NESA NATIONAL EXAMINATION AND SCHOOL INSPECTION AUTHORITY

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

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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 lower secondary (from S1 to S3).*** 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 secondary level 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.

The following is the list of lower secondary examinable subjects. The duration and maximum marks attributed to each exam are different and depends on weight of subjects assessed. The Paper duration and Maximum Marks for each subject are detailed in the table below.

SN	Subjects to be taught S1-S3	Number of periods	Paper duration	Maximum marks (exam)
1.	English	5	3 hours	50
2.	Kinyarwanda	5	3 hours	50

SN	Subjects to be taught S1-S3	Number of periods	Paper duration	Maximum marks (exam)
3.	Mathematics	6	3 hours	60
4.	Physics	4	3 hours	40
5.	Chemistry	4	3 hours	40
6.	Biology and Health Sciences	4	3 hours	40
7.	ICT	2	2 hours	20
8.	History and Citizenship	2	3 hours	20
9.	Geography and Environment	3	3 hours	30
10.	Entrepreneurship	2	3 hours	20
11.	French	3	2 hours	30
12.	Kiswahili	2	1 hour	20
14	Religion and Ethics	2	2 hours	20
15	Music, Dance and Drama	2	1 hour	20
16	Fine arts and Crafts	2	2 hours	20
17	Home Sciences	2	2 hours	20
18	Farming (Agriculture and Animal husbandry)	2	2 hours	20

Note:

1. All issues (setting both assessment standards and examination paper, organization and administration) regarding the assessment of Sports/clubs will be handled at school level.
2. For elective subjects, only Assessment standards were prepared by NESA. Their examination papers will be set at school by subject teachers.

Digitally signed by NESA(Director General)

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.1.* 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

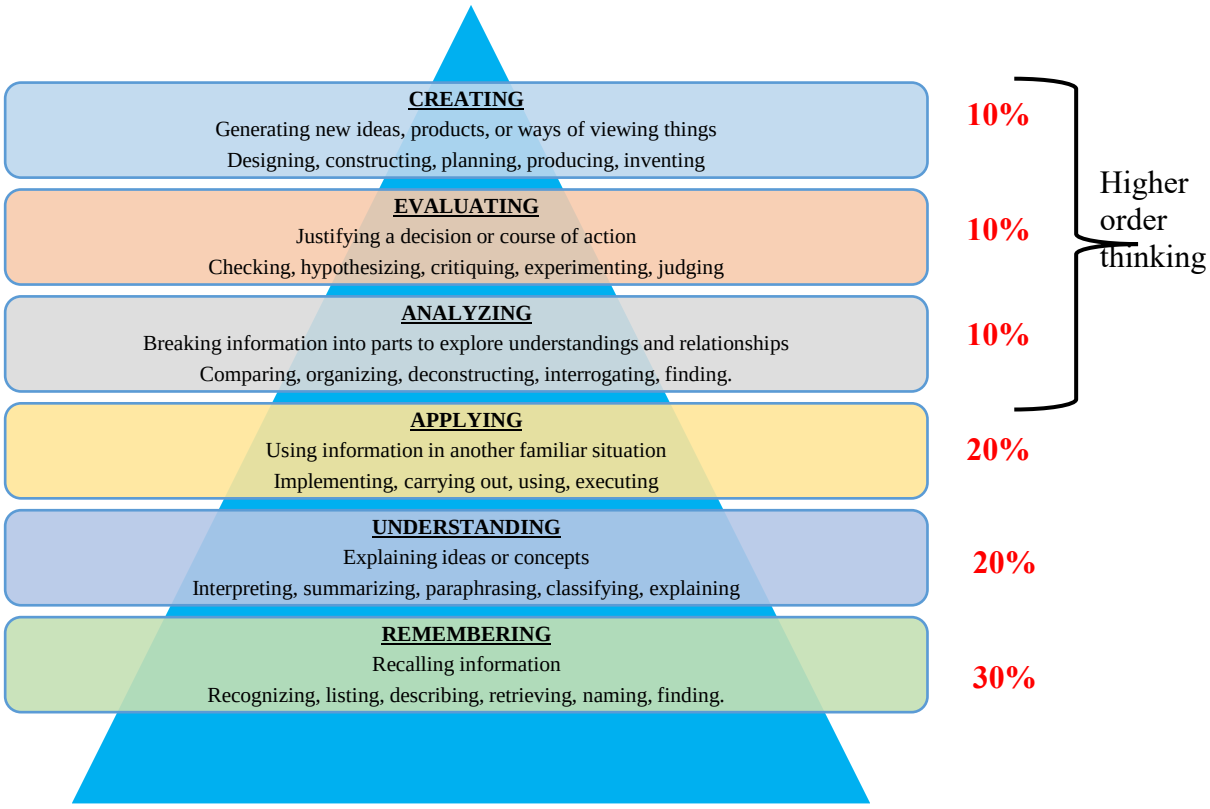
PROCESS	CATEGORIES	COGNITIVE PROCESSES AND EXAMPLES
1.	**REMEMBER**	**—** Retrieve relevant knowledge from long-term memory
1.1	**RECOGNIZING**	(e.g., Recognize the dates of important events in U.S. history)
1.2	**RECALLING**	(e.g., Recall the dates of important events in U.S. history)
2.	**UNDERSTAND**	**—** 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)
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)

PROCESS	CATEGORIES	COGNITIVE PROCESSES AND EXAMPLES
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	– Choose – Define – Find – How – Label – List – Match – Name – Omit – Recall – Relate – Select – Show – Spell – Tell – What – When	– Classify – Compare – Contrast – Demonstrate – Discuss – Explain – Extend – Illustrate – Infer – Interpret – Outline – Relate – Rephrase – Show – Summarize – Translate	– Apply – Build – Choose – Construct – Develop – Experiment with – Identify – Interview – Make use of – Model – Organize – Plan – Select – Solve – Utilize	– Analyse – Assume – Categorize – Classify – Compare – Conclusion – Contrast – Discover – Dissect – Distinguish – Divide – Examine – Function – Inference – Inspect – List – Motive	– Agree – Appraise – Assess – Award – Choose – Compare – Conclude – Criteria – Criticize – Decide – Deduct – Defend – Determine – Disprove – Estimate – Evaluate – Explain	– Adapt – Build – Change – Choose – Combine – Compile – Compose – Construct – Create – Delete – Design – Develop – Elaborate – Estimate – Formulate – Happen – Imagine

	– Where – Which – Who – Why			– Relationships – Simplify – Survey – Take part in – Test for – Theme	– Importance – Influence – Interpret – Judge – Justify – Mark – Measure – Opinion – Perceive – Prioritize – Prove – Rate – Recommend – Rule on – Select – Support – Value	– 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

SN	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									
Percentage of items distribution per level of the cognitive domain		30%	20%	20%	10%	10%	10%		

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:

$$\frac{\text{Time Spent / Frequency per Topic}}{\text{Total number of frequency in the grading period}} \text{ x total number of items}$$

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.

3.4 Allocation of exams duration and maximum marks

The duration and marks for different examinations vary and depend on the level and subjects assessed. In General Education, Lower Secondary, the exam duration is **three (3) hours** while the maximum marks allocated to it, is **100 marks**, for core subjects examinable at National level. For core subjects examinable at school level, the maximum marks allocated onto the exam, are determined by the number of weekly periods times ten (**x10**).

However, for practical exams or alternative to practical exams in science subjects, the exam duration is **1 hour 30 minutes** while the maximum marks allocated depend on what has been defined in Assessment Standards.

NB: For Physical Education and Sport (PES), the issues related to setting both assessment standards and examination papers, will be managed at school level.

4. Assessment standards for lower secondary 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 contexts;
- listen attentively and read fluently both for information and for pleasure;
- demonstrate an adequate command of vocabulary and language patterns in more complex 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.

4.1.2 Key competences

Key competences for S1

The examination will specifically test the learners' ability to:

- listen to and understand the detail in longer pieces of information and recognize different time references and tenses and peoples' points of view;
- initiate and sustain a conversation and give a presentation, answering questions using verbal and non-verbal communication. Ask questions to seek and clarify information;
- read longer texts and recognize different time references and peoples' points of view selecting sentences and phrases to support their view. Use context and knowledge of grammar to work out meaning;
- write texts, simple reports, articles, or stories on real and imaginary topics. Link sentences and paragraphs, structure ideas and adapt previously learned language for own purposes. Convey opinions and points of view;
- understand and use knowledge of English vocabulary;
- recognize the sounds and letters and how they work together to read aloud

and speak clearly;

- communicate information texts using a variety of vocabulary, language structures and knowledge of different writing genres.

