

4.1. English

4.1.1. Broad competences

The examination will assess the extent to which learners are able to:

- communicate information, ideas and feelings appropriately and effectively in a range of different social settings and cultural context.
- listen attentively and read fluently both for information and for pleasure.
- demonstrate an adequate command of vocabulary and language pattern in simple texts to enable them to learn and communicate in English in different situations.
- listen to and understand English as it is spoken round them in authentic situations.

4.1.2. Key competences

Key competences for P1

The examination will specifically test the learners' ability to:

- use language learnt in the context of the classroom;
- use language learnt in the context of objects in the classroom;
- use language learnt in the context of people at home and school;
- use language learnt in the context of clothes and body parts;
- use language learnt in the context of likes and dislikes;
- use language learnt in the context of classroom objects and personal belongings;
- use language learnt in the context of home;

Key competences for P2

The examination will specifically test the learners' ability to:

- use language learnt in the context of greetings, introductions and talking about school;
- use language learnt in the context of sports;
- use language learnt in the context of time;
- use language learnt in the context of food;
- use language learnt in the context of stories and processes;
- use language learnt in the context of family members and household activities;
- use language learnt in the context of weather;

Key competences for P3

The examination will specifically test the learners' ability to:

- use language learnt in the context of places in the community;
- use language learnt in the context of people and jobs in the community;
- use language learnt in the context of time;

- use language learnt in the context of events in the past and future;
- use language learnt in the context of domestic animals;
- use language learnt in the context of the body and health;
- use language learnt in the context of clothes;

4.1.3. Paper Specifications and Marks Allocation:

Paper specifications and marks allocation for P1

The assessment of English **P1** will contain **10** questions that a candidate shall sit for, in **one** hour and it will weigh **40 marks** in total. It will be made of two **(2)** sections **A** and **B**.

Section A: This section will contain six **(6)** questions on vocabulary with various marks. A candidate will compulsorily answer all the questions of this section on a total of **30 marks**.

Section B: This section will contain four **(4) questions** on Grammar with various marks. A candidate will compulsorily answer all the questions on a total of **10 marks**.

Paper Specifications and Marks Allocation for P2

This examination will have **10 questions** that a candidate shall sit for, in one **(1)** hour. The examination will be made of two **(2)** sections **A** and **B**, and weigh **40 marks** in total.

Section A: This section will contain five **(5)** questions on Vocabulary with various marks. The whole section will be on **25** marks. It will contain questions like the following:

- Completing the sentences using words
- Writing in words or in figures
- Reading and matching relating elements
- Giving opposites of words
- Naming objects or items
- Filling in the blank spaces with words
- Rearranging the letters and words

Section B: This section will contain **five (5) questions** on grammar with various marks. A candidate will compulsorily answer all these questions on a total of **15 marks**.

Paper Specifications and Marks Allocation for P3

This examination will contain **12** questions that a candidate shall sit for, in one **(1)** hour. The examination will be made of four **(4)** sections **A, B, C, and D** and it will weigh **40 marks** in total.

Section A: Reading comprehension: This section will contain three **(3)** questions on **4** marks each. The candidate will compulsorily answer all the questions of this section on a total of **12 marks**. The three questions will consist in reading a passage and answer questions on it.

Section B: This section will contain five **(5) questions** on vocabulary with various marks. The candidate will compulsorily answer all questions of this section on a total of **15 marks**.

Section C: This section will be comprised of **three (3) questions** on Grammar with various marks. A candidate will compulsorily answer all the questions of this section on a total of **8 marks**.

Section D: This section will contain one question on composition writing. This question will be marked out of **5** marks. The learners will be given a guided composition in which they have to complete given sentences by given words and make a meaningful short text.

4.1.4. Tables of Specifications

Table 4: Table of specifications, English for P1, Term II, 2023-2024

Topics/ILOs	Periods	Categories of the cognitive domain						Total Number of Exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
		Actual	Adjusted						
1.Welcome to the classroom	28	1						1.43	1
2.Classroom objects	28				1			1.43	1
3.People at home and school	28	1						1.43	1
4.Clothes and body parts	28		1			1		1.43	2
5.Likes and dislikes	28			1			1	1.43	2
6.Classroom objects and belongings	28	1		1				1.43	2
7.Home	28		1					1.43	1
Total	196	3	2	2	1	1	1	10.01	10
Percentage of item distribution per level of the cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 5: Table of specifications, English for P2, Term II, 2023-2024

Topics/ILOs	Periods	Categories of the cognitive domain						Total Number of Exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
		Actual	Adjusted						
1.Greetings, introductions and talking about school	28	1						1.43	1
2.Sports	28			1				1.43	1
3.Telling the time	28						1	1.43	1
4.Food staffs	28	1			1			1.43	2
5.Stories and descriptions	28		1			1		1.43	2
6.Family members and household activities	28	1	1					1.43	2
7.Weather	28			1				1.43	1
Total	196	3	2	2	1	1	1	10.01	10
Percentage of item distribution per level of the cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 6: Table of specifications, English for P3, Term II, 2023-2024

Topics/ILOs	Periods	Categories of the cognitive domain						Total Number of Exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
		Actual	Adjusted						
1.Places in the community	28	1						1.70	1
2.People and jobs in the community	28	1	1					1.70	2
3.Time	28	1		1				1.70	2
4.Events in the past and future	28				1	1		1.70	2
5.Domestic animals	28			1			1	1.70	2
6.The body and health	28		1		1			1.70	2
7.Clothes	28	1						1.70	1
Total	196	4	2	2	2	1	1	11.90	12
Percentage of item distribution per level of the cognitive domain		30%	20%	20%	10%	10%	10%	100%	

4.2. Français

4.2.1. Objectifs Généraux :

A la fin de ce programme, l'apprenant du premier cycle de l'enseignement primaire devrait avoir acquis des savoirs, des savoir-faire, des attitudes et valeurs lui permettant de :

- Utiliser correctement les formules de salutations et les formules de politesse;
- Se présenter et présenter les autres ;
- Nommer les personnes et les objets qu'il trouve à la maison, sur le chemin de l'école et à l'école ;
- Déterminer le nombre de personnes et d'objets de son environnement ;
- Situer des personnes et des objets dans l'espace et dans le temps ;
- S'orienter et orienter les autres dans l'espace ;
- Décrire le temps qu'il fait ;
- Décrire l'état des choses qui l'entourent ;
- Identifier les parties et les fonctions du corps humain ;
- Parler de son état physique et de ses sensations ;
- Exprimer ses sentiments.
- Poser des questions simples portant sur les personnes, les êtres et les choses, le lieu, le temps, le nombre et sur la manière d'être et se comporter ;
- Répondre à des questions simples portant sur les personnes, les êtres et les choses, le lieu, le temps, le nombre et sur la manière d'être et se comporter ;
- Observer et interpréter les images illustrant des situations de communication variées
- Lire des phrases simples en respectant la prononciation des sons, la ponctuation, l'intonation et les liaisons ;
- Écrire des phrases simples en respectant les signes orthographiques courants ;
- Utiliser dans des phrases simples les verbes « être, avoir » et les verbes du premier groupe conjugués au présent, à l'imparfait et au futur simple ;
- Produire des phrases simples à l'oral et à l'écrit en respectant l'accord des mots en genre et en nombre ainsi que l'accord du verbe avec son sujet.

4.2.2. Compétences clés

Les compétences à acquérir en première année primaire

A la fin du deuxième trimestre, l'apprenant sera capable de :

- Écouter attentivement et saisir la signification de courts messages relatifs aux premiers contacts et relever les vocabulaires y relatifs ;
- Saluer les personnes de son entourage et répondre à leurs salutations ;
- Se présenter oralement et présenter les autres en utilisant des structures appropriées ;

- Échanger des informations sur différentes situations en rapport avec la famille, la situation sur le chemin de l'école et à l'école.

Les compétences à acquérir en deuxième année primaire

A la fin du deuxième trimestre, l'apprenant sera capable de :

- Ecouter attentivement et saisir la signification des textes courts tirés des contextes variés et familiers relatifs à l'indication du lieu et du temps, l'orientation de soi et des autres et l'expression du temps ;
- Echanger des informations dans de courtes conversations sur des situations familières en rapport avec la situation dans l'espace et dans le temps, l'orientation de soi et des autres et l'indication du temps qu'il est et celle du temps qu'il fait ;
- Faire la lecture expressive des textes tirés des contextes variés de la vie courante en respectant la prononciation des sons et en saisir la signification;
- Rédiger de petits textes sur des contextes variés de la vie courante en utilisant de courtes phrases.

Les compétences à acquérir en troisième année primaire

A la fin du deuxième trimestre, l'apprenant sera capable de :

- Ecouter attentivement des textes courts tirés des contextes variés et familiers relatifs au corps humain, à l'état physique, aux sensations et aux sentiments et en saisir la signification ;
- Echanger des informations dans de courtes conversations sur des situations familières en rapport avec les parties du corps humain et leurs fonctions, à l'état physique et aux sensations, à la joie et à la tristesse ;
- Faire la lecture expressive des textes tirés des contextes variés de la vie courante en respectant la prononciation des sons et en saisir la signification;
- Rédiger de courts textes sur des contextes variés de la vie courante en utilisant de courtes phrases.

4.2.3. Spécification de l'épreuve et Répartition des Points

Information et instructions :

Cette année scolaire 2023-2024, l'évaluation du cours de français au premier cycle de l'enseignement primaire portera uniquement sur le programme de la première et la deuxième année, car la réintégration du français dans ce cycle n'a été mise en œuvre que dans l'année scolaire 2022-2023.

L'épreuve de français sera subdivisée en deux parties. Elle se fera en une heure et sera corrigée sur trente (**30**) **points**. Elle comptera dix (**10**) questions réparties comme suit:

Première Partie : La première partie sera cotée sur **25 points** et subdivisée en 2 sections, **A et B**.

Section A : La section **A** sera composée de **trois** questions obligatoires évaluant la compréhension d'un texte proposé. Ces questions seront obligatoires et cotées sur dix **(10)** points, les points par question pouvant varier entre **1** et **4**. Les questions de cette section évalueront chez l'apprenant le degré d'acquisition du vocabulaire tiré d'un texte proposé et sa capacité de comprendre ce texte.

Section B : La section **B** sera composée de six **(6)** questions évaluant les connaissances acquises en français langue étrangère (FLE). Les questions porteront sur les points de grammaire et de phonétique, dont : le nom et sa nature ; les déterminants du nom ; la conjugaison au présent de l'indicatif des verbes du premier groupe et des verbes de mouvement ainsi que les sons voyelles et les sons consones de l'alphabet français. La cotation se fera sur quinze **(15)** points, les points par question pouvant varier entre **1** et **3**.

Deuxième Partie : La deuxième partie comprendra des questions d'expression orale et /ou écrite et sera cotée sur **5** points. L'épreuve variera suivant le niveau de l'apprenant. A la fin de la première année, le/la candidat/e aura à compléter oralement un court texte lacunaire au moyen des mots proposés. A la fin de la deuxième et de la troisième année, le/la candidat/e aura à compléter par écrit un court texte lacunaire au moyen des mots proposés.

4.2.4. Tableaux de Spécifications

Table 7: Tableau de spécifications, Français, pour la première année primaire, deuxième Trimestre, 2023-2024.