Key competences for S2

The examination will specifically test the learners' ability to:

- recognize attitudes and emotions in spoken passages including some new material;
- narrate events, tell a story, relate the plot of a book and give opinions about it using verbal and non-verbal communication. Respond to various questions;
- read texts including some new material and recognize attitudes and emotions selecting sentences and phrases to support their views. Use context and knowledge of grammar to work out meaning;
- compose formal and informal texts in appropriate style on a variety of topics expressing opinions and personal viewpoints;
- edit and redraft work to improve accuracy;
- use knowledge of sound patterns and features of words in English and other languages to improve spellings and build new vocabulary;
- compose complex and descriptive texts using a variety of vocabulary, language structures and knowledge of different writing genres.

Key competences for S3

The examination will specifically test the learners' ability to:

- understand the gist of a range of authentic passages in familial contexts;
- take part in a debate on a chosen theme justifying points of view. Respond to unprepared questions;
- read and understand a range of texts involving more complex language, analyzing meaning and summarizing in speech or writing;
- communicate ideas on a range of topics and in an appropriate style of writing for the task. Argue and justify a point of view;
- develop vocabulary using reference materials including dictionary and a range of subjects;
- construct explanatory and procedural texts using a variety of vocabulary, language structures and knowledge of different writing genres.

4.1.3 Paper specifications and marks allocation for S1,2,3

There will be one **(1)** paper of **three (3) hours**. The paper will consist of sections **A, B, C** and **D** with a total of **fifteen (15)** questions weighing **100 marks**.

Section A: Comprehension and Vocabulary

Section B: Grammar and Phonology

Section C: Summary

Section D: Composition

The marks are distributed in different sections as follows:

Section A: This section is composed of **five (5) questions** based on the text given for reading comprehension and vocabulary. Two **(2)** questions with sub-questions are on the text and **three (3) questions** are on vocabulary. The questions are both of lower and higher levels of thinking. The candidate will be required to read carefully the text and answer related questions and then, do questions on vocabulary. They will test the learner's ability to comprehend a text read and use words and expressions of the language. This section carries **30 marks**.

Section B: This section contains **eight (8) questions** tackling the language use. They are objective questions requiring short and precise answers and they will have various marks. The questions assess mainly the student's ability to use grammatical notions, sentence structures and phonology(pronunciation). This section carries **45 marks**.

Section C: This section contains **one (1) question** consisting in summarizing the text read. The question assesses the student's ability to apply, invent, understand the text read, capture its main ideas and shorten it according to instructions. This section carries **10 marks**.

Section D: In this section, a candidate is proposed two topics among which he/she chooses only **one (1)** to develop. This question enables students to demonstrate their mastery of the language through a well-organized composition, with appropriate use of words (adverbs, prepositions, pronouns, verbs, connectors, etc…), sentence structures and logic of thoughts. This section carries **15 marks**.

4.1.4 Table of specifications

Table 4: Table of specifications: English for S1, 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.Careers	20	1		1				2.1	2.0
2.Running a business	20				1		1	2.1	2.0
3.Folktales	20	1	1					2.1	2.0
4.Diet and health	20	1	1			1		2.1	3.0
5.Human rights	20	1		1				2.1	2.0
6.Religion ,culture and arts	20			1		1		2.1	2.0
7.Tourism and the environment in Rwanda	20		1		1			2.1	2.0
TOTAL	140	4	3	3	2	2	1	14.7	15.0
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 5: Table of specifications: English for S2, 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.Heroes and citizenship	20	1		1				2.1	2.0
2.Leadership and democracy	20	1			1			2.1	2.O
3.The media	20		1	1		1		2.1	3.0
4.Education	20	1					1	2.1	2.0
5.Rwanda and East Africa	20		1	1				2.1	2.0
6.The environment	20		1			1		2.1	2.0
7.Community services	20	1			1			2.1	2.0
TOTAL	140	4	3	3	2	2	1	14.7	15.0
Percentage of item distribution per level of the cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 6: Table of specifications: English for S3, 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.Careers	20	1	1					2.1	2.0
2.Running a business	20			1	1			2.1	2.0
3.Folktales	20	1				1		2.1	2.0
4.Diet and health	20	1	1	1				2.1	3.0
5.Human rights	20	1			1			2.1	2.0
6.Religion ,culture and arts	20			1		1		2.1	2.0
7.Tourism and the environment in Rwanda	20		1				1	2.1	2.0
TOTAL	140	4	3	3	2	2	1	14.7	15.0
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

4.2 Ikinyarwanda

4.2.1 Ubushobozi rusange bugamijwe mu nyigisho y'Ikinyarwanda

Integanyanyigisho y'ikiciro rusange cy'amashuri yisumbuye igomba kugeza umunyeshuri ku bushobozi bukurikira:

- gukurikira neza ibivugwa kugira ngo asobanukirwe n'urwego ibintu biri kuvugirwamo, ababwirwa, icyo ibivugwa bigamije, imyifatire n'imbamutima iyo myandiko ivugwa ishobora gutera, dufashe nk'urugero ku myandiko y'ubuvanganzo nyarwanda gakondo bwo muri rubanda;
- gushungura amakuru uko bikwiye nko gutoranya mu byo yumvise ijambo ryavuzwe n'undi muntu, kugira ngo yerekane ko yasobanukiwe;
- kuvuga adategwa, kandi ashize amanga mu gihe avugira ahantu hatandukanye atanga ibitekerezo bye bwite, akabikora ku buryo busobanutse neza, nta gutera urujijo;
- mu biganiro aba ashobora gutanga ibitekerezo bifite ireme, kandi bishimishije, yubahiriza igihe, kandi akaba ashobora no guha abandi umurongo ngenderwaho;
- kugaragaza ko yifitemo ikizere mu gukoresha imvugo ikwiye cyangwa iboneye, mu gihe ari ngombwa;
- gusoma no gusesengura imyandiko inyuranye nk'iy'ubusizi, umudandure n'ikinamico;
- gutahura ingingo z'ingenzi no gutoranya amakuru n'inkuru byo kumufasha gushyigikira ibyo yatahuye;
- gukora inshamake ashingiye ku makuru yakuye mu myandiko inyuranye;
- kumvikanisha neza ibitekerezo bye yandika ku nsanganyamatsiko zitandukanye nko gukora inyandiko ku gitabo yasomye yubahiriza imiterere n'imvugo bibereye iyo nyandiko;
- kwandika atanga ingingo zishyigikira ibitekerezo bikubiye mu nyandiko ntekerezo;
- gukoresha ubumenyi afite ku miterere n'uturango tw'amazina y'Ikinyarwanda kugira ngo arusheho gusoma neza no kubahiriza imyandikire iboneye cyangwa kwiyungura amagambo anyuranye y'ururimi rw'Ikinyarwanda;
- gusobanura no gukoresha amategeko y'ikibonezamvugo yize mu kubaka interuro n'imyandiko, kugaragaza imiterere, utwatuzo tunyuranye cyangwa ibiranga imyandiko y'ingeri zinyuranye.

4.2.2 Ubushobozi bw’ingenzi bugamijwe

Ubushobozi bw’ingenzi bugamijwe mu mwaka wa mbere

Umunyeshuri urangije umwaka wa mbere agomba kuba ashobora:

- gushungura ibitekerezo yumvise cyangwa yasomye uko bikwiye agaragaza ko yasobanukiwe n’ubutumwa;
- kuvuga adategwa, atanga ibitekerezo bigaragaza uko yumva ibintu kandi atanga ingingo zishyigikira cyangwa zivuguruza ibitekerezo by’abandi ku nsanganyamatsiko zinyuranye;
- gusoma adategwa inyandiko zinyuranye, inkuru zishingiye ku biriho cyangwa ibihimbano, no kumva insanganyamatsiko z’ingenzi, ibitekerezo, ibyabaye, abavugwa mu nkuru n’uturango tw’ururimi rwakoreshejwe, akanitoza gutekereza ku buryo bw’injyahame cyangwa imvahame;
- guhanga imyandiko irambuye ku nsanganyamatsiko zatoranyijwe akurikiranya neza ibitekerezo;
- gukoresha amagambo n’imvugo biboneye yubahiriza amategeko y’imyandikire, imyubakire y’interuro, imiterere n’isura y’umwandiko;
- kwandika ibitekerezo bye ku buryo bufututse no guhitamo ibyo avuga n’uburyo abivugamo bitewe n’icyo agamije n’abo abwira;
- gusoma no kwandika uko bikwiye amagambo n'interuro by'Ikinyarwanda yubahiriza imyandikire yemewe;
- gusobanura no gukoresha amategeko y’ikibonezamvugo yize mu kubaka interuro n’imyandiko.