Unités	Périodes	Catégories du Domaine Cognitif						Nombre total des questions	
		Se souvenir	Comprendre	Appliquer	Analyser	Evaluer	Créer		
								Réel	Ajusté
1. Le lexique relatif aux salutations	10	1		1				1.61	2
2. Le questionnement par intonation	10	1						1.61	1
3. Les sons de l'alphabet français	8		1					1.29	1
4. Le verbe < être>	7			1	1			1.13	2
5. Les pronoms personnels	9	1						1.45	1
6. Les voyelles orales et voyelles nasales	8		1					1.29	1
7. Le lexique relatif aux personnes,aux animaux domestiques et aux objets qui se trouvent à la maison	10					1	1	1.61	2
TOTAL	62	3	2	2	1	1	1	10.00	10
Pourcentage des questions distribuées par Catégorie du Domaine Cognitif		30%	20%	20%	10%	10%	10%	100%	

Table 8: Tableau de spécifications, Français, pour la deuxième année primaire, deuxième Trimestre, 2023-2024.

Unités	Périodes	Catégories du Domaine Cognitif						Nombre total des questions	
		Se souvenir	Comprendre	Appliquer	Analyser	Evaluer	Créer	Réel	Ajusté
1. Le lexique relatif à la situation dans l'espace	6			1				1.20	1
2 . Se présenter	5	1						1.00	1
3 . Le lexique relatif à la situation dans le temps	5		1					1.00	1
4 . Les déterminants numériques cardinaux et ordinaux	5	1						1.00	1
5. Les verbes de temps au présent, à l'imparfait, au futur simple	5			1				1.00	1
6. Les adverbes de temps exprimant le présent, le passé et le futur	5						1	1.00	1
7 .Présentation de soi	5		1					1.00	1
8.Le lexique relatif à l'orientation de soi: les prépositions, les adverbes et les verbes.	7				1			1.40	1
9. Les déterminants et les pronoms démonstratifs	7	1				1		1.40	2
TOTAL	50	3	2	2	1	1	1	10.00	10
Pourcentage des questions distribuées par Catégorie du Domaine Cognitif		30%	20%	20%	10%	10%	10%		

Table 9: Tableau de spécifications, Français, pour la troisième année primaire, deuxième Trimestre, 2023-2024.

Unités	Périodes	Catégories du Domaine Cognitif						Nombre total des questions	
		Se souvenir	Comprendre	Appliquer	Analyser	Evaluer	Créer	Réel	Ajusté
1. Le lexique relatif aux parties du corps humain et leurs fonctions	6	1						1.09	1
2. Les déterminants possessifs	7		1					1.27	1
3. Les adjectifs qualificatifs	8			1				1	1.45
4. Les fonctions des autres organes du corps humain	6	1						1.09	1
5. Les verbes exprimant les fonctions des différentes parties du corps, conjugués à l'indicatif présent, imparfait et au futur simple	8			1		1		1.45	2
6. Les verbes d'état : être, paraître, sembler, devenir	7		1					1.27	1
7. Accord de l'adjectif attribut	6				1			1.09	1
8. Le lexique relatif aux sensations	7	1						1.27	1
TOTAL	55	3	2	2	1	1	1	10.00	10
Pourcentage des questions distribuées par Catégorie du Domaine Cognitif		30%	20%	20%	10%	10%	10%		

4.3. Mathematics

4.3.1. Broad competences

The examination will assess the extent to which learners are able to:

- promote problem solving in life situations;
- develop and enrich his/her aesthetic and linguistic experiences;
- promote scientific, technical and cultural knowledge, skills and positive attitudes needed to promote development, self-sufficiency and wealth;
- apply acquired mathematics knowledge and skills in future training;
- work in a systematic way to develop clear, logical, coherent and creative reasoning;
- develop imagination, initiative and flexibility of mind;
- describe, explain, interpret and analyse information;
- use acquired knowledge and skills to succeed in an era of rapid technological growth and socio-economic development;
- use ICT tools to solve mathematical problems.

4.3.2. Key competences

Key Competences for P1

The examination will specifically test the learners' ability for:

- counting, reading, writing, ordering and comparing whole numbers from 0 up to 100, decomposing numbers and using effectively and rapidly rules of counting (+, -, x, :) in numbers with 2 digits;
- solving word problems involving addition and subtraction;
- grouping real objects and describing the values of working together with others.

Key Competences for P2

The examination will specifically test the learners' ability for:

- counting, reading, writing, ordering and comparing whole numbers from 0 up to 1000, decomposing and using effectively and rapidly the rules of counting (+, -, x, :) in numbers with 3 digits;
- measuring and comparing length of various objects in m, cm and dm, converting measurements of length from m to cm and working out exercises involving addition and subtraction;
- reading, writing, drawing and shading $1/2$; $1/4$; and $1/8$ of a whole and working out exercises and related word problems from daily life;
- weighing and comparing the weights of various objects whose mass is less than or equal to 10 kg and explaining where kg is used in daily life;
- measuring and comparing the capacity of different liquid containers in liters and working out exercises and word problems involving addition and subtraction of

- the standard unit of capacity measurements;
- drawing different types of lines, showing different types of the lines on given shapes, drawing different angles and identifying where those angles are found in daily life.

Key Competences for P3

The examination will specifically test learners' ability for:

- counting, reading, writing, ordering and comparing whole numbers from 0 to 10000, and using effectively and rapidly rules of counting (+, -, x, :) in numbers with 4 digits;
- differentiating even and odd numbers;
- differentiating Rwandan Francs from 1Frw to 5000Frw, exchanging money and solving word problems involving addition and subtraction;
- using the calendar correctly and reading the time shown by a watch;
- reading, writing, and drawing correctly fractions not exceeding a whole of which the denominator is less than or equal to 10, working out exercises and word problems related to their daily life;
- measuring and comparing length using meter, showing the relationship, converting measurements of length and working out exercises and word problems involving length measurement;
- weighing and comparing the weight of various objects in Kg, working out exercises and word problems involving mass measurements;
- measuring and comparing the quantity of various liquids in l, dl, and ml, writing and reading capacity measurements (l, dl, and cl) and identifying where they are used in daily life situations;
- differentiating types of angles and lines on drawings and giving examples of where they are used in daily life.

4.3.3. Paper specifications and marks allocation

The assessment of Mathematics in Lower Primary will consist of **10** questions that a learner shall sit for, in one **(1)** hour. The assessment will be made of only one **(1)** section. It weighs **40** marks in total. A candidate will compulsorily answer all the questions in this section.

4.3.4. Tables of Specifications

Table 10: Table of specifications, Mathematics for P1, Term II, 2023-2024

Topic/ILOs	Categories of cognitive domain							Total Number of Exams/Paper items	
	Periods	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
1. Numbers from 1 up 5	48	1	1					2.40	2
2. Numbers from 1 up 9	48	1			1			2.40	2
3. Numbers from 1 up 10	16					1		0.80	1
4. Numbers from 0 up 20	24						1	1.20	1
5. Multiplication and division by 2	8			1				0.40	1
6. Numbers from 0 up 50	28		1					1.40	1
7. Whole numbers from 0 up to 100	28	1		1				1.40	2
TOTAL	200	3	2	2	1	1	1	10.00	10
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100	

Table 11: Table of specifications, Mathematics for P2, Term II, 2023-2024

Topic/ILOs	Periods	Categories of cognitive domain						Total Number of Exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
1. Whole Numbers from 0 to 200	40		1		1			2.00	2
2. Whole Numbers from 0 to 500	40		1					2.00	1
3. Whole Numbers from 0 to 1000	56	1		1				2.80	2
4. Fractions $1/2, 1/4, 1/8$	8	1						0.40	1
5. Length measurements: m, dm, and cm	16					1		0.80	1
6. Capacity measurement in "litres"	16	1						0.80	1
7. Mass measurements "kg"	16			1				0.80	1
8. Types of lines and angles	8						1	0.40	1
TOTAL	200	3	2	2	1	1	1	10.00	10
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 12: Table of specifications, Mathematics for P3, Term II, 2023-2024

Topic/ILOs	Periods	Categories of cognitive domain						Total Number of Exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
1. Whole numbers from 0 to 2000	40		1					1.67	1
2. Whole numbers from 0 to 5000	40			1				1.67	1
3. Whole numbers from 0 to 10000	40	1			1			1.67	2
4. Fractions having a numerator less than or equal to 10	16		1					0.67	1
5. Length measurements	16			1				0.67	1
6. Mass measurement from kg up to g	16						1	0.67	1
7. Capacity measurement	16							0.67	
8. Rwandan money from 1 Frw to 5000 Frw	16					1		0.67	1
9. Time measurement	24	1						1.00	1
10. Types of lines and angles	16	1						0.67	1
TOTAL	240	3	2	2	1	1	1	10.00	10
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

4.4. Science and Elementary Technology

4.4.1. Broad competences

The teaching of science and elementary technology at primary level should aim at:

- developing an interest in science as a body of knowledge and methods of thinking, inquiring and working;
- developing a concern for the world around us;
- making children aware of themselves within the world we live and the importance of science in relation to this;
- helping children to realize the importance of technology for society and the need for scientific knowledge to understand the present technological age;
 - developing positive attitudes, practical skills and basic scientific concepts.

The overall objective of learning SET at primary level is to promote basic scientific literacy. Upon completion of primary education, learners will have acquired competences (knowledge, skills and attitudes) which will enable them to:

- demonstrate an understanding of the nature of science (NOS);
- apply inquiry-based science learning strategies;
- solve problems in their daily life;
- reflect good habits of personal hygiene and their surroundings
- practice good habits to protect their own health and that of others
- reflect a positive attitude towards environmental protection and conservation;
- improve crop and animal husbandry
- demonstrate an understanding of the interrelationship between science, society and technology;
- perform SET learning through ICT and make based enquiry projects in the daily life.

4.4.2. Key competencies

Key Competencies for P1

The examination will specifically test the students' ability for:

- explain the use of tools and materials that are used at home and at school;
- make various toys, materials and teaching and learning aids;
- list and classify ICT basic tools and use a radio, telephone and television;
- identify sources and importance of water, washing light clothes and clean raw food;
- distinguish between domestic animals and wild animals that can be found in the area in which the school is built, their importance and also show an insect body part.

Key Competencies for P2

The examination will specifically test the students' ability for:

- use and keep properly tools used at home and at school;
- make toys, various materials and teaching and learning aids;
- differentiate the key parts of the computer and use properly the computer;
- recognize the presence of air and explain its characteristics, importance and differentiating the types of wind, its effects and how to prevent its dangers;
- explain the importance of soil, things that destroy soil and effects of water on soil.

Key Competencies for P3

The examination will specifically test the students' ability for:

- make various toys, materials and teaching and learning aids;
- use mobile phone in calling, sending short messages and in ICT in general;
- perform Typing turtle and Write activity, take picture, videos and record sound by using Record activity;
- prepare and store drinking water;
- identify types of soil, types of erosion and prevent soil erosion;
- differentiate types of animals based on the backbone.

4.4.3. Paper Specifications and Marks Allocation

The assessment of Science and Elementary Technology for **P1**, **P2** and **P3** will consist **(10)** questions that a candidate shall sit for one **(1)** hour. Candidates will be required to answer **all questions**, which will weigh **20 marks**, where each question various from **1** to **3** marks.

The questions will be set to give candidates the opportunity to be assessed on the overall learner's level of knowledge, understanding and comprehension of the syllabus topics and objectives. All questions will be **compulsory** and will require clear and brief answers.