Ubushobozi bw'ingenzi bugamijwe mu mwaka wa kabiri

Umunyeshuri urangije umwaka wa kabiri agomba kuba ashobora:

- gushungura ibitekerezo yumvise cyangwa yasomye uko bikwiye agaragaza ko yasobanukiwe n’ubutumwa;
- kuvuga adategwa, kandi ashize amanga mu gihe agaragaza igitekerezo ke cyangwa avuga uko abona ibintu, akabikora ku buryo bushimisha kandi bukanyura abandi;
- gutanga ibitekerezo bigaragaza uko yumva ibintu kandi atanga ingingo zishyigikira cyangwa zivuguruza ibitekerezo by’abandi ku nsanganyamatsiko zinyuranye;
- kugira uruhare mu biganiro mpaka avuga ku nsangamatsiko yatoranyijwe;

- gutoranya interuro, ijambo n’amakuru ya ngombwa kugira ngo ashyigikire ibyo yatahuye n’uburyo we abona ibintu;
- guhanga ku nsanganyamatsiko yihitiyemo imyandiko irambuye, yubatse neza, igaragara neza, akurikiranya ibitekerezo ku buryo byuzuzanya;
- guhitamo amagambo n’imvugo biboneye yitekerereje we ubwe, akanahitamo uburyo buboneye bwo kwandika bitewe n’abo yandikira n’ibyo agamije no mu gihe ashyira ahagaragara ibitekerezo bye;
- gusoma no kwandika uko bikwiye amagambo n'interuro by'Ikinyarwanda yubahiriza imyandikire yemewe;
- gusobanura no gukoresha amategeko y’ikibonezamvugo yize mu kubaka interuro n’imyandiko.

Ubushobozi bw'ingenzi bugamijwe mu mwaka wa gatatu

Umunyeshuri urangije umwaka wa gatatu agomba kuba ashobora:

- gushungura ibitekerezo yumvise cyangwa yasomye uko bikwiye agaragaza ko yasobanukiwe n’ubutumwa;
- kuvuga adategwa, kandi ashize amanga mu gihe agaragaza igitekerezo ke cyangwa avuga uko abona ibintu, akabikora ku buryo bushimisha kandi bukanyura abandi;
- kugaragaza ko yifitemo ikizere atanga ibitekerezo bifite ireme, yubahiriza igihe, aha abandi umurongo ngenderwaho kandi akoresha imvugo iboneye;
- gusoma no gusesengura imyandiko inyuranye nk’iy’ubusizi, umudandure, n’ikinamico;
- gukora inshamake ashingiye ku makuru yakuye mu myandiko inyuranye;
- kumvikanisha neza ibitekerezo bye yandika ku nsanganyamatsiko zitandukanye nko gukora inyandiko ku gitabo yasomye yubahiriza imiterere n’imvugo bibereye iyo nyandiko;
- kwandika atanga ingingo zishyigikira cyangwa zinenga ibitekerezo bikubiye mu nyandiko ntekerezo;
- gusoma no kwandika uko bikwiye amagambo n'interuro by'Ikinyarwanda yubahiriza imyandikire yemewe;
- gusobanura no gukoresha amategeko y’ikibonezamvugo yize mu kubaka interuro n’imyandiko.

4.2.3 Imiterere y'ikizamini

Ikizamini k'Ikinyarwanda kizaba kigizwe **n'ibibazo makumyabiri (20), bizakorwa byose,** kikaba ku manota **ijana (100)**.

Icyo kizamini kizamara **amasaha atatu (3h00)** kikagira **ibice bine (4)** by'ingenzi:

1) **Igice cya mbere:** Kumva no gusesengura umwandiko: ibibazo **ikenda (9)** ku **manota 30**;
2) **Igice cya kabiri:** Ikibonezamvugo: **ibibazo bitanu (5)** ku **manota 25;**
3) **Igice cya gatatu:** Ubumenyi rusange bw'ururimi: **ibibazo bitanu (5)** ku **manota 30;**
4) **Igice cya kane:** Ihimbamwandiko: **ikibazo kimwe (1)** ku **manota 15**.

4.2.4 Ibigize ikizamini

Ibigize ikizamini bigaragazwa n'imbonerahamwe ikurikira yerekana imitwe izategurwaho ikizamini, amasaha agize iyo mitwe, ibibazo bizabazwa kuri buri mutwe, ndetse n'umubare w'ibibazo hashingiwe ku nzego z'intego z'imyigire n'imyigishirize zagenwe na Bulumu (Bloom). Iyi mbonerahamwe ifasha kumenya neza ko buri mutwe wabajijweho.

Table 7: Imbonerahamwe y'ibibazwa, Isomo ry'Ikinyarwanda, umwaka wa 1 w'amashuri yisumbuye, 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. Uburinganire n'ubwuzuzanye mu muryango	15	1	1	1	1			4.17	4
2. Ibiyobyabwenge mu rubyiruko	12	1	1	1				3.33	3
3. Ibidukikije	9	1		1				2.50	2
4. Umuco w'amahoro	6	1		1				1.67	2
5. Ubuzima	16	1	1		1	1	1	4.44	5
6. Umuco nyarwanda	14	1	1			1	1	3.89	4
Byose hamwe	**72**	**6**	**4**	**4**	**2**	**2**	**2**	**20.00**	**20**
Ijanisha ry'ibibazo hashingiwe ku nzego		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100%**	

Table 8: Imbonerahamwe y’ibibazwa, Isomo ry’Ikinyarwanda, umwaka wa 2 w’amashuri yisumbuye, 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. Ibidukikije	16	1		1	1	1		4.44	4
2. Kwidagadura	10	1		1		1		2.78	3
3. Uburinganire n'ubwuzuzanye	10	1	1				1	2.78	3
4. Ubuzima	12	1	1	1				3.33	3
5. Umuco nyarwanda	16	1	1	1	1		1	4.44	5
6. Ikoranabuhanga	8	1	1					2.22	2
Byose hamwe	**72**	**6**	**4**	**4**	**2**	**2**	**2**	**20.00**	**20.00**
Ijanisha ry'ibibazo hashingiwe ku nzego		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100%**	

Table 9: Imbonerahamwe y’ibibazwa, Isomo ry’Ikinyarwanda, umwaka wa 3 w’amashuri yisumbuye, 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. Uburinganire n’ubwuzuzanye	8	1	1					2.22	2
2. Ubuzima	12	1	1	1				3.33	3
3. Kubungabunga umuco nyarwanda	16	1	1	1	1			4.44	4
4. Ibidukikije	14	1	1		1	1		3.89	4
5. Ibyiza bitatse u Rwanda	10	1		1			1	2.78	3
6. Umuco w'amahoro	12	1		1		1	1	3.33	4
Byose hamwe	**72**	**6**	**4**	**4**	**2**	**2**	**2**	**20.00**	**20**
Ijanisha ry'ibibazo hashingiwe ku nzego		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100%**	

4.3 Français

4.3.1 Objectifs Généraux

À la fin du premier cycle du secondaire, l'apprenant sera capable de :

- Ecouter et saisir la signification des différents types de messages oraux.
- S'exprimer oralement et par écrit dans une gamme de situations socioculturelles variées.
- Lire correctement les textes et en saisir le message.
- Ecrire correctement différents types de textes en rapport avec les contextes de la vie courante.
- Se comporter selon les principes des valeurs morales et socioculturelles nationales et universelles

4.3.2 Compétences Clés

Les compétences à acquérir en première année

À la fin du second trimestre, l'apprenant sera capable de :

- Écouter attentivement des textes courts tirés des contextes variés ;
- Relever oralement et par écrit les idées principales et les idées secondaires ;
- Formuler et partager oralement et par écrit des opinions sur des situations familières ;
- Lire et expliquer des textes courts tirés des contextes variés ;
- Rédiger en phrases simples des textes courts sur des contextes variés ;

Les compétences à acquérir en deuxième année

À la fin du second trimestre, l'apprenant sera capable de :

- Écouter attentivement des messages oraux sur des sujets variés tirés des situations familières comprenant des événements présents et passés ;
- Dégager les idées principales et secondaires ainsi que les différents points de vue ;
- Participer activement aux conversations en classe et en dehors de la classe ;

- Lire de petits textes portant sur des sujets divers et en saisir le sens ;
- Rédiger de courts textes informatifs et descriptifs bien structurés sur des contextes variés.

Les compétences à acquérir en troisième année

À la fin du second trimestre, l'apprenant sera capable de :

- Écouter attentivement des textes sur des sujets variés tirés des situations familières et dégager les points essentiels et quelques détails spécifiques ;
- Prononcer un petit discours et participer activement aux conversations en classe et en dehors de la classe ;
- Lire en classe et en dehors de la classe des extraits tirés de la littérature de jeunesse et de petits livres et relever les idées principales et les idées secondaires ;
- Rédiger de courts textes bien structurés sur des contextes variés et des lettres amicales ;

4.3.3 Spécifications 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 secondaire sera subdivisée en deux parties. Elle se fera en deux heures et sera corrigée sur trente (**30**) points. Elle comptera dix (**10**) réparties comme suit :

Première Partie : La première partie sera cotée sur **20 points** et subdivisée en 2 sections, **A et B.**

- **Section A** : La section A sera composée de trois questions de 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 du 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 : le nom et sa nature, les déterminants du nom, la conjugaison, la dérivation verbale etc. 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 écrite et sera cotée sur **5** points. Deux sujets seront proposés. Le/la candidat (e) en choisira un et le développera sous la forme d'un texte continu et cohérent de cinquante (50) mots. Les cinq (5) points attribués à cette partie sont ainsi répartis :

- La compréhension du sujet, la cohérence, la pertinence et l'illustration des idées seront cotés sur six (**3**) **points**.
- La présentation générale et la longueur de la production, le style, la syntaxe et l'orthographe seront corrigés sur deux **(2) points**. La longueur de la production devra être strictement respectée.