4.4.4. Tables of Specifications

Table 13: Table of specifications, SET for P1, Term II, 2023-2024

Topic/ILOs	periods	Categories of the cognitive domain						Total Number of Exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
								Actual	Adjusted
1.Materials and tools used at home and at school	12	1	1					2.6	2
2.Toys, various materials and teaching and learning Aids	10			1		1		2.2	2
3.Basic ICT tools	12	1	1		1			2.6	3
4.Water	8	1		1				1.7	2
5.Animals	4						1	0.9	1
Total	46	3	2	2	1	1	1	10	10
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 14: Table of specifications, SET for P2, Term II, 2023-2024

Topic/ILOs	Periods	Categories of the cognitive domain						Total Number of Exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
								Actual	Adjusted
1.Tools and materials used at home and at school	6						1	1.36	1
2.Toys, various materials and teaching and learning aids	8	1				1		1.82	2
3.Computer my friend	12	1	1	1				2.73	3
4.Air and wind	8			1	1			1.82	2
5.Soil	10	1	1					2.27	2
Total	44	3	2	2	1	1	1	10.00	10
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 15: Table of specifications, SET for P3, Term II, 2023-2024

Topic/ILOs	Periods	Categories of the cognitive domain						Total Number of Exams/Paper items		
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating			
		Actual	Adjusted							
1. Toys, basic materials and Teaching Aids	6							1	1.5	1
2. Use of Telephone	8		1	1					2.0	2
3. Computer my friend	7	1	1						1.7	2
4. Drinking water	4						1		1.0	1
5. Soil	10	1			1				2.4	2
6. Animals	6	1		1					1.5	2
Total	41	3	2	2	1	1	1	10	10	
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%		

4.5. Social and Religious Studies

4.5.1. Broad competences

The examination will assess the extent to which learners are able to:

- Educate a full citizen who is liberated from all kinds of discrimination, including gender-based discrimination, exclusion and favoritism.
- Contribute to the promotion of a culture of peace and emphasize Rwandan and universal values of justice, peace, tolerance, respect for human rights, gender equality, solidarity and democracy.
- Development in the Rwandan citizen of an autonomy of thought, patriotic spirit, a sense of civic pride, love of work and global awareness
- Develop responsible behaviors in addressing social challenges such as HIV/AIDS, protection of the environment, family planning, population growth, gender equity and human and children's rights
- Eliminate all causes and obstacles, which can lead to disparity in education, be it by gender, disability, and geographical or social group.
- Demonstrate respect for the cultural identity, heritage and values of themselves and others;
- Prepare themselves as productive, responsible citizens and confident lifelong learners;
- Show good relationship with his or her fellow and have relationship with God through faith and love.
- Live a meaningful life inspired by Holy Scriptures and Biblical truth.
- Manifest positive practical values in the society based on religious truth.

4.5.2. Key competences

Key Competences for Primary One

- Understand the structure of the family;
- Adopt the culture of peace and respect for human rights in his or her home;
- Adopt good behaviors everywhere;
- Strive for the family's wellbeing;
- Understand the economy of his or her home;
- Acquire knowledge in Citizenship, Geography and History.
- Respect God as creator and respecting his creatures;
- Explain the origin of sin and its consequences
- Manifest positive values following the examples of first believers (Patriarchs) in the Bible;
- Manifest positive values following the example of life of Jesus Christ
- Pray using basing Christian prayers
- Perform activities which promote inner peace, ...).
- Memorize and cite the fundamental pillars of Islamic faith
- Recite correctly simple prayer(chapters) of the holy Qur'an;
- Memorize and cite the regulation of fiq'hi;
- Narrate and learn from the history of life of prophet Muhammad before the massage and live harmoniously with others by his example
- show love for the people and care for the environment;

Key Competences for Primary Two

- Understand the administrative structure of a village and cell;
- Adopt the culture of peace and respect of human rights in his or her home;
- Adopt good behaviors everywhere;
- Strive for the family wellbeing;
- Understand the economy of his or her village and cell;
- Acquire knowledge in Citizenship, Geography and History
- Identify things that show that God was created in the image of God and that he surpasses other creatures;
- Explain the roots of sin in human life and prevent them;
- Show how the human salvation was prepared starting from the call of Abraham;
- Show how God manifested his love to Israelite in desert towards the promised land;
- Show the role of God in the leadership of Israel
- Love God and Neighbors;
- Analyze audio visual messages aiming at building inner peace;
- To know and respect God as the Creator of the universe;
- Memorize and recite some chapters of the holy Quran;
- Read well and Memorize Arabic letters;
- Narrate the most important part if Islamic history;
- Show good behavior in his life and living well with others.

Key Competences for Primary Three

- Understand the administrative structure of a sector
- Adopt the culture of peace and respect of human rights in his or her home;
- Adopt good behaviors everywhere;
- Strive for the family wellbeing;
- Understand the economy of his or her sector;
- Acquire knowledge in Citizenship, Geography and History;
- State and explain names attributes of God which show his power;
- Memorize, explain some chapters of Quran and write Arabic letters;
- Memorize and explain Islamic regulations of worship;
- Explain briefly life of some prophets before Muhammad;
- Manifest good attitudes and values among other people and environment in general;
- Identify the mission given humans after creation as show in the Bible and participate in it;
- Avoid sins and repent as well as manifesting values at school and home;
- Trust Merciful and Savior of Humanity Jesus in his or her life;
- Strive for Holiness and persevere in hardships;
- Respect prayer and prayer using common and public prayers;
- Explain the consequences of exclusion, isolation which percent inner peace;
- Show Love, Friendship and tolerance in building inner peace.

4.5.3. Paper specifications and marks allocation

Paper specifications and marks allocation for P1.

The assessment of social and religious studies examinations for **primary one (P1)** will consist of **(10)** ten questions that learners will sit for, in **one (1)** hour.

All the questions will be **compulsory** and each question will carry **two to five** marks. The whole paper will be marked out of **40** marks. The question paper structure guideline contains a brief description of four types of examination questions, as well as tips for using each of them as follows:

➤ Short answer questions.

Short answer questions will demand the candidates to write down answers that vary in length from one or two words to a few sentences. They are most often used to test basic knowledge of key facts and terms. Short answer questions totalling to **one (1)** question will be formulated in the exam paper that provides learners with more flexibility to explain their understanding and demonstrate their creativity.

➤ Choose questions.

Multiple choice questions are composed of questions with multiple possible answers (choices), including one correct answer and several incorrect answers. Typically, candidates will select the correct answer by circling the associated number or letter, in the associated circle on the paper and **three (3)** questions will be formulated in the

exam paper.

➤ **True/false questions**

True/false questions are only composed of a statement. Candidates respond to the questions by indicating whether the statement is true or false. True/false will have three **(3)** questions that will be formulated in the exam paper.

➤ **Filing in blank space type of questions**

Fill in the blank space with the correct form of the word, thus three **(3)** questions will be formulated from this type of filling in questions in exam paper. The filing in blank type of question will require learners to fill in the blank space with the correct answer.

Paper specifications and marks allocation for P2.

The assessment of social and religious studies examinations for **primary two (P2)** will consist of ten **(10)** questions that learners will sit for, in **one (1)** hour.

All the questions will be **compulsory** and each question will carry **two to five marks**.

The whole paper will be marked out of **40 marks**. The question paper structure guideline contains a brief description of four types of examination questions, as well as tips for using each of them as follows:

➤ **Short answer questions.**

Short answer questions will demand the candidates to write down answer that varies in length from one or two words to a few sentences. They are most often used to test basic knowledge of key facts and terms. Short answer questions totalling to **two (2)** questions will be formulated in the exam paper that provides learners with more flexibility to explain their understanding and demonstrate their creativity.

➤ **Choose questions**

Multiple choice questions are composed of questions with multiple possible answers (choices), including the correct answer and several incorrect answers. Typically, candidates will select the correct answer by circling the associated number or letter, in the associated circle on the paper and three **(3)** questions will be formulated in the exam paper.

➤ **True/false questions**

True/false questions are only composed of a statement. Candidates respond to the questions by indicating whether the statement is true or false. True/false will have **three (3)** questions that will be formulated in the exam paper.

➤ **Filing in blank space type of questions**

Fill in the blank space with the correct form of the word, thus **two (2)** questions will be formulated from this type of filling in questions in exam paper. The filing in blank type of question will require candidates to fill in the blank space with the correct answer.

Paper specifications and marks allocation P3.

The assessment of social and religious studies examinations for **primary three (P3)** will consist of **(10)** ten questions that learners will sit for, in **one (1)** hour. All the questions will be **compulsory** and each question will carry **two to five marks**. The whole paper will be marked out of **40 marks**. The question paper structure guideline contains a brief description of four types of examination questions, as well as tips for using each of them as follows:

➤ Short answer questions.

Short answer questions will demand the candidates to write down answer that varies in length from one or two words to a few sentences. They are most often used to test basic knowledge of key facts and terms. Short answer questions totalling to **four (4)** questions will be formulated in the exam paper that provides learners with more flexibility to explain their understanding and demonstrate their creativity.

➤ Choose questions

Multiple choice questions are composed of questions with multiple possible answers (choices), including the correct answer and several incorrect answers. Typically, candidates will select the correct answer by circling the associated number or letter, in the associated circle on the paper and **two (2)** questions will be formulated in the exam paper.

➤ True/false questions

True/false questions are only composed of a statement. Candidates respond to the questions by indicating whether the statement is true or false. True/false will have **two (2)** questions that will be formulated in the exam paper.

➤ Filing in blank space type of questions

Fill in the blank space with the correct form of the word, thus **two (2)** questions will be formulated from this type of filling in questions in exam paper. The filing in blank type of question will require candidates to fill in the blank space with the correct answer.

4.5.4. Tables of Specifications

Table 16: Table of specifications, social and religious studies for P1, Term II, 2023-2024

Topics/ILOs	Periods	Categories of the Cognitive Domain						Total Number of Exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
		Actual	Adjusted						
1.Family structure	15	1	1				1	2.34	3
2.Citizenship	8					1		1.25	1
3.Social wellbeing	23	1		1	1			3.59	3
3.Good behaviors	8			1				1.25	1
4.Holy Scripture and Beliefs	18	1	1					2.81	2
TOTAL	64	3	2	2	1	1	1	10	10
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 17: Table of specifications, social and religious studies for P2, Term II, 2023-2024

Topics/ILOs	Periods	Categories of Cognitive Domain						Total Number of Exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
		Actual	Adjusted						
1.Family structure	4						1	0.66	1
2.Citizenship	16	1	1					2.67	2
3.Social wellbeing	24	1		1	1	1		4	4
4.Holy scriptures and beliefs	18	1	1	1				3	3
TOTAL	60	3	2	1	1	1	1	10	10
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 18: Table of specifications, social and religious studies for P3, Term III, 2022-2023

Topics /ILOs	Periods	Categories of cognitive Domain						Total Number of Exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
		Actual	Adjusted						
1.Family structure	7			1				1.01	1
2.Citizenship	18	1	1		1			2.62	3
3.Social wellbeing	12					1	1	1.74	2
4.Geography	10			1				1.45	1
5.Holy scriptures and beliefs	22	2	1					3.18	3
TOTAL	69	3	2	2	1	1	1	10	10
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

4.6. Creative arts

4.6.1. Music, Dance and Drama.

4.6.1.1. Broad competences

- Gain knowledge and understanding of Rwandan traditional musical styles.
- Perform Rwandan traditional songs/dances.
- Gain knowledge of the characteristics of traditional musical instruments and their use.
- Use some Rwandan traditional musical instruments to accompany songs.

4.6.1.2. Key competences

Key competences for P1

Examination paper for term II will assess the candidate's ability to:

- Sing songs imitating its message.
- Sing respecting rhythms.
- Accompany a song with claps.

Key competences for P2

Examination paper will assess the candidate's ability to:

- Accompany songs with claps and musical instruments.
- Sing Rwandan traditional songs accompanied by speed dance (Umudiho).

Key competences for P3

Examination paper will assess the candidate's ability to:

- Sing Rwandan traditional songs and those from other cultures respecting their rhythms.
- Accompany songs with dances and different traditional musical instruments such as drums and handle shakers.

4.6.2. Fine Arts and Crafts

4.6.2.1. Broad competences

- Create different pictures using various tools, materials and Articles from the surroundings and express certain ideas.
- Make different crafts using various materials, tools and Articles expressing certain ideas and also serve different utilitarian and visual purposes.
- To express certain intellectual abilities such as decision making, free expression, creativity in making works of Arts and Crafts.

4.6.2.2. Key competences

Key competences for P1

Examination paper will assess the learners' ability to:

- Appreciate the value of the natural surroundings and be motivated to make various Art works and Crafts
- Apply the basic elements of Arts and Crafts i.e. shape, size, line and colour in making works of Arts and Crafts.
- Manipulate different materials, tools and Articles to make different Artworks with simple messages and utilitarian purposes.

Key competences for P2

Examination paper will assess the learners' ability to:

- Appreciate the natural surroundings and be motivated to make various Arts and crafts works by exploiting the environment in acquiring materials, tools and Articles
- Apply the elements of Arts and crafts e.g. texture, shape, tone and colour in making works of Arts and crafts.
- Explore different materials, tools and Articles to make different works of Arts to convey certain messages and give certain utilitarian functions.

Key competences for P3

Examination paper will assess the learners' ability to:

- Appreciate the contribution of the natural environment in providing opportunity for getting materials, tools and Articles for making of various Arts works and Crafts.
- Apply elements of Arts and Crafts i.e. texture/pattern, shape, tone and colour in making works of Arts and Crafts.
- Use different materials, tools and Articles to create different works of Arts to convey certain messages and give certain utilitarian functions.

4.6.3. Paper specifications and marks allocation

There will be **one (1) paper of one (1) hour** of Creative Arts for lower primary learners. The examination paper will be composed of two (2) parts:

Part one will be for Music, Dance and Drama;

Part two will be for Fine Arts and Crafts.

The paper will be composed of **sixteen (16) questions** allocated into the two parts making **8 questions** for each. It will be marked out of **30 marks** which will be converted into **20 marks** to put on school report.

Each part will be divided into two sections **A and B**.

Section A will be composed of **ten (10) compulsory questions, five questions** for each part. Those questions will reflect the lower level of thinking as it is defined in Bloom's taxonomy. The section will be marked out of **15 marks**.

Section B will consist of **six (6) compulsory questions** allocated into the two parts. (three questions for each) The six questions will reflect the high order of thinking as defined by Bloom's taxonomy. They will be marked out of **15 marks**.

4.6.4. Tables of specifications,

Table 19: Table of specifications, Music, Dance and Drama for P1, Term II, 2023-2024

Topic/ILOs	Periods	Categories of cognitive domain						Total number of exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
		Actual	Adjusted						
1. Singing short songs	12	2	2	1	1			4	4
2. Singing short songs respecting their rhythm	12			1	1	1	1	4	4
Total	24	2	2	1	1	1	1	8	8
Percentage of items distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 20: Table of specifications, Music, Dance and Drama for P2, Term II, 2023-2024

Topic/ILOs	Periods	Categories of cognitive domain						Total number of exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
		Actual	Adjusted						
1. Sing Rwanda songs respecting their rhythms.	12	1	1		1		1	4	4
Singing songs accompanied by echoing instruments.	12	1	1	1		1		4	4
Total	24	2	2	1	1	1	1	8	8
Percentage of items distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 21: Table of specifications, Music, Dance and Drama for P3, Term II, 2023-2024

Topic/ILOs	Periods	Categories of cognitive domain						Total number of exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
		Actual	Adjusted						
Singings songs of different cultures.	12	2	2	1	1	1	1	4	4
2. Accompanying Rwandan songs with drum and handle shakers.	12			1	1	1	1	4	4
Total	24	2	2	1	1	1	1	8	8
Percentage of items distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 22: Table of specifications, Fine arts and Crafts for P1, Term II, 2023-2024

Topic/ILO	Periods	Categories of cognitive domain						Total number of exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
		Actual	Adjusted						
1. Drawing still life and nature	14	1		1	1	1		4	4
2. Print-making using different tools from the surroundings	5		1					1.42857	1
3. Building clay figures	4						1	1.14286	1
4. Knitting using materials and tools from the surroundings	5	1	1					1.42857	2
Total	28	2	2	1	1	1	1	7.97	8
Percentage of items distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 23: Table of specifications, Fine arts and Crafts for P2, Term II, 2023-20234

Topic/ILO	Periods	Categories of cognitive domain						Total number of exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
		Actual	Adjusted						
1. Drawing still life and nature	14	1	1	1		1		4	4
2. Print-making using different tools from the surroundings	5		1					1.4286	1
3. Building clay figures	4	1						1.1429	1
4. Knitting using materials and tools from the surroundings	5				1		1	1.4286	2
Total	28	2	2	1	1	1	1	7.97	8
Percentage of items distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 24: Table of specifications, Fine arts and Crafts for P3, Term II,2023-2024

Topic/ILOs	Periods	Categories of cognitive domain						Total number of exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
		Actual	Adjusted						
1. Drawing and painting still life and nature	14	1		1	1		1	4	4
2. Print-making using various tools.	5		1			1		1.4285714	2
3. Building figures.	4	1						1.1428571	1
4. Knitting using different materials and tools from the surroundings	5		1					1.4285714	1
Total	28	2	2	1	1	1	1	8	8
Percentage of items distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

5. Assessment Standards for Upper Primary Subjects

5.1. English

5.1.1. Broad competences

The examination will assess the extent to which learners are able to:

- Communicate information, ideas and feelings appropriately and effectively in a range of different social settings and cultural contexts;
- Listen attentively and read fluently both for information and for pleasure;
- Demonstrate an adequate command of vocabulary and language patterns in simple texts to enable them to learn and communicate in English in different situations;
- Listen to and understand English as it is spoken around them in authentic situations.

5.1.2. Key competences

Key competences for P4

The examination will specifically test the learners' ability to:

- use language learnt in the context of our school;
- use language learnt in the context of my friend and myself;
- use language learnt in the context of our district;
- use language learnt in the context of weather;
- use language learnt in the context of jobs and roles in home in the community;
- use language learnt in the context of wild animals;
- use language learnt in the context of rights, responsibilities and needs.

Key competences for P5:

The examination will specifically test the learners' ability to:

- use language learnt in the context of past and future;
- use language learnt in the context of the language of study subjects;
- use language learnt in the context of reading;
- use language learnt in the context of environment;
- use language learnt in the context of measurements;
- use language learnt in the context of transport;
- use language learnt in the context of hygiene and health.

Key competences for P6

The examination will specifically test the learners' ability to:

- use language learnt in the context of leisure and sports;
- use language learnt in the context of making future plans;

- use language learnt in the context of weather;
- use language learnt in the context of behavior, rules and laws;
- use language learnt in the context of family relationships;
- use language learnt in the context of books, composition writing and examinations;
- use language learnt in the context of animals.

5.1.3. Paper specifications and Marks Allocation

Paper specifications and Marks Allocation P4

The paper consists of twelve **(12)** questions that a candidate will sit for in two **(2)** hours. The assessment will be made of four **(4)** sections **A, B, C, and D** and weighs **50** marks in total.

Section A: Reading comprehension

This section will be composed of one **(1)** question, set on **10** marks. This will be compulsory. This question will consist in reading a short passage and answer questions relating to it.

Section B: Vocabulary

This section will contain five **(5)** questions with various marks.

Questions like the following types will be asked:

- Match the words with their meaning
- Complete with the correct words
- Arrange the words in alphabetical order
- Give the opposite of the words
- ...

The learner will answer the questions of this section on a total of **15 marks**.

Section C: Grammar.

This section will contain five **(5)** questions on various marks. The learner will answer the questions of this section on a total of **15** marks.

Questions will be asked on different elements regarding language structures. True or False questions on elements of grammar, questions on completing sentences with given structures, restructuring sentences and other different forms of questions on grammar can be asked.

A candidate will answer the questions of this section on a total of **15** marks.

Section D: Composition

This section will be composed of one **(1)** question, set on **10** marks. This will be compulsory. It will be a simple composition that can be a guided one and which is at the level of the learner.

Paper specifications and marks allocation for P5

The assessment paper consists of twelve **(12)** questions that a candidate will sit for in two **(2)** hours. The assessment will be made of four **(4)** sections **A, B, C, and D** and weighs **50** marks in total.

Section A: Comprehension:

This section will be composed of one **(1)** question, set on **(10)** marks and which will be compulsory. It will consist in reading a short passage and answer questions relating to it.

Section B: Vocabulary

This section will contain five **(5)** questions with various marks. A candidate will answer the questions of this section on a total of **15** marks. Those questions can be of the following types:

- Match the words with their meaning
- Complete with the correct words from the list
- Arrange the words in alphabetical order
- Choose the correct answer.
- ...

Section C: Language structures

This section will contain five **(5)** questions with various marks. A candidate will answer the questions of this section on a total of **15** marks. Those questions will consist of different types of language structures which are at the level of the learner.

Section D: Composition

This last section will be composed of one **(1)** question, set on **10 marks**. It will consist in writing any short type of the texts which was taught at this level. It can be a friendly letter, a short story, a guided composition, ...

Paper specifications and marks allocation for P6

The assessment paper consists of fifteen **(15)** questions that a candidate will sit for in two **(2)** hours. The assessment will be made of four **(4)** sections **A, B, C, and D** and weighs **100** marks in total.

Section A: Comprehension:

This section will be composed of two **(2)** questions, one question set on **5** marks, another one set on **20 marks** which make the total of **25** marks. Those 2 questions will be asked on a passage to be read and analysed by the learner. One question will consist on true/false or a multiple-choice question. The other question with sub-questions will be answered in full sentences.

Section B: Vocabulary

This section will contain six **(6)** questions on Vocabulary. A candidate will compulsorily answer the questions of this section on a total of **30 marks**. Those questions can consist of the following:

- Match the words with their meaning
- Complete with the correct words from the list
- Choose the correct vocabulary from the given list
- Choose the word which is well spelt
- ...

Section C: Language structures

This section will contain six **(6)** questions with various marks. Those questions will consist of different types of language structures. Different elements of Grammar are to be asked in this section. The learner will compulsorily answer the questions of this section on a total of **30** marks.

Section D: Composition

This last section will be composed of one **(1)** question on composition, set on **15** marks. It will be compulsory. It will consist in choosing one topic from different alternatives and do it according to given instructions.