4.3.4 Tableau de specifications

Les contenus de l'épreuve sont présentés dans un tableau de spécifications. Ce tableau contient les unités, les périodes et le nombre de questions à poser au niveau de chaque catégorie du domaine cognitif (taxonomies de Bloom). Les catégories sont classées suivant leurs niveaux de réflexion. 30% des questions occupent le premier niveau de réflexion, les deux niveaux intermédiaires en prennent 20% chacun et les trois niveaux supérieurs de réflexion en prennent 10% chacun. Les tableaux de spécifications par niveau d'enseignement sont présentés dans les tableaux ci-dessous.

Table 10: Tableau de spécifications, Français pour la première année secondaire, deuxième Trimestre, 2023-2024.

Unités	Périodes	Catégories du Domaine Cognitif						Nombre total de questions	
		Se souvenir	Comprendre	Appliquer	Analyser	Evaluer	Créer	Réel	Ajusté
1. Le lexique relatif à la rentrée scolaire:	12	1					1	1.54	2
2. Présent, imparfait et passé composé de l'indicatif	24		1	1				3.08	2
3. Les conjonctions de coordination et de subordination	12					1		1.54	1
4. Le lexique relatif aux fêtes familiales	12	1	1					1.54	2
5. L'emploi de l'impératif	6				1			0.77	1
6. Le lexique relatif aux projets de vacances	12	1		1				1.54	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%**	

Table 11: **Tableau de spécifications, Français pour la deuxième année secondaire, deuxième Trimestre, 2023-2024.**

Unités	Périodes	Catégories du Domaine Cognitif						Nombre total de questions	
		Se souvenir	Comprendre	Appliquer	Analyser	Evaluer	Créer	Réel	Ajusté
1. Le lexique en rapport avec les retrouva	12	1					1	1.74	2
2. L'expression de la fréquence	6		1					0.87	1
3. Le lexique relatif aux faits divers	12		1					1.74	1
4. La formation des adjectifs à partir des	6			1				0.87	1
5. Verbes à l'imparfait, au passé composé et au conditionnel présent.	12	1				1		1.74	2
6. Des adverbes en -MENT	9			1				1.30	1
7. Le lexique relatif à la gratitude et à la c	12	1			1			1.74	2
TOTAL	**69**	**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 12 : Tableau de spécifications, Français pour la troisième année secondaire, deuxième Trimestre, 2023-2024.

Unités	Périodes	Catégories du Domaine Cognitif						Nombre total de questions	
		Se souvenir	Comprendre	Appliquer	Analyser	Evaluer	Créer	Réel	Ajusté
1. Le lexique relatif au pays natal	12	1					1	1.67	2
2. L'accord des déterminants numéraux cardinaux	12				1			1.67	1
3. Les verbes « naître », « vivre » et « mourir ».	12	1				1		1.67	2
4. Le lexique relatif aux souvenirs d'enfance	12		1					1.67	1
5.La transformation passive.	12		1	1				1.67	2
6.Les synonymes et Les antonymes.	12	1		1				1.67	2
TOTAL	**72**	**3**	**2**	**2**	**1**	**1**	**1**	**10**	10
Pourcentage des questions distribuées par Catégorie du Domaine Cognitif		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100%**	

4.3 Kiswahili

4.3.5 Uwezo wa jumla unaohitajika

Katika mchakato wa tathmini kidato 1-3, maswali ya mtihani yanapaswa kupima uwezo wa mwanafunzi wa:

- kufanya mawasiliano na watu kutoka katika nchi zinazozungumza Kiswahili;
- kujieleza kwa kutumia Kiswahili kwa njia ya mazungumzo na kuandika huku akitumia msamiati sahihi na sarufi sahihi inayoendana na kiwango chao cha ujifunzaji na kwa kuzingatia mawasiliano ya kila siku;
- kusikiliza na kutafsiri taarifa za Kiswahili kwa usahihi;
- kusoma kwa kujiamini na kuelewa aina mbalimbali za matini za kifasihi na zisizo za kifasihi;
- kutoa taarifa, mawazo, hisia kwa usahihi na ufasaha katika miktadha mbalimbali ya kijamii na kiutamaduni;
- kutumia Kiswahili kwa ufasaha anaposhiriki katika shughuli mbalimbali za uzalishaji mali nchini Rwanda hususani zile zinazohitaji matumizi ya lugha ya Kiswahili;
- kuonesha umilisi mzuri wa msamiati wa lugha ya Kiswahili katika mazungumzo na maandishi

4.3.6 Uwezo mahsusi unaohitajika

Uwezo mahsusi wa Kidato cha Kwanza

Tathmini kwa mwanafunzi wa kidato cha kwanza utalenga kuhakikisha kwamba mwanafunzi ana uwezo wa:

- kusalimiana, kuagana na kutambulishana katika mazingira na miktadha tofauti;
- kutaja majina ya vitu mbalimbali katika mazingira ya shule, nyumbani na mazingira mengineyo;
- kusoma kwa utambuzi wa herufi za alfabeti, silabi, maneno na sentensi katika lugha ya Kiswahili;
- kueleza matukio katika nyakati mbalimbali;
- kuhesabu vitu na pesa katika lugha ya Kiswahili;
- kujua aina mbalimbali za maneno kama yanavyotumika katika tungo;

- kuwa na uwezo wa kuitumia lugha ya Kiswahili kimazungumzo akirejelea mazingira au mada kadhaa (shuleni, sokoni, nyumbani, maeneo ya kiutawala, usafi wa mwili na sehemu za mwili).

Uwezo mahsusi wa Kidato cha Pili

Tathmini kwa mwanafunzi wa kidato cha pili utalenga kuhakikisha kwamba mwanafunzi ana uwezo wa:

- kutaja majina ya vitu mbalimbali katika mazingira ya kilimo na ufugaji;
- kueleza matukio katika nyakati mbalimbali;
- kuandika barua za kirafiki hususani zinazohusu matembezi yaliyofanywa na mwanafunzi au mialiko kwenda kwa marafiki;
- kuandika tangazo, simu au ilani kutokana na mahitaji yanayojitokeza;
- kujua aina mbalimbali za maneno kama yanavyotumika katika tungo;
- kuwa na uwezo wa kuitumia lugha ya Kiswahili kimazungumzo akirejelea mazingira au mada kadhaa (kilimo na mifugo, michezo na burudani);
- kusikiliza, kusoma na kuelewa matini ya kimazungumzo na kimaandishi.

Uwezo Mahsusi wa Kidato cha Tatu

Tathmini kwa mwanafunzi wa kidato cha tatu utalenga kuhakikisha kwamba mwanafunzi ana uwezo wa:

- kutaja majina ya vitu mbalimbali katika mazingira mbalimbali;
- kueleza matukio kama vile sherehe na sikukuu katika nyakati mbalimbali pamoja na tarehe za utukiaji wake;
- kutunga insha mbalimbali ikiwa ni pamoja na zile zinazohusu mada ya ajira na kazi na masuala muhimu katika shughuli za maendeleo ya taifa la Rwanda;
- kushiriki katika midahalo na mijadala inayohusu shughuli za maendeleo na uzalishaji mali kama vile utalii;
- kujua na kuutumia kwa usahihi msamiati na vifaa vinavyohusiana na teknolojia ya habari na mawasiliano katika lugha ya Kiswahili;
- kujua aina mbalimbali za maneno kama yanavyotumika katika tungo;
- kusikiliza, kusoma na kuelewa matini za kimazungumzo na kimaandishi juu ya masuala muhimu kitaifa na kimataifa.

4.3.7 Utaratibu wa karatasi ya mtihani na alama

Mtihani kwa wanafunzi wa Kiswahili ni lazima uzingatie taratibu na kaida zinazobainika. Miongoni mwa kaida za kuzingatia wakati wa kutathmini wanafunzi wa kidato cha 1-3 ni hizi zifuatazo:

- Tayarisha mtihani kwa kuzingatia mada zote zinazotarajiwa kufundishwa katika muhula wa kwanza na muhula wa pili zilizo katika mtaala wa Kiswahili uliopo.
- Kwa kila mada, tayarisha maswali kwa kujali viwango vyote vya Taksonomia ya Bloom kuanzia kwenye maswali rahisi kwenda kwenye maswali changamani.
- Tunga maswali kwa kuzingatia hali na mazingira ya wanafunzi.