5.1.4. Tables of Specifications

Table 25: Table of specifications, English for P4, Term II, 2023-2024

Topics/ILOs	Periods	Categories of the cognitive domain						Total Number of Exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
1.Our school	28			1				1.71	1
2.My friends and I	28	1			1			1.71	2
3.Our district	28	1	1					1.71	2
4.Weather	28	1				1		1.71	2
5.Jobs and roles in home and community	28		1				1	1.71	2
6.Wild animals	28	1		1				1.71	2
7.Rights, responsibilities and needs	28				1			1.71	1
TOTAL	196	4	2	2	2	1	1	11.97	12
Percentage of item distribution per cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 26: Table of specifications, English for P5, Term II, 2023-2024

Topics/ ILOs	Periods	Categories of the cognitive domain						Total Number of Exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
		Actual	Adjusted						
1.Past and future events	28	1						1.71	1
2.The language of study subjects	28		1	1				1.71	2
3.Reading	28	1			1			1.71	2
4.The environment	28	1					1	1.71	2
5.Measurement	28			1		1		1.71	2
6.Transport	28	1			1			1.71	2
7.Hygiene and health	28		1					1.71	1
TOTAL	196	4	2	2	2	1	1	11.97	12
Percentage of item distribution per cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 27: Table of specifications, English for P6, Term II, 2023-2024

Topics/ILOs	Periods	Categories of the cognitive domain						Total Number of Exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
1. Leisure and sport	28	1		1				2.14	2
2. Making future plans	28	1		1				2.14	2
3. Weather	28		1		1		1	2.14	3
4. Behaviour, rules and laws	28	1				1		2.14	2
5. Family relationships	28		1	1				2.14	2
6. Reading books, writing composition and examinations	28	1	1					2.14	2
7. Animals	28				1	1		2.14	2
TOTAL	196	4	3	3	2	2	1	14.98	15
Percentage of item distribution per cognitive domain		30%	20%	20%	10%	10%	10%	100%	

5.2. Français

5.2.1. Objectifs Généraux :

A la fin du second cycle de l'enseignement primaire, l'apprenant sera capable de :

- Identifier les membres de la famille et expliquer les relations familiales ;
- Utiliser les noms de pays et les adjectifs de nationalité dans les différentes situations de communication variées ;
- Utiliser les noms désignant les professions dans des situations de communications variées ;
- Présenter ses différentes activités quotidiennes dans leur ordre chronologique ;
- Décrire son état de santé ou l'état de santé de quelqu'un d'autre ;
- Utiliser les mots et les expressions relatifs aux achats et ventes dans des contextes variés ;
- Exprimer ses goûts et ses préférences ;
- Exprimer son appréciation et donner des conseils sur une situation donnée ;
- Exprimer ses droits et ses devoirs ;
- Présenter les avantages et les inconvénients du téléphone ;
- Utiliser les articles, les déterminants possessifs et numéraux, les verbes à l'impératif présent, au conditionnel et au subjonctif présents, au passé composé, les prépositions et les adverbes dans différentes situations de communication ;
- Utiliser les différentes structures acquises dans un court texte descriptif ou narratif ;
- Produire et dramatiser un dialogue.

5.2.2. Compétences clés

Les compétences à acquérir en quatrième année

A la fin de la quatrième année primaire, l'apprenant sera capable de :

- Écouter attentivement et saisir la signification des textes courts tirés des contextes variés et familiers relatifs à la famille, aux liens de parenté, aux professions et aux nationalités ;
- S'exprimer oralement sur des sujets familiers et dans des situations variées en réemployant des mots, des expressions et des structures grammaticales acquis ;

- Lire des textes courts tirés des contextes variés et familiers et en saisir la signification ;
- Échanger des informations dans de courtes conversations sur des sujets familiers ;
- Rédiger des textes plus ou moins courts sur des sujets variés de la vie courante en réutilisant des mots, des expressions et des structures grammaticales acquis.

Les compétences à acquérir en cinquième année

A la fin de la cinquième année primaire, l'apprenant sera capable de :

- Ecouter attentivement et saisir la signification des textes courts tirés des contextes variés et familiers relatifs aux goûts et préférences, aux achats et ventes et à l'état de santé.
- S'exprimer oralement sur des sujets familiers et dans des situations variées en réemployant des mots, des expressions et des structures grammaticales acquis.
- Exprimer ses goûts et ses préférences et décrire son état de santé.
- Faire la lecture expressive de textes courts tirés des contextes variés et familiers et en saisir la signification.
- Echanger des informations dans de courtes conversations sur des sujets familiers.
- Rédiger de petits textes descriptifs sur des contextes variés de la vie courante en des phrases simples.

Les compétences clés à acquérir en sixième Année Primaire

A la fin de la sixième année primaire, l'apprenant sera capable de :

- Ecouter attentivement et saisir la signification des textes courts tirés des contextes variés et familiers relatifs aux activités de la journée, aux avantages et désavantages du téléphone et aux droits et devoir de l'enfant.
- S'exprimer oralement sur des sujets familiers et dans des situations variées, en réutilisant des mots, des expressions et des structures grammaticales acquis.
- Exprimer à l'oral et par écrit, son appréciation et donner des conseils sur un sujet proposé en relation avec les thèmes exploités.

5.2.3. Spécification de l'épreuve et Répartition des Points

Information et instructions :

Cette année scolaire 2023-2024, l'évaluation du cours de français au deuxième cycle de l'enseignement primaire portera uniquement sur le programme de la quatrième et de la cinquième année, car les modifications de la grille horaire du cours de français dans ce cycle n'ont été mises en œuvre que l'année scolaire 2022-2023.

L'épreuve de français sera subdivisée en deux parties. Elle se fera en deux heures et sera corrigée sur trente **(30) points**. Elle comptera dix **(10) questions** réparties comme suit :

Première Partie : La première partie sera cotée sur **30 points** et subdivisée en 2 sections, **A et B**.

Section A : La section **A** sera composée de **trois** questions obligatoires évaluant la compréhension d'un texte proposé. Ces questions seront obligatoires et cotées sur **dix (10) points**, les points par question pouvant varier entre **1** et **4**. Les questions de cette section évalueront chez l'apprenant le degré d'acquisition du vocabulaire tiré d'un texte proposé et sa capacité de comprendre ce texte.

Section B : La section **B** sera composée de six **(6)** questions évaluant les connaissances acquises en français langue étrangère (FLE). Les questions porteront sur les points de grammaire, dont : les déterminants du nom (les possessifs, les démonstratifs et les interrogatifs), les adjectifs de nationalité, la formulation des questions en utilisant les mots interrogatifs. La cotation se fera sur quinze **(15) points**, les points par question pouvant varier entre **1** et **4**.

Deuxième partie : La deuxième partie concerne l'expression écrite. Un texte guidé est proposé pour le/la candidat(e) ou il/elle va compléter avec les mots indiqués pour produire un texte compréhensible. Toute cette partie se corrigera sur le total de cinq **(5) points**.

5.2.4. Tableaux de Spécifications

Tableau 28 : Tableau de spécifications, Français pour la quatrième année primaire, deuxième Trimestre, 2023-2024.

Unités	Périodes	Catégories du Domaine Cognitif						Nombre total des questions	
		Se souvenir	Comprendre	Appliquer	Analyser	Evaluer	Créer	Réel	Ajusté
1. Le lexique relatif à la famille nucléaire	10	1						1.22	1
2. Les déterminants possessifs	14	1			1			1.71	2
3. Les sons voyelles orales	12			1				1.46	1
4. Phrase interrogative	10	1						1.22	1
5. Les déterminants démonstratifs	14		1				1	1.71	2
6. Phrase interrogative	8					1		0.98	1
7. Le lexique relatif aux nationalités	14		1	1				1.71	2
TOTAL	82	3	2	2	1	1	1	10.00	10
Pourcentage des questions distribuées par Catégorie du Domaine Cognitif		30%	20%	20%	10%	10%	10%	100%	

Tableau 29 : Tableau de spécifications, Français pour la cinquième année primaire, deuxième Trimestre, 2023-2024.

Unités	Périodes	Catégories du Domaine Cognitif						Nombre total des questions	
		Se souvenir	Comprendre	Appliquer	Analyser	Evaluer	Créer	Réel	Ajusté
1.Le lexique relatif aux goûts	10	1						1.06	1
2.Les déterminants numéraux 1 à 100000	14		1	1				1.49	2
3.Les degrés de comparaison de l'adjectif qualificatif	12			1				1.28	1
4.Les verbes réguliers (indicatif présent et imparfait)	10				1			1.06	1
5.Les sons en opposition articulatoire [o] / [ɔ] / [ɔ̃]	14	1						1.49	1
6. Les verbes pouvoir, vouloir et devoir à l'indicatif prés	10	1						1.06	1
7. Les verbes aimer, pouvoir et vouloir au conditionnel	14		1			1		1.49	2
8.Les expressions construites avec le verbe « avoir »	10						1	1.06	1
TOTAL	94	3	2	2	1	1	1	10.00	10
Pourcentage des questions distribuées par Catégorie du Domaine		30%	20%	20%	10%	10%	10%	100%	

Tableau 30 : Tableau de spécifications, Français pour la sixième année primaire, deuxième Trimestre, 2023-2024.

Unités	Périodes	Catégories du Domaine Cognitif						NOMBRE TOTAL DE QUESTIONS	
		Se souvenir	Comprendre	Appliquer	Analyser	Evaluer	Créer	Réel	Ajusté
1.Les déterminants numéraux de 1 à 1000000	12	1						1.54	1
2.Les verbes pronominaux à l'indicatif présent	12	1	1					1.54	2
3.Le lexique relatif à l'emploi du temps	10				1			1.28	1
4. Les connecteurs logiques exprimant la chronologie des actions	10					1		1.28	1
5.La formulation des questions avec les mots interrogatifs	12				1			1	1.54
6.Le lexique relatif aux droits de l'enfant	8	1						1.03	1
7.Le présent du subjonctif des verbes réguliers	14			1			1	1.79	2
TOTAL	78	3	2	2	1	1	1	10.00	10
Pourcentage des questions distribuées par Catégorie du Domaine Cognitif		30%	20%	20%	10%	10%	10%	100%	

5.3. Ikinyarwanda

5.3.1. Ubushobozi rusange bugamijwe mu nyigisho y'Ikinyarwanda

Integanyanyigisho y'ikiciro cya kabiri cy'amashuri abanza igomba kugeza umunyeshuri ku bushobozi bukurikira:

- Kumara umwanya yumva ibitekerezo abwirwa cyangwa asomerwa, cyangwa akurikiranye ubutumwa bunyuzwa mu mafirime no mu bitangazamakuru binyuranye;
- kuvuga ashize amanga atanga ibitekerezo bye bwite, atanga ingingo zishyigikira cyangwa zivuguruza ibitekerezo by'abandi;
- guhitamo ingingo zihwitse zihuje n'insanganyamatsiko kandi zibereye ababwirwa;
- kwigana abantu batandukanye mu biganiro mpaka, mu ikinamico no gukinira imbere y'abantu b'ibyiciro bitandukanye;
- gusoma adategwa imyandiko miremire ibara inkuru z'ibirihyo cyangwa byabayeho, n'ibara inkuru z'ibihimbano, agasobanura insanganyamatsiko z'ingenzi zirimo;
- gusobanura ibiranga ururimi rukoreshwa mu nyandiko bitewe n'ikigamijwe, nko kumvikanisha igitekerezo, gutambutsa inyigisho cyangwa gususurutsa;
- kwandika imyandiko miremire irimo inkuru, imivugo, udukinamico, raporo, ibisobanuro, inyandikomvugo, akoresheje imvugo zinyuranye kandi yubahiriza amategeko y'imyandikire, imyubakire y'interuro n'imiterere iboneye y'imyandiko;
- guhitamo ubwoko bw'umwandiko n'amagambo bitewe n'intego yihariye n'abo abwira;
- kunonosora ibyo yanditse, kubijyaho impaka na bagenzi be, no kujora umwandiko yakoze ubwe cyangwa iy'abandi mu buryo buboneye;
- kwiyungura amagambo, kurushaho gusoma neza, no kwandika neza akoresheje ubumenyi ngiro afite ku myubakire y'amagambo (imiterere n'uturango by'amagambo), no kwitabaza imfashanyigisho zose zamufasha mu kwiyungura ubumenyi;
- gukoresha amategeko y'ibanze y'ikibonezamvugo ku rwego rw'emyubakire y'amagambo, interuro, imyandiko, hamwe n'uturango tw'ingeri zinyuranye z'imyandiko.