Kidato cha kwanza

Mtihani wa Kiswahili kidato cha kwanza muhula wa pili unaundwa na **maswali 10** ambayo yanagawanyika katika sehemu kuu mbili kama ifuatavyo:

SEHEMU YA I: Ufahamu (alama 5);

SEHEMU YA II: Sarufi na Matumizi ya lugha (alama 15);

Sehemu ya kwanza itazingatia **maswali 5** ya ufahamu pamoja na matumizi ya msamiati kuhusu kifungu cha habari. Mwanafunzi anapaswa kusoma kwa makini kifungu alichopewa na kujibu maswali husika kwa alama **5**.

Sehemu ya pili inahusu sarufi na matumizi ya lugha. Sehemu hii inayo **maswali 5** yenye maswali madogo madogo yanayodokeza matumizi mema ya sarufi**.** Sehemu hii inatathminiwa kwa alama **15**.

- Mtihani wote una jumla ya **alama 20**
- Mwanafunzi ajibu maswali yote ya tathmini
- Muda wa mtihani ni **saa moja**.

Kidato cha pili na kidato cha tatu

- Mtihani wa Kiswahili kidato cha 2 na 3 muhula wa pili unaundwa na **maswali 10** ambayo yanagawanyika katika sehemu kuu tatu kama ifuatavyo:

  Sehemu ya I: Ufahamu (alama 5);

  Sehemu ya II: Sarufi na Matumizi ya lugha (alama 10);

  Sehemu ya III: Utungaji (alama 5);

Sehemu ya kwanza inazingatia **maswali 5** ya ufahamu pamoja na matumizi ya msamiati kuhusu kifungu cha habari. Mwanafunzi atapaswa kusoma kwa makini kifungu alichopewa na kujibu maswali husika kwa alama **5**

Sehemu ya pili inahusu sarufi na matumizi ya lugha. Hii sehemu ina **maswali 4** yenye maswali madogo madogo yanayodokeza matumizi mema ya sarufi**.** Sehemu hii itatathminiwa kwa alama **10**

Sehemu ya tatu ambayo ni utungaji ina **swali 1** linalohusu uchaguzi wa mada **moja** miongoni mwa zile zilizotolewa. Sehemu hii inatarajia matumizi bora ya vihusishi, upatanisho wa kisarufi na mfuatano bora wa mawazo. Alama za utungaji ni **5**

- Mtihani wote una jumla ya alama **20**
- Mwanafunzi ajibu maswali yote ya tathmini
- Muda wa tathmini ni **saa moja**.

4.3.8 Jedwali la mgawanyo wa maswali

Table 13: Jedwali la Mgawanyo wa Maswali : Kiswahili kidato cha kwanza, Muhula wa II, 2023-2024

Mada	Idadi ya vipindi	VIWANGO VYA TAKSONOMIA YA BLOOM						Idadi ya Maswali	
		Kukumbuka	Kufahamu	Kutumia	Kuchunguza	Kutathmini	Kubuni	Halisi	Rekebisho
1. Maamkizi na Utambulisho	8	1	1					2.00	2
2. Msamiati katika mazingira ya shule	10	1	1	1				2.50	3
3.Msamiati katika mazingira ya nyumbani	11	1		1	1			2.80	3
4. Msamiati katika mazingira ya utawala	10					1	1	2.50	3
Jumla	39	3	2	2	1	1	1	9.80	10
Asilimia ya maswali kwa kila kiwango cha Taksonomia ya Bloom		30%	20%	20%	10%	10	10	100%	

Table 14: Jedwali la Mgawanyo wa Maswali, Kiswahili kidato cha pili, Muhula wa II, 2023-2024

Mada	Idadi ya vipindi	VIWANGO VYA TAKSONOMIA YA BLOOM						Idadi ya Maswali	
		Kukumbuka	Kufahamu	Kutumia	Kuchunguza	Kutathmini	Kubuni	Halisi	Rekebisho
1. Msamiati na mawasiliamo katika shughuli za kilimo na ufugaji	20	1	1	1	1	1		4.70	5
2. Barua kuhusu matembezi, Barua za Kirafiki, Barua za mwaliko , Simu,Tangazo/Ilani	12	1	1	1				2.80	3
3. Rejesta za mpira na burudani	20	1					1	2.30	2
Jumla	42	3	2	2	1	1	1	9.80	10
Asilimia ya maswali kwa kila kiwango cha Taksonomia ya Bloom		30%	20%	20%	10%	10%	10%	100%	

Table 15: Jedwali la Mgawanyo wa Maswali, Kiswahili kidato cha tatu, Muhula wa II, 2023-2024

Mada	Idadi ya vipindi	VIWANGO VYA TAKSONOMIA YA BLOOM						Idadi ya maswali	
		Kukumbuka	Kufahamu	Kutumia	Kuchunguza	Kutathmini	Kubuni	Halisi	Rekebisho
1. Utalii Nchini Rwanda	18	1	1	1	1			4.20	4
2. Sikukuu Na Sherehe Nchini Rwanda	12	1	1	1				2.80	3
3. Midahalo na mijadala kuhusu shughuli za maendeleo na uzalishajimali dhidi ya umaskini nchini.	12	1				1	1	2.80	3
Jumla	42	3	2	2	1	1	1	9.80	10
Asilimia ya maswali kwa kila kiwango cha Taksonomia ya Bloom		30%	20%	20%	10%	10%	10%	100%	

4.4 Mathematics

4.4.1 Broad competences

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

- use correctly specific symbolism of the fundamental concepts in Mathematics;
- develop clear, logical, creative and coherent thinking;
- apply acquired knowledge in Mathematics in solving problems encountered in everyday life;
- use the acquired concepts for easy adaptation in the study of other subjects;
- deduce correctly a given situation from a picture and/or a well-drawn out basic mathematical concepts and use them correctly in daily life situations;
- read and interpret a graph;
- use acquired mathematical skills to develop work spirit, team work, self-confidence and time management without supervision;
- use ICT tools to explore Mathematics (examples: calculators, computers, mathematical software,…).

4.4.2 Key competences

Key competences for S1

The examination will specifically test the learners' ability to:

- use correctly simple language structure, vocabulary and suitable symbolism for Ordinary Level Mathematics;
- carry out correctly numerical calculations;
- solve simple equations of an unknown in N, Z, Q and ID
- use methodical and coherent reasoning in solving mathematical problems;
- solve problems related to percentage, unitary method, movement, interest, division, surface area and volume of figures;
- draw correctly figures by using geometrical instruments and describe them using appropriate terms;

Key competences for S2

The examination will specifically test the learners' ability to:

- use correctly the simple language structures, vocabulary and the symbols found in the second year mathematics program;
- carry out efficiently numerical and literal calculations;
- solve the equations and inequalities of the first degree in $\mathbb{R}$;
- recognize and justify congruent shapes;
- calculate the component of a vector;
- use methodical and coherent reasoning in solving mathematical problems;

Key competences for S3

The examination will specifically test the learners' ability to:

- carry out efficiently numerical and literal calculations;
- solve problems that involve sets of numbers using Venn diagram;
- represent graphically a function of the first degree, a function of the second degree point by point;
- solve equations, inequalities and the systems of the first degree in two unknowns;
- apply compound interest in daily life situations;
- calculate the side lengths, angles in a right triangle and areas of geometric shapes;
- represent and interpret graphs to linear and quadratic functions.

4.4.3 Examination specifications and marks allocations

This paper consist of two sections A and B with a total of 20 questions which will weigh **100** marks, section **A (55 marks)** and section **B** (45 marks) and the assessment will be done in three hours.

SECTION A

Section A will be composed of fifteen **(15)** questions, the marks of that section vary from 1 to 5 marks. Candidates will be required to answer all questions from section A **(55 marks).**

SECTION B

Section B will consist of five **(5)** questions. Each question will carry fifteen **(15)** marks. Candidate will be required to attempt only three **(3)** questions out of five **(5)** questions. This section B will weigh a total of **45** marks. The examination specifications and marks allocations will be applied for senior one, senior two and senior three even in cycle.