5.3.2. Ubushobozi bw'ingenzi bugamijwe

Ubushobozi bugamijwe nyuma y'umwaka wa kane

Umunyeshuri urangije umwaka wa kane agomba kuba ashobora:

- Kumva ibyo yasomye, yasomewe cyangwa yabwiwe no kubisobanukirwa;
- kuvuga ashize amanga;
- gusoma uko bikwiye, bucece cyangwa aranguruye ijwi;
- gusesengura umwandiko yasomye;
- kwandika yubahiriza imyandikire yemewe kandi anoza umukono;
- gusobanura imiterere y'ururimi.

Ubushobozi bw'ingenzi bugamijwe mu mwaka wa gatanu

Umunyeshuri urangije umwaka wa gatanu agomba kuba ashobora:

- Kumva ibyo yasomye, yasomewe cyangwa yabwiwe no kubisobanukirwa;;
- Kuvuga ashize amanga kandi ashiramo isesekaza;
- Gusoma uko bikwiye, bucece cyangwa aranguruye ijwi;
- Gusesengura umwandiko yasomye;
- Kwandika no guhangya yubahiriza inyurabwenge n'imyandikire yemewe;
- Gusobanura imiterere y'ururimi.

Ubushobozi bw'ingenzi bugamijwe mu mwaka wa gatandatu

Umunyeshuri urangije umwaka wa gatandatu agomba kuba ashobora:

- Gusobanura ibyo yasomye, yasomewe cyangwa yabwiwe;
- Kumvikanisha mu ruhame igitekerezo ke;
- Kwisomera no gusomera abandi imyandikiro iri mu Kinyarwanda;
- kugeza ku bandi ibitekerezo bye mu nyandikiro ikwiye;
- Kwisesengurira umwandiko;
- Gukora inyandikiro zisanzwe zo mu buzima busanzwe;
- Kwandika no guhangya yubahiriza inyurabwenge n'imyandikire yemewe;
- Gusobanura imiterere y'ururimi.

5.3.3. Imiterere y'ikizamini

Ikizamini k'Ikinyarwanda kizaba kigizwe n'**ibibazo cumi na bitanu (15)** kikaba ku manota **mirongo itanu (50)**. Umunyeshuri agomba gukora ibibazo byose. Icyo kizamini kizamara **amasaha abiri (2h00)** kikagira **ibice bine** by'ingenzi:

- Igice cya mbere:** Kumva no gusesengura umwandiko: Ibibazo **bitanu (5)** ku **manota 15**;
- Igice cya kabiri:** Ikibonezamvugo: ibibazo **bine (4)** ku **manota 10**;
- Igice cya gatatu:** Ubumenyi rusange bw'ururimi: ibibazo **bitanu (5)** ku **manota 15**;
- Igice cya kane:** Ihimbamwandiko : **ikibazo kimwe (1)** ku **manota 10**.

5.3.4. Imbonerahamwe z'ibibazwa

Table 31: Imbonerahamwe y'ibibazwa, Isomo ry'Ikinyarwanda, umwaka wa 4 w'amashuri abanza, umwaka w'amashuri 2023-2024, igihembwe cya II.

Imite izabazwaho	Umubare w'amasomo	INZEGO						Umubare w'ibibazo by'ikizamini	
		Kwibuka	Gusobanukirwa	Gushyira mu ngoro	Gusesengura	Gusuzuma	Guhanga	Uwabonetse	Nyawo
1. Umuco n'indangagaciro nyarwanda	24	1	1	1				3.75	3
2. Iterambere	24	1	1	1	1			3.75	4
3. SIDA n'izindi ndwara zandurira mu mibonano mpuzabitsina	24	1	1			1	1	3.75	4
4. Imikino n'imyidagaduro	24	2		1	1			3.75	4
Byose hamwe	96	5	3	3	2	1	1	15.00	15
Ijanisha ry'ibibazo hashingiwe ku nzego		30%	20%	20%	10%	10%	10%	100%	

Table 32: Imbonerahamwe y'ibibazwa, Isomo ry'Ikinyarwanda, umwaka wa 5 w'amashuri abanza, umwaka w'amashuri 2023-2024, igihembwe cya II.

Imitwe izabazwaho	Umubare w'amasomo	INZEGO						Umubare w'ibibazo by'ikizamini	
		Kwibuka	Gusobanukirwa	Gushyira mu ngiro	Gusesengura	Gusuzuma	Guhanga		
		Uwabonetse	Nyawo						
1. Kwimakaza indangagaciro nyarwanda	24	1	1		1			3.75	3
2. Kwimakaza uburenganzira bwa muntu	24	1		1		1	1	3.75	4
3. Gufata neza ibidukikije	24	2	1	1				3.75	4
4. Kuboneza ubuzima bw'emyororokere	24	1	1	1	1			3.75	4
Byose hamwe	96	5	3	3	2	1	1	15.00	15.00
Ijanisha ry'ibibazo hashingiwe ku nzego	30%	20%	20%	10%	10%	10%	10%	100%	

Table 33: Imbonerahamwe y'ibibazwa, Isomo ry'Ikinyarwanda, umwaka wa 6 w'amashuri abanza, umwaka w'amashuri 2023-2024, igihembwe cya II

Imitwe izabazwaho	Umubare w'amasomo	INZEGO						Umubare w'ibibazo by'ikizamini	
		Kwibuka	Gusobanukirwa	Gushyira mu ngiro	Gusesengura	Gusuzuma	Guhanga		
		Uwabonetse	Nyawo						
1. Umuco nyarwanda	24	1	1	1				3.75	3
2. Ibidukikije	24	1	1		1	1		3.75	4
3. Ubuzima bw'emyororokere	24	1	1	1			1	3.75	4
4. Uburinganire n'ubwuzuzanye	24	2		1	1			3.75	4
Byose hamwe	96	5	3	3	2	1	1	15.00	15
Ijanisha ry'ibibazo hashingiwe ku nzego	30%	20%	20%	10%	10%	10%	10%	100%	

5.4. Mathematics

5.4.1. Broad competences

The examination will assess the extent to which candidates are able to:

- promote problem solving in life situations;
- develop and enrich his/her aesthetic and linguistic experiences;
- promote scientific, technical and cultural knowledge, skills and positive attitudes needed to promote development, self-sufficiency and wealth;
- apply acquired mathematics knowledge and skills in future training;
- work in a systematic way to develop clear, logical, coherent and creative reasoning;
- develop imagination, initiative and flexibility of mind;
- describe, explain, interpret and analyse information;
- use acquired knowledge and skills to succeed in an era of rapid technological growth and socio-economic development;
- use ICT tools to solve mathematical problems.

5.4.2. Key Competences

Key Competences P4

The examination will test the learners' ability to:

- read, write, compare and calculate whole numbers up to 100,000;
- solve mathematical problems involving time, length, mass, capacity, money, area or perimeter;
- solve simple problems involving fractions, decimals;
- collect, represent and interpret data using bar graphs and tables;
- solve missing number problems involving addition and subtraction;
- explain the concept of probability by playing games of chance and deciding on whether or not they are fair.

Key Competences P5

The examination will test the candidates' ability to:

- read, write, compare and calculate whole numbers up to 1,000,000, add and subtract integers;
- solve problems involving measurements of time, length, capacity, mass, money and calculating number of intervals;
- solve simple problems involving proportions, fractions and decimals;
- calculate circumference of a circle and volume of cuboids and cubes, draw and construct different angles;
- collect data, represent and interpret it in order to answer a question or explore a hypothesis;
- solve missing number problems involving addition and subtraction;
- explain the concept of probability by conducting experiments to decide how likely something is to happen.

Key Competences P6

The examination will test the candidates' ability to:

- read, write, compare and calculate whole numbers beyond 1,000,000, multiply and divide integers, use powers and indices, LCM and GCF when solving problems;
- convert between the units of volume, capacity and mass, work out simple interest and solve problems involving savings;
- calculate speed, distance and time;
- solve simple problems involving proportions, ratios, percentages, mixtures, fractions and decimals;
- calculate area enclosed by a circle, surface area of cuboids and the volume of a cylinder;
- extend methods for collecting data, representing and interpreting it in order to answer a question or explore a hypothesis;
- form and solve simple algebraic equations and inequalities;

- explain the concept of probability by ordering events in terms of likelihood (impossible, equally likely, certain);
- use bearings and compass points and understand the relationship between them, use the angle sum of a triangle to determine the interior angles of regular polygons;
- construct polygons using a protractor, a ruler and a pair of compasses and design nets to make cuboids and prisms.

5.4.3. Paper Specifications and Marks Allocation

Mathematics Paper for Upper Primary will consist of **15** questions with various marks from 1 to 5. A learner shall sit for this paper in two **(2)** hours. The paper will be made of only one **(1)** section. It weighs **50** marks in total. A candidate will compulsorily answer all the questions in this section.

5.4.4. Tables of Specifications

Table 34: Table of specifications, Mathematics for P4, Term II, 2023-2024

Topics/ILOs	Periods	Categories of the cognitive domain						Total number of exam/paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
1. Mathematical operations on whole numbers up to 100 000	42	1		1	1	1		4.091	4
2. Positive and negative integers	14			1				1.364	1
3. Classifying numbers by their properties	14		1					1.364	1
4. Fractions of same denominator	21	1		1	1			2.045	3
5. Decimal numbers	14		1					1.364	1
6. Length measurements	21	1				1		2.045	2
7. Capacity measurements	7		1					0.682	1
8. Mass measurements	7	1						0.682	1
9. Area and land measurements	14						1	1.364	1
TOTAL	154	4	3	3	2	2	1	15	15
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 35: Table of specifications, Mathematics for P5, Term II, 2023-2024

Topics/ILOs	Periods	Categories of cognitive domain						Total Number of exam/paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
1. Reading, writing, comparing and calculating whole numbers up to 1 000 000	32	1	1	1				2.73	3
2. Addition and subtraction of integers	8				1			0.68	1
3. Prime factorization and divisibility tests	16		1					1.36	1
4. Equivalent fractions and operations	24	1				1		2.05	2
5. Multiplication and division of decimals	24	1		1				2.05	2
6. Application of direct proportions	16					1		1.36	1
7. Solving problems involving measurements of length, capacity and mass	8			1				0.68	1
8. Solving problems involving time intervals	24	1			1			2.05	2
9. Money and its financial applications	24		1				1	2.05	2
TOTAL	176	4	3	3	2	2	1	15.00	15
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 36: Table of specifications, Mathematics for P6, Term II, 2023-2024

Topics /ILOs	Periods	Categories of cognitive domain						Total Number of exams/paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
1. Reading writing and comparing whole numbers beyond 1000000	24		1	1				2.08	2
2. Multiplication and division of integers	8		1					0.69	1
3. Powers and indices, LCM and GCF	16			1				1.39	1
4. Operation on Fractions	16		1					1.39	1
5. Rounding off and conversion of decimals fractions/ numbers	16	1						1.39	1
6. Ratios , Proportion, Percentages and Mixtures	40	2			1	1		3.47	4
7. Relationship between Volume, Capacity and Mass.	8			1				0.69	1
8. Speed,Distance and Time	24	1			1			2.08	2
9. Simple interest and Problems involving Saving	21					1	1	1.82	2
TOTAL	173	4	3	3	2	2	1	15	15
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

5.5. Science and elementary technology

5.5.1. Broad competences

The examination will assess the extent to which candidates are able to:

- developing an interest in science as a body of knowledge and methods of thinking, inquiring and working;
- developing a concern for the world around us;
- be aware of the importance of science within the world we live;
- developing positive attitudes, practical skills and basic scientific concepts.
- demonstrate an understanding of the nature of science (NOS);
- apply inquiry-based science learning strategies;
- solve problems in their daily life;
- reflect good habits of personal hygiene and their surroundings;
- practice good habits to protect their own health and that of others;
- reflect a positive attitude towards environmental protection and conservation;
- improve crop and animal husbandry;
- demonstrate an understanding of the interrelationship between science, society and technology;
- Perform SET learning through ICT and make based enquiry projects in the daily life.