4.4.4 Table of specifications

The assessment of Mathematics in Lower Secondary will follow the specification grid in the table below that relates 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 analyze 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 the following table (s) of specifications:

Table 16: Table of specifications, Mathematics for S1, 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.Sets	30	1	1	1			1	4.35	4
2.Sets of numbers	36	2	1	1		1		5.22	5
3.Linear functions, equations and inequalities	36	2	1	1	1			5.22	5
4.Percentage, discount, profit and loss	12			1	1			1.74	2
5.Ratio and proportion	12		1			1		1.74	2
6.Points, lines and angles	12	1					1	1.74	2
TOTAL	**138**	**6**	**4**	**4**	**2**	**2**	**2**	**20.00**	**20**
Percentage of item distribution per level of cognitive domain		**30**	**20**	**20**	**10**	**10**	**10**	**100%**	

Table 17: Table of specifications, Mathematics for S2, 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.Indices and surds	18		1		1		1	2.73	3
2. Polynomials	30	1	1	1		1		4.55	4
3.Simultaneous linear equations inequalities	30	2	1	1				4.55	4
4.Multiplier for proportional change	12	2						1.82	2
5.Thales theorem	12		1		1			1.82	2
6.Pythagoras' theorem	12			1			1	1.82	2
7.Vectors	18	1		1		1		2.73	3
TOTAL	**132**	**6**	**4**	**4**	**2**	**2**	**2**	**20.00**	**20**
Percentage of item distribution per level of cognitive domain		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100%**	

Table 18: Table of specifications, Mathematics for S3, 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.Problem on sets	6					1		0.86	1
2.Number of bases	12	1		1				1.71	2
3.Algebraic fractions	24		1	1		1		3.43	3
4.Simultaneous linear equations and inequalities	18	1	1		1			2.57	3
5.Quadratic equations	24	1		1			1	3.43	3
6.Linear and quadratic functions	24	1	1				1	3.43	3
7.Compound interest,Reverse percentages and Proportional change	20	1	1		1			2.86	3
8.Right-angled triangles	12	1		1				1.71	2
TOTAL	**140**	**6**	**4**	**4**	**2**	**2**	**2**	**20.00**	**20**
Percentage of item distribution per level of cognitive domain		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100%**	

4.5 Physics

4.5.1 Broad competences

The examination will assess the extent to which the learners can:

- analyze and explain physics phenomena relating to life experience;
- use and experiment with a range of scientific and technological tools and equipment and draw appropriate conclusions;
- demonstrate curiosity, research skills and creativity;
- apply scientific inquiry and methods to investigations;
- apply knowledge of mathematics and technology to scientific investigation;
- observe, analyse, evaluate and interpret without prejudice and make reasonable decisions;
- use principles of scientific methods and experimental techniques to solve specific problems in life;
- develop attitudes in which scientific investigation depends on honesty, persistence, critical thinking and tolerance of uncertainty;
- appreciate the scientific, social, economic, environmental and technological implications of Physics;
- identify legal and ethical requirements for proper use, care, handling and disposal of organisms and chemicals into the environment;
- identify safe and appropriate techniques used in the preparation, storage, dispensing and supervision of materials used in science instructions;
- Identify national legal requirements and standards for safe preparation, use, storage, and disposal of the materials used.

4.5.2 Key Competences

Key Competences for S1

The examination will specifically test the learners' ability to:

- appreciate scientific, social, economic, environmental and technological implications of Physics;
- use appropriate laboratory equipment and materials to carry out experiments;
- identify potentially hazardous situations in a physics laboratory and classroom and methods of prevention;
- identify prefixes in the metric system and standard units of measure:

newton, metre, kilowatt-hours, tesla, electron volts, calories;

- explain types of forces;
- determine experimentally the position of centre of gravity of a body;
- explain physical properties of solids, liquids and gases.

Key Competences for S2

The examination will specifically test the learners' ability to:

- validate basic formula based on dimensional analysis;
- analyze the thermal expansion of solids, liquids and gases;
- perform experiments on gas laws.

Key Competences for S3

The examination will specifically test the learners' ability to:

- evaluate thermal effects;
- examine the principle of heat exchange;
- state and explain laws of thermodynamics;
- apply principle of electromagnetic induction;
- perform calculations involving electric field intensity;
- design a simple house electric installation.

4.5.3 Paper specifications and marks allocation

The assessment of Physics for S1, S2 and S3 will consist of two (2) Physics papers namely Physics theory exam and Alternative to Physics practical exam.

Physics paper I: Physics theory exam

This Paper will be composed of two sections **A** and **B** with a total of twenty **(20)** questions which will weigh **100 marks**. The examination duration will be three **(3)** hours.

Section A: This section will comprise **fifteen (15) compulsory questions** of different types that will weigh a total of **70 marks.**

It will include objective questions (questions of fact, sentence completion, true-false, analogy, multiple choice and matching), short answer questions that require drawings, explanation, interpretation or prediction, short open questions and application of physics formulae.

Section B: This Section will consist of five **(5)** questions. Each question will carry ten **(10)** marks. Candidates will attempt only three **(3)** out of five **(5)** questions for **30** marks.

It will include structured questions, essay questions, planning experiment among others. These questions will provide students with an opportunity to demonstrate their understanding, creativity and problem solving, apply specific formulae, analyze, assess and interpret obtained results.

Physics paper II: Alternative to Physics practical exam

The assessment of this paper will consist of **one** alternative to Physics practical question comprising some sub- questions that a candidate will compulsorily sit for in **one hour and thirty minutes** (1h 30 min). It will weigh a total of **20** marks.

In this assessment, marks will be allocated according to the following steps: organisation or completion of given table of results; graph plotting; calculation of slope; analysis and interpretation of results; answering questions and drawing a conclusion /prediction.

4.5.4 Table of specifications

The assessment of Physics in Lower Secondary will follow the specification grid in the table below that relates 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 analyze 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 the following table (s) of specifications.

Table 19: Table of specifications, Physics paper I for S1, 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.Laboratory safety rules and measurement of physical quantities	15	1	1	1				2.88	3
2.Qualitative analysis of linear motion	15			1	1			2.88	2
3.Force (I)	10	1	1					1.92	2
4.Newton's laws of motion(I)	10					1	1	1.92	2
5.Centre of gravity	10	1					1	1.92	2
6.Work, energy and power (I)	14	2	1					2.69	3
7.Simple machines (I)	10			1		1		1.92	2
8.Kinetic Theory and State of Matter	10	1	1					1.92	2
9.Heat and Temperature	10			1	1			1.92	2
TOTAL	**104**	**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 20: Table of specifications, Physics paper II for S1, Term II, 2023-2024

Topic/ILO	Periods	Categories of the cognitive domain						Total Number of Exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
Qualitative analysis of linear motion	15		1	2	1	1	1	6.00	6
TOTAL	**15**	**0**	**1**	**2**	**1**	**1**	**1**	**6**	**6**

Table 21: Table of specifications, Physics paper I for S2, 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.Sources of Errors in Measurement of Physical Quantities	12		1	1				2.45	2
2.Quantitative Analysis of Linear Motion	10		1		1			2.04	2
3.Friction Force	9	1					1	1.84	2
4.Density and Pressure in Solids and Fluid	9	1		1				1.84	2
5.Measuring liquid Pressure with Manometer	9	1				1		1.84	2
6.Application of Pascal's principle	10		1	1				2.04	2
7. Archimedes principle and atmospheric pressure	10	1					1	2.04	2
8.Work, Power and Energy (II)	10	1		1				2.04	2
9.Conservation of mechanical energy in isolated systems	9	1				1		1.84	2
10.Gas laws' experiments	10		1		1			2.04	2
TOTAL	**98**	**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 22: Table of specifications, Physics paper II for S2, Term II, 2023-2024

Topic/ILO	Periods	Categories of the cognitive domain						Total Number of Exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
Density and pressure in solids and fluid	9	1	1	1	1	1	0	5.00	5
TOTAL	**9**	**1**	**1**	1	**1**	**1**	**0**	**5**	**5**

Table 23: Table of specifications, Physics paper I for S3, 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.Graphs of linear motion	8	1	1					1.67	2
2.Qualitative analysis of linear motion Friction force and Newton's laws of motion	10				1		1	2.08	2
3.Applications of atmospheric pressure	10	1		1				2.08	2
4.Renewable and non-renewable energy sources	10	1	1					2.08	2
5.Heat transfer and quantity	9				1		1	1.88	2
6.Laws of thermodynamics	9	1				1		1.88	2
7.Introduction to electromagnetic induction	9	1		1				1.88	2
8.Electrical power transmission	10		1	1				2.08	2
9.Electric field intensity	9			1		1		1.88	2
10House electric installation	12	1	1					2.50	2
TOTAL	**96**	**6**	**4**	**4**	**2**	**2**	**2**	**20**	**20**
Percentage of item distribution per level of the cognitive domain		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100%**	

Table 24: Table of specifications, Physics paper II for S3, Term II, 2023-2024

Topic/ILO	Periods	Categories of the cognitive domain						Total Number of Exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
1.Refraction of light	**9**	0	0	1	1	1	0	3.00	3
TOTAL	**9**	**0**	**0**	**1**	**1**	**1**	**0**	**3**	**3**

4.6 History and Citizenship

4.6.1 Broad competences

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

- Analyze and understand how societies evolved in order to know appropriately both near and distant environments so as to apply such techniques in developing his or her own society.
- develop into a mature, informed, responsible and active participating citizen.
- live in harmony and tolerance with others without any distinction of religion or other form of discrimination and exclusion that have caused problems in society such as the Tutsi genocide of 1994.
- appreciate Rwandan values, universal values of peace, respecting human rights, gender equality, democracy, justice, solidarity and good governance.
- promote moral, intellectual, social values through which learners will improve the competences and skills that are essential for the sustainable development of the country.
- develop patriotic spirit, the sense of civic pride and awareness of what happens in the global community.
- develop a sense of moral responsibility and commitment to social justice and gender equality.
- encourage learners to assume responsibility for their own behavior and to respect the rights of others.
- promote the spirit of self-reliance, dignity and cooperation among nations.