5.5.2. Key competences

Key Competences for P4

The examination will specifically test the students' ability for:

- use and maintain agricultural tools safely;
- make play, utility and learning objects;
- differentiate XO' interfaces and operate within them for formatting and editing texts and drawing shapes;
- explain effects of air, wind and sound in environment;
- protect school surrounding environment against erosion;
- recognize animal classification according to their features;
- practice rabbit keeping;
- explain the life cycle and function of each part of the plant;
- explain maintenance of human sensory organs, skeleton and muscles.

Key Competences for P5

The examination will specifically test the students' ability for:

- use and maintain carpentry and masonry tools;
- make simple utility objects, toys and learning materials;
- perform Write, Browse, Turtle art and scratch activities;
- master features of the daily used water;
- prepare the soil for cultivation and use fertilizers;
- Practice chicken keeping.

Key Competences for P6

The examination will specifically test the students' ability for:

- use and maintain mechanics and blacksmith tools safely;
- classify simple machines and levels;
- make toys, utility and learning objects;
- perform Abiword, spreadsheets, search engines Turtle arts, Etoys and scratch;
- explain the phenomenon of air pollution, its consequences and management;
- practice effective management of goats and cows;
- describe the parts of a flower and explain the process of sexual and asexual reproduction;
- apply garbage collection techniques and separate hazardous, organic and recyclable waste materials.

5.5.3. Paper Specifications and Marks Allocation

The assessment of Science and Elementary Technology for **P4**, **P5** and **P6** will consist **(20)** questions that a candidate shall sit for in two **(2)** hours. Candidates will be required to answer **all questions**, which will weigh **50 Marks**, where each question various from **1** to **3** Marks. The questions will be set to give candidates the opportunity to be assessed on the overall learner's level of knowledge, understanding and comprehension of the syllabus topics and objectives. All questions will be **compulsory** and will require clear and brief answers.

5.5.4. Tables of Specifications

Table 37: Table of specifications, SET for P4, Term II, 2023-2024

Topic/ILOs	Periods	Categories of the cognitive domain						Total Number of Exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
1.Agricultural tools	10	1		1				1.8	2
2.Object production	14	1	1		1			2.5	3
3.Computer my friend	16	1	1				1	2.9	3
4.Writing skills	8			1				1.4	1
5.Graphic and multimedia	5					1		0.9	1
6.Programming for children	20		1	1			1	3.6	3
7.Air , wind and sound	14	1	1			1		2.5	3
8.Soil	12	1		1				2.2	2
9.Animals	12	1			1			2.2	2
Total	111	6	4	4	2	2	2	20	20
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 38: Table of specifications, SET for P5, Term II, 2023-2024

Topic/ILOs	Periods	Categories of the cognitive domain						Total Number of Exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
		Actual	Adjusted						
1.Carpentry tools	8	1						1.3	1
2.Masonry tools	6				1			1.0	1
3.Objects production	14	1		1				2.2	2
4.Computer my friend	9		1				1	1.4	2
5.Writing skills	8					1		1.3	1
6.Computer research	8			1				1.3	1
7.Programming for children	20	1	1		1			3.2	3
8.Water	16	1	1	1				2.6	3
9.Soil	14	1				1		2.2	2
10.Animals	12			1			1	1.9	2
11.Plants and environment	10	1	1					1.6	2
Total	125	6	4	4	2	2	2	20	20
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 39: Table of specifications, SET for P6, Term II, 2023-2024

Topic/ILOs	Periods	Categories of the cognitive domain						Total Number of Exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Computed	Adjusted
1.Mechanics and blacksmith	6		1					1.0	1
2.Simple machine	12	1		1				2.0	2
3.Object production	8					1		1.3	1
4.Writing skills	17	1	1				1	2.8	3
5.Computer research	10	1						1.6	1
6.Programming for children	25	1	1		1	1		4.1	4
7Air pollution	12	1	1					2.0	2
8.Animals	12			1			1	2.0	2
9.Plants reproduction	10	1		1				1.6	2
10.Sustainable waste management	10			1	1			1.6	2
Total	122	6	4	4	2	2	2	20	20
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

5.6. Social and Religious Studies

5.6.1. Broad competences

The examination will assess the extent to which learners are able to:

- educate a full citizen who is liberated from all kinds of discrimination, including gender-based discrimination, exclusion and favouritism;
- contribute to the promotion of a culture of peace and emphasize Rwandan and universal values of justice, peace, tolerance and respect for human rights, gender equality, solidarity and democracy;
- develop in the Rwandan citizen of an autonomy of thought, patriotic spirit, a sense of civic pride, love of work and global awareness;
- develop responsible behaviours in addressing social challenges such as HIV/AIDS, protection of the environment, family planning, population growth, gender equity and human and children's rights;
- eliminate all causes and obstacles, which can lead to disparity in education, be it by gender, disability, and geographical or social group;
- demonstrate respect for the cultural identity, heritage and values of themselves and others;
- prepare themselves as productive, responsible citizens and confident lifelong learners.

5.6.2. Key competences

Key competences for P4

The examination will specifically test the learners' ability to:

- describe his/her district;
- demonstrate awareness towards national issues such as gender, culture of saving, health and wellbeing, living in harmony with others;
- describe main elements of traditional Rwanda;
- differentiate and protect God's creatures and environment;

- describe different God's calls of the people of Israel in regard to annunciation of the coming saviour;
- differentiate the commandments of God;
- explain the teachings about the Virgin Mary and her role in Christian life;
- be able to select and discuss some verses of the Qur'an and Hadiths;
- explain specific chapters and some verses of the Qur'an;
- explain the different steps in Islamic worship services and what each step signifies;
- summarize the message from Hadiths as the 2nd source of the Islamic faith;
- demonstrate good moral behaviour and manners towards others according to the Qur'an and Hadiths teachings.

Key competences for P5

The examination will specifically test the learners' ability to;

- describe his/her Province;
- demonstrate awareness towards national issues such as gender, culture of saving, health and wellbeing, living in harmony with others;
- describe main elements of pre-colonial Rwanda and the arrival of foreigners;
- distinguish major parts of the Bible and appreciate and use its contents as the true word of God to humanity;
- respect and to trust God following the example of Abraham, David and the Virgin Mary;
- explain the life of the first Christian community and expansion of the Gospel after the Pentecostal events;
- demonstrate the relationship between faith, grace and good work in regard to the salvation;
- appreciate submissiveness to Allah as a necessary means to grace;
- discuss the Grave Sins in Islamic faith and the various ways in which they can be avoided;
- appreciate the importance of faith practices found in the first three pillars of Islam;
- illustrate the major events of Islam in its expansion;
- practice the recommended behaviour, show how best to avoid prohibited behaviour.

Key competences for P6

The examination will specifically test the learners' ability to:

- describe his /her country and the region (East Africa, Africa);
- demonstrate awareness towards national issues such as gender, culture of saving, health and wellbeing, living in harmony with others;
- describe main elements of colonial and Postcolonial Rwanda;
- explain the means that God used to reveal himself to humanity;
- appreciate the unity of God in three personas as the foundations of Christianity;
- manifest positive attitudes values and self-control in the social relations as a Christian;
- assess and fully explain the attributes of God;
- examine and comment upon some chapters of the Qur'an;
- write and explain Arabic words in the Qur'an;
- perform some recommended hygienic practices on a daily basis, explaining their importance while doing so;
- solve conflict in daily life and show positive behaviour marked by social values.

5.6.3. Paper specifications and marks allocation

Paper specifications and marks allocation for P4.

The assessment of social and religious studies examinations for primary four (**P4**) will consist of twenty (**20**) questions that learners will sit for, in two (**2**) hours.

The paper will be comprised of **only one section**, with a total of twenty (**20**) questions which are **compulsory** and each question will carry **two to three** marks. The whole paper will be marked out of **50** marks.

The question paper structure guideline contains a brief description of five types of examination questions, as well as tips for using each of them as follows:

➤ **Short answer questions.**

Short answer questions will demand the candidates to write down answer that varies in length from one or two words to a few sentences. They are most often used to test basic knowledge of key facts and terms. Short answer questions totalling to ten **(10)** questions will be formulated in the exam paper that provides learners with more flexibility to explain their understanding and demonstrate their creativity.

➤ **Multiple choice questions**

Multiple choice questions are composed of questions with multiple possible answers (choices), including one correct answer and several incorrect answers. Typically, candidates will select the correct answer by circling the associated number or letter, in the associated circle on the paper and three **(3)** questions will be formulated in the exam paper.

➤ **True/false questions**

True/false questions are only composed of a statement. Candidates respond to the questions by indicating whether the statement is true or false. True/false will have three **(3)** questions that will be formulated in the exam paper.

➤ **Matching questions**

Matching type of questions will require learners to indicate Only one correct answer but at least three choices. Candidates will respond to matching questions by pairing each of a set of stems with one of the choices provided on the exam paper and therefore one **(1)** question will be formulated in the exam paper.

➤ **Filing in blank space type of questions**

Fill in the blank space with the correct form of the word, thus three **(3)** questions will be formulated from this type of filling in questions in exam paper.

The filing in blank type of question will require learners to fill in the blank space with the correct answer.

Paper Specifications and Marks Allocation for P5.

The assessment of social and religious studies examinations for primary five **(P5)** will consist of twenty **(20)** questions that learners will sit for, in two **(2)** hours.

The paper will be composed of **only one section**, with a total of twenty **(20)** questions which are **compulsory** and each question will carry **one to three** marks. The whole paper will be marked out of **50** marks. The question paper structure guideline contains a brief description of five types of examination questions, as well as tips for using each of them as follows:

➤ **Short answer questions**

Short answer questions will demand the candidates to write down answer that varies in length from one or two words to a few sentences. They are most often used to test basic knowledge of key facts and terms. Short answer questions totalling to ten **(10)** questions will be formulated in the exam paper which provides students with more flexibility to explain their understanding and demonstrate their creativity.