4.6.2 Key competences

Key competences for S1

The examination will specifically test the students' ability to:

- describe the origin and expansion of Rwanda and locate Rwanda in time and space.
- explain the concepts of History and Citizenship, how historical information is collected, its role and its link with other subjects.
- describe Rwandan and Egyptian civilizations.
- describe the rise and organization of Trans-Saharan and triangular trade.

Key competences for S2

The examination will specifically test the students' ability to:

- Describe German and Belgian colonization of Rwanda.
- explain the causes and effects of 1994 genocide against the Tutsi in Rwanda.
- describe the exploration and colonization of Africa by the Europeans.
- explain the origin, rise, organization of kingdoms in both East and Central Africa.
- describe the causes and the consequences of industrial and American revolutions.

Key competences for S3

The examination will specifically test the students' ability to:

- Explain the consequences of 1994 genocide against the Tutsi in Rwanda.
- describe the colonial administrative system as applied by different colonial powers and colonial reforms.
- describe the causes and effects of decolonization of Africa.
- explain the origin, causes and impact of the French revolution.
- examine the causes and effects of both the First and Second World War.
- explain national and international human rights instruments and how they have been respected and violated in different situations.

4.6.3 Paper specifications and marks allocation

The history examination will consist of one paper made of both History of Africa and modern History.

The examination duration will be **three (3) hours**. It will contain **15 questions** and will be marked out of **100 marks**. It will consist of two sections A and B.

Section A is compulsory and will have **10 questions** weighted at **50 marks** in total.

Section B has **five (5) questions**, with a weighted total of **50 marks**. The candidates will have to choose two of these questions. Section B will be answered in the Essay form.

4.6.4 Table of specifications

Table 25: Table of specifications for History and citizenship, S1, 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.Historical sources	5	1				1		1.6	2
2.Origin and Expansion of Rwanda Kingdom	6		1				1	2	2
3.Organization of Pre-Colonial Rwanda	7	1	1					2.3	2
4.Genocide and Its Features	5			1	1			1.6	2
5.Evolution of Humankind	6	1				1		2	2
6.Egyptian Civilization	6			1	1			2	2
7.Trans Saharan Trade	6	1		1				2	2
8.Trans-Atlantic Slave Trade (Triangular Trade)	4		1					1.3	1
TOTAL	45	4	3	3	2	2	1	14.8	15
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100	

Table 26: Table of specifications for History and citizenship, S2, term II, 2023-2024

Topic/ILOs	Periods	Categories of the cognitive domain						Total number of exams/Paper items	
		Remembering	Understanding		Analyzing	Evaluating	Creating	Computed	Adjusted
1.German and Belgian Colonization of Rwanda (1897- 1962)	10	1		1	1			3.1	3
2.Causes and Course of the 1994 Genocide Against the Tutsi	5	1	1					1.6	2
3.Kingdoms of East and Central Africa	5	1		1				1.6	2
4.Long Distance Trade	4		1					1.2	1
5.Exploration of Africa	6		1			1		1.8	2
6.European Colonization of Africa	7	1		1				2.1	2
7.African Response to Colonial Conquest	7				1	1		2.1	2
8.Industrial Revolution	4						1	1.2	1
TOTAL	48	4	3	3	2	2	1	14.7	15
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100	

Table 27: Table of specifications for History and citizenship, S3, 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.Independent Rwanda	7	1		1				1.9	2
2. Consequences of the 1994 Genocide Against The Tutsi	6	1	1					1.6	2
3. Colonial Reforms and Their Consequences on African Societies	4				1			1.1	1
4. Causes of Decolonization in Africa: Case Study ff Ghana and Kenya	5			1		1		1.4	2
5. Analyze The 1789 French Revolution	4	1						1.1	1
6. Causes and Effects of the First World War	8		1	1				2.2	2
7. Between Two Wars	8	1	1					2.2	2
8. Causes and Effects of the Second World War	4						1	1.1	1
9. National and International Human Rights Instruments and The Protection of Human Rights	5				1	1		1.4	2
Total	**53**	**4**	**3**	**3**	**2**	**2**	**1**	**14**	**15**
Percentage of item distribution per level of cognitive domain		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100**	

4.7 Geography and Environment

4.7.1 Broad competences

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

- Develop a strong interest in their surroundings at a local, regional and global level,
- appreciate the variety of physical and human aspects of the world and acquire a commitment to sustainable development,
- appreciate the relationships between people and environments, and appreciate the importance of geographical locations to human activities,
- demonstrate an understanding of the physical and social environment in which they live and appreciate the diversity and similarities in their communities, country, region, continent and the world,
- be aware of land use practices and resource utilization their consequences in Rwanda and around the world,
- analyze the impact of various socio-economic activities on sustainable development,
- develop a variety of other skills including critical thinking, research and problem solving, creativity and innovation, communication and co-operation, and how to present conclusions in the most appropriate way,
- demonstrate awareness and show concern for environmental conservation and sustainability and act accordingly,
- be competent in a range of skills and techniques necessary to carry out geographical research with data and interpret geographical phenomena,
- read and interpret geographical data from geographical sources like maps, photographs, diagrams and field studies.

4.7.2 Key Competences

Key Competences for Senior one (S1)

The examination will specifically test the learners' ability to:

- Demonstrate an understanding of the earth and the elements of physical geography
- apply knowledge and understanding of physical and human geography theory
- read and identify the elements of a map and interpret them

Key Competences for Senior two (S2)

The examination will specifically test the learners' ability to:

- Analyze the earth's internal processes and the resultant relief features.
- describe and explain the main concepts of human and economic geography applying them at a national and local level.
- analyze the problems associated with the physical, human and economic aspects of Rwanda and suggest possible solutions.
- read, interpret and draw sketches from maps.

Key Competences for Senior three (S3)

The examination will specifically test the learners' ability to:

- Analyze the earth's external processes and the resultant relief features;
- evaluate the consequences associated with the physical, human and economic aspects of Africa, China and suggest possible solutions;
- read and interpret physical and human features on maps and photographs;

4.7.3 Paper specifications and marks allocation

The geography examination will consist of **one paper**. It will consist of both Physical geography and economic geography.

The geography Exam will be done in **three (3) hours**. It contains **18 questions** and will be weighted with a total of **100 marks**. It will consist of two sections A and B. Section A is compulsory and will have **13 questions** and will weigh **55 marks** in total.

Section B will have five questions and students will choose **three questions**. It will weigh **45 marks**.

4.7.4 Table of specifications

The examination will follow the specification grid in the table below that relates the learning units to their indicated weight on time devoted to teaching every subject topic area.

The indicative contents 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 analyze things, determining valuable facts through making judgement and generating new ideas or practical creation of new things.