➤ **Multiple choice questions**

Multiple choice questions are composed of questions with multiple possible answers (choices), including the correct answer and several incorrect answers. Typically, candidates will select the correct answer by circling the associated number or letter, in the associated circle on the paper and three **(3)** questions will be formulated in the exam paper.

➤ **True/false questions**

True/false questions are only composed of a statement. Candidates respond to the questions by indicating whether the statement is true or false. True/false will have only three **(3)** questions that will be formulated in the exam paper.

➤ **Matching questions**

Matching type of questions will require candidates to indicate **only** one correct answer but at least three choices. Candidates will respond to matching questions by pairing each of a set of stems with one of the choices provided on the exam paper and therefore one **(1)** question will be formulated in the exam paper.

➤ **Filing in blank space type of questions**

Fill in the blank space with the correct form of the word, thus three **(3)** questions will be formulated from this type of filling in questions in exam paper. The filing in blank type of question will require candidates to fill in the blank space with the correct answer.

Paper Specifications and Marks Allocation for P6.

The assessment of social and religious studies examinations primary six (**P6**) will consist of forty (**40**) questions that learners will sit for, in two (**2**) hours.

The paper will be comprised of **only one section**, with a total of thirty (**30**) questions which are **compulsory** and each question will carry **one to three** marks.

The whole paper will be marked out of **50** marks.

The question paper structure guideline contains a brief description of five types of examination questions, as well as tips for using each of them as follows:

➤ **Short answer questions**

Short answer questions will demand the candidates to write down answer that varies in length from one or two words to a few sentences. They are most often used to test basic knowledge of key facts and terms. Short answer questions totalling to twenty (**20**) questions will be formulated in the exam paper which provides students with more flexibility to explain their understanding and demonstrate their creativity.

➤ **Multiple choice questions**

Multiple choice questions are composed of questions with multiple possible answers (choices), including the correct answer and several incorrect answers. Typically, candidates will select the correct answer by circling the associated number or letter, in the associated circle on the paper and three (**3**) questions will be formulated in the exam paper.

➤ **True/false questions**

True/false questions are only composed of a statement. Candidates respond to the questions by indicating whether the statement is true or false. True/false will have only three (**3**) questions that will be formulated in the exam paper.

➤ **Matching questions**

Matching type of questions will require candidates to indicate Only one correct answer but at least three choices. Candidates will respond to matching questions by pairing each of a set of stems with one of the choices provided on the exam paper and therefore **one (1)** question will be formulated in the exam paper.

➤ **Filing in blank space type of questions**

Fill in the blank space with the correct form of the word, thus three **(3)** questions will be formulated from this type of filling in questions in exam paper.

The filing in blank type of question will require candidates to fill in the blank space with the correct answer.

5.6.4. Tables of Specifications

Table 40: Table of specifications, social and religious Studies for P4, Term II, 2023-2024

Topics/ILOs	Priodes	Categories of Cognitive Domain						Total Number of Exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
		Actual	Adjusted						
1.Community	6	1					1	1.51	2
2.Peace education and human rights	10	1	1			1		2.53	3
3.Health and wellbeing.	5				1			1.26	1
4.Wealth	5			1				1.26	1
5.Civic education	7	1					1	1.77	2
6.Geography	26	2	2	2				6.58	6
7.Holy scripture & beliefs	20	1	1	1	1	1		5.06	5
TOTAL	79	6	4	4	2	2	2	20	20
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 41: Table of specifications, social and religious Studies for P5, Term II, 2023-2024

Topics/ILOs	Periods	Categories of Cognitive Domain						Total Number of Exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
1.Community	4			1			1	1.33	2
2.Peace education	10		1		1		1	3.33	3
3.Health and wellbeing.	10	1		1		1		3.33	3
4.Civic education	8	1	1			1		2.66	3
6.Wealth	12	2		1	1			4	4
7.Holy scriptures and beliefs	16	2	2	1				5.33	5
TOTAL	60	6	4	4	2	2	2	20	20
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 42: Table of specifications, social and religious Studies for P6, Term II, 2023-2024

Topics /ILOs	Periods	Categories of Cognitive Domain						Total Number of Exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
1.Community	4						1	1.84	1
2.Civic education	16	1	1	1	1	2	1	7.38	7
3.Health and wellbeing.	5		1	1		1		2.31	3
4.Wealth	7	1	1	1			1	3.23	4
5.Geography	13	3	1	1	1			6	6
.6Holy scriptures and beliefs	20	4	2	2	1			9.23	9
Total	65	9	6	6	3	3	3	30	30
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

5.7. Creative Arts

5.7.1. Music, Dance and Drama

5.7.1.1. Broad competences.

1. The examination will assess the extent to which learners are able to:

- Gain knowledge and understanding of Rwandan traditional musical styles;
- Perform Rwandan traditional songs/dances;
- Gain knowledge of the characteristics of traditional musical instruments and their use;
- Use some of Rwandan traditional musical instruments to accompany songs;
- Compose their own short songs and ibyivugo (self-praise poems) to be performed;
- Gain basic knowledge of theory of music.

5.7.1.2. Key competences

Key competences for P4

The examination will assess the extent to which learners are able to:

- Sing in tune with some expression
- Perform simple accompaniments on instruments that use a limited range of tones

Key competences for P5

The examination will assess the extent to which learners are able to:

- Sing simple songs with some expression
- Perform Intore dance according to umurishyo w'ingoma
- Increase/ the range of instruments used in accompanying
- Apply umurishyo w'ingoma

Key competences for P6

The examination will assess the extent to which learners are able to:

- Sing simple songs according to musical notation
- Sing ascending and descending C scale beating the simple time
- Perform simple instrumental pieces

5.7.2. Fine Arts and Craft

5.7.2.1. Broad competences

- Create different pictures using various tools, materials and articles from the surrounding expressing certain ideas.
- Make different crafts using various materials, tools and articles expressing certain ideas and also serving different utilitarian and aesthetic purposes.

- To express certain intellectual abilities such as decision-making, free expression, creativity in making works of Art and crafts.
- Care for and protect the objects surrounding and express love for beauty.
- Give opinion on different works of Art and Crafts made by their peers and those made by others.

5.7.2.2. Key competences

Key competences for P4

- Appreciate the value of the natural surroundings and be motivated to make various Art works and Crafts.
- Apply the basic elements of Art and Crafts i.e. shape, size, line and color in making works of Art and Crafts.
- Manipulate different materials, tools and articles to make different Artworks with simple messages and utilitarian purposes.
- Apply the basic methods of making different Art works and Crafts.
- Give opinion on different works of Art and Crafts made by him/her and those made by others.

Key competences for P5

- Appreciate the natural surroundings and be motivated to make various Art and Crafts works by exploiting the environment in acquiring materials, tools and articles.
- Apply some elements of Art and Crafts i.e. texture, shape, tone and colour in making works of Art and Crafts.
- Explore with different materials, tools and articles to make different works of Art to convey certain messages and give certain utilitarian functions.
- Creating different Art works and Crafts using various methods.
- Give opinions on different works of Art and Crafts made by their peers and those made by others.

Key competences for P6

- Appreciate the contribution of the natural environment in providing opportunity for getting materials, tools and articles for making of various Art works and Crafts.
- Apply elements of Art and Crafts i.e. texture/pattern, shape, tone and color in making works of Art and Crafts.
- Use different materials, tools and articles to create different works of Art to convey certain messages and give certain utilitarian functions.
- Apply different methods in making different Art works and Crafts.
- Give opinion on different works of Art and Crafts made by him/her and those made by others.

5.7.3. Paper specifications and Marks allocation

There will be one (1) paper that candidates will sit for, in two (2) hours of Creative Arts for upper primary. The examination paper is composed of two (2) parts:

Part one will be for **Music, Dance and Drama**;

Part two will be for **Fine Arts and Crafts**

The paper will be composed of **twenty (20) questions** allocated into the two parts making **10 questions** for each. It will be marked out of **40marks** which will be converted into **20 marks** to put on school report.

Each part will be divided into two sections **A** and **B**.

Section A will be composed of **fourteen (14) compulsory questions, seven (7) questions for each part**. Those questions will reflect the lower level of thinking as it is defined in Bloom's taxonomy. The section **A** is marked out of **20 marks**.

Section B consists of **six (6) compulsory questions** allocated into the two parts, **3 questions** for each. The six questions will reflect the high order of thinking as defined by Bloom's taxonomy. They will be marked out of **20 marks**.

5.7.4. Tables of specifications

Table 43: Table of specifications, Music, Dance and Drama for P4, Term II, 2023-2024

Topic/ILOs	Periods	Categories of cognitive domain						Total number of exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
		Actual	Adjusted						
1. Singing in tune respecting traditional rhythms	12	2	1	1			1	5	5
2. Singing in tune with accompaniments	12	1	1	1	1	1		5	5
Total	24	3	2	2	1	1	1	10	10
Percentage of items distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 44: Table of specifications, Music, Dance and Drama for P5, Term II, 2023-2024

Topic/ILOs	Periods	Categories of cognitive domain						Total number of exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
		Actual	Adjusted						
1. Compose a short song in English or French.	12	2	1	1			1	5	5
2. Basic concepts of music	12	1	1	1	1	1		5	5
Total	24	3	2	2	1	1	1	10	10
Percentage of items distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 45: Table of specifications, Music, Dance and Drama for P6, Term II, 2023-2024

Topic/ILOs	Periods	Categories of cognitive domain						Total number of exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
		Actual	Adjusted						
1. Compose a short song in English or French	12	1	1	1	1		1	5	5
2. Basic concepts of music	12	2	1	1		1		5	5
Total	24	3	2	2	1	1	1	10	10
Percentage of items distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 46: Table of Specifications, Fine Arts and Crafts for P4, Term II, 2023-2024

Topic/ILO	Periods	Categories of cognitive domain						Total number of exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
		Actual	Adjusted						
1. Drawing still life and nature	8		1	1			1	3.333333	3
2. Motifs, Pattern and Design design.	4	1	1					1.666667	2
3. Letter styles, illustrations and color application.	6	1		1		1		2.5	3
4. Clay and methods of building clay figures	6	1			1			2.5	2
Total	24	3	2	2	1	1	1	9.97	10

Table 47: Table of Specifications, Fine Arts and Crafts for P5, Term II, 2023-2024

TOPIC/ILOs	Periods	Categories of cognitive domain						Total number of exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
		Actual	Adjusted						
1. Drawing and painting still life and nature	8		1		1		1	3.33333	3
2. Motifs, Pattern and Design	4	1				1		1.66667	2
3. Letter styles, illustrations and color application	6	1	1	1				2.5	3
4. Clay and methods of building clay figures	6	1		1				2.5	2
Total	24	3	2	2	1	1	1	9.97	10
Percentage of items distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 48: Table of Specifications, Fine Arts and Crafts for P6, Term II, 2023-2024

Topic/ILOs	Periods	Categories of cognitive domain						Total number of exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
		Actual	Adjusted						
1. Drawing and painting in still life and nature	8	1		1			1	3.333333	3
2. Motifs, Pattern and Design	4		1			1		1.666667	2
3. Letter styles, illustrations and design technology	6	1			1			2.5	2
4. Clay and methods of building clay figures	6	1	1	1				2.5	3
Total	24	3	2	2	1	1	1	10	10
Percentage of items distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	