Table 28: Table of specifications for Geography and Environment, S1, 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. Introduction to geography	3	1						**1**	**1**
2. Elements of a map	5		1					**1**	**1**
3. The earth in relation to the universe	12	1	1		1			**3**	**3**
4. The structure of the earth	4			1				**1**	**1**
5. Forms of relief	6	1					1	**2**	**2**
6. Rocks	5					1		**1**	**1**
7. Soils	10	1	1	1				**3**	**3**
8. Weather and climate	23	1	1	2	1	1		**6**	**6**
Total	**63**	**5**	**4**	**4**	**2**	**2**	**1**	**18**	**18**
Percentage of item distribution per level of cognitive domain		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100**	

Table 29: Table of specifications for Geography and Environment, S2, 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. Map work interpretation	3					1		0.7	1
2. Types of photographs	3		1					0.7	1
3. Interpretation of photographs and video images	3						1	0.7	1
4. Tectonic processes	10	1	1		1			2.6	3
5. The external landform processes	6	1			1			1.5	2
6. Relief in Rwanda	4					1		1	1
7. Weathering and rocks	3		1					0.7	1
8. Soils in Rwanda	5			1				1.3	1
9. Climate and climate change in Rwanda	5	1						1.3	1
10. Vegetation in Rwanda	4		1					1	1
11. Drainage in Rwanda	5			1				1.3	1
12. Environmental conservation in Rwanda	4	1						1	1
13. Population in Rwanda	7	1		1				1.8	2
14. Rural and urban settlement in Rwanda	5			1				1.3	1
Total	**63**	**5**	**4**	**4**	**2**	**2**	**1**	**18**	18
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100	

Table 30: Table of specifications for Geography and Environment, S3, 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. Map work interpretation	4		1					1.2	1
2. Relief in Africa and the world	5	1	1					1.6	2
3. Soils in Africa and the world	4			1				1.2	1
4. Climate in Africa and the world	5	1					1	1.6	2
5. Vegetation of Africa and the world	4					1		1.2	1
6. Drainage in Africa	4				1			1.2	1
7. Environmental conservation	3	1						0.9	1
8. Population in Africa	5		1		1			1.6	2
9. Urban settlement in Africa.	4					1		1.2	1
10. Agricultural systems in Africa	12	1	1	2				3.7	4
11. Forestry in Africa	4	1						1.2	1
12. Fishing in Africa	4			1				1.2	1
Total	58	**5**	**4**	**4**	**2**	**2**	**1**	**18**	18
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100	

4.8 Entrepreneurship

4.8.1 Broad competences

The overall goal of entrepreneurship education is to give students the attitudes, knowledge and skills to act in an entrepreneurial way. The examination will assess the extent to which candidates are able to:

- Make viable entrepreneurial decisions in life;
- manage resources properly and responsibly;
- make rational work and career choices in life;
- save for future needs and manage finance in daily activities;
- scan and implement business opportunities from the environment;
- perform basic accounting for a business;
- develop and implement a viable business plan;
- pay taxes in accordance to Rwanda tax law;
- apply standards in business operations;
- apply ethical behaviors in business.

4.8.2 Key competences

Key competences at the end of S1
At the end of senior one, the examination will specifically test the candidates' ability to:

- Analyze the desirable characteristics and role of an entrepreneur in Entrepreneurship;
- Analyze the value of work in the society;
- Make rational consumption decisions based on ones needs;
- Analyze the importance of accounting to the business.

Key competences at the end of S2
At the end of senior two, the examination will specifically test the candidates' ability to:

- Analyze the role, benefits and challenges of being an entrepreneur;
- Evaluate the role of work in socio-economic development;
- Prepare a personal budget;
- Record initial accounting entries for a business;
- Analyze the impact of the different types of markets;
- Apply basic concepts of metrology and quality testing.

Key competences at the end of S3
At the end of senior three, the examination will specifically test the candidates' ability to:

- Manage resources properly and responsibly,
- make rational career choice,

- analyze the importance of various sectors of production in Rwanda's economy,
- examine the role of Rwandan custom procedures and taxes,
- apply ethical business practices,
- plan and manage a business.

4.8.3 Paper specifications and marks allocation

There will be **one (1)** paper of **three (3)** hours. The paper will consist of sections A, B and C with **fifteen (15)** questions. Students will be required to answer **thirteen (13)** questions, which will weigh **100 Marks**.

Section A

All questions in section "A" will be compulsory and will require clear and brief answers. This section will be composed of **8** Compulsory questions which will weigh **40Marks**, where each question will weigh **5 Marks**. The questions will be set to give students the opportunity to learner's level of knowledge, understanding and comprehension of the syllabus topics and objectives.

Section B

This section will be general in nature and require students to draw on their knowledge from across the syllabus while demonstrating an ability to explain, discuss, examine, apply, analyze, synthesize, describe and show support for significant issues related to entrepreneurial activities. A student will answer **Three (3)** out of **four (4)** questions that will weigh **30 Marks**, where each question will weigh **10 Marks** and learners will answer a given number of questions as instructed.

Section C

This section will be specific in nature and require students to draw on their knowledge from across the syllabus while demonstrating an ability to design, invent, produce, devise, develop, propose, generate, reconstruct, plan, and apply significant issues related to entrepreneurial activities. A student will answer **Two (2)** out of **three (3)** questions, which will weigh **30 Marks**, where each question will weigh **15 Marks** and learners will answer a given number of questions as instructed.

4.8.4 Table of specifications

Table 31: Table of specifications for Entrepreneurship, Senior 1, 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.Meaning,roles and characteristics of an entrepreneur	9		1	1	1			3	3
2.Personal values,skills and characteristics of an entrepreneu	8	2		1				2.6	3
3.Work in the society	9	1	1			1		3	3
4.Concept of needs,wants goods and services	9		1	1			1	3	3
5.Financial Awareness	10	1			1	1		3.3	3
TOTAL	**45**	**4**	**3**	**3**	**2**	**2**	**1**	**14.9**	**15**
Percentage of item distribution per level of cognitive domain		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100%**	

Table 32: Table of Specifications for Entrepreneurship, Senior 2, 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.Role , benefit and challenges of an entrepren	8	1	1	1				2.70	3
2.Setting personal goals	10	1				1	1	3.40	3
3.Role of work in socio-economic development	8	1	1	1				2.70	3
4.The market	8	1		1	1			2.70	3
5. Taxes in Rwanda	10		1		1		1	3.40	3
TOTAL	**44**	**4**	**3**	**3**	**2**	**1**	**2**	**14.90**	**15**
Percentage of item distribution per level of cognitive domain		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100%**	

Table 33: Table of specifications for Entrepreneurship, Senior 3, 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.Resourceas and their use	7	1	1					2.00	2
2.Career opportunity	7			1	1			2.00	2
3.Communication skills	9			1			1	2.50	2
4.Forms of enterprise	6	2						1.70	2
5.Sectors of Production	6	1	s			1		2.70	2
6.Customs procedures	7		1	1				2.00	2
7.Developing a business plan	10	1	1				1	2.80	3
TOTAL	**52**	**5**	**3**	**3**	**1**	**1**	**2**	**14.70**	**15**
Percentage of item distribution per level of cognitive domain		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100%**	

4.9 ICT

4.9.1 Broad competences

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

- apply acquired technological understanding to integrate into society and the world of work;
- use the ICT tools and recognize the impact of ICT in daily life;
- tuse communication and research techniques by combining skills, attitudes and values;
- demonstrate communication, research, practical problem solving, observation, creativity and innovation in everyday life;
- organize and manipulate information using common application software namely word processing, the internet, spreadsheets, presentations, graphics, and multimedia;
- manipulate spatial data using Geographical Information Systems;
- develop computational thinking and logical reasoning through computer programming.

4.9.2 Key competences

Key competences for S1

The examination will specifically test the students' ability to:

- explain the foundation of Information and Communication Technology;
- explain the evolution, categories, parts and role of computers;
- navigate the Windows environment and work with Windows Explorer to introduce techniques of folder and file management;
- maintain a computer in good working condition and use it safely, securely and ethically;
- create and manipulate a document using word processing basic features;
- manipulate text and use advanced formatting methods and simple objects in a document;

Key competences for S2

The examination will specifically test the students' ability to:

- use computers safely and securely to ensure that data is protected;
- analyze and criticize the role and impact of computing tools in financial transactions;
- use computing tools in financial transactions;
- insert symbols, pictures, tables and objects in a document;
- fill a new empty map with data, use simple symbols, label features and attributes table, and navigate a map;
- work with a spreadsheet and perform basic manipulation of cell contents using arithmetical operations;
- manage a window, sorting and filtering data in a spreadsheet;

Key competences for S3

The examination will specifically test the students' ability to:

- understand functions of operating systems; install and use applications and utility software;
- generate a table of contents and use one document to have multiple copies for different recipients;
- present data graphically and use different objects in a document;
- query a map using selections (attribute and location), create a map layout and insert map elements, use advanced symbology and labelling and print, export and send a map;
- use different techniques to organize a printable datasheet;
- prepare and make a presentation;
- create graphics using basic graphic elements and edit predefined graphics;

4.9.3 Paper Specifications and Marks Allocation

The assessment of ICT will consist of **8** questions in both S1 and S2 and **10** questions in S3. Candidates shall sit for it in two **(2)** hours. Candidates will be required to answer **all questions**, which will weigh **20 Marks,** where marks for questions will vary from **1** to **4**.

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.

4.9.4 Table of specifications

Table 34: Table of specifications: ICT, S1, Term II, 2023-2024

Topic/ILOs	Periods	Categories of the cognitive domain						Total number of Exam/paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
1.ICT foundation	6	1						1.1	1
2.Computer systems	6			1				1.1	1
3.Computer navigation, Safe, secure and ethical use of computers	10	1			1			1.9	2
4.Word processing basics I	10	1				1		1.9	2
5.Word processing basics II	10		1				1	1.9	2
TOTAL	**42**	**3**	**1**	**1**	**1**	**1**	**1**	**8.0**	**8**
Percentage of item distribution per level of cognitive domain		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100%**	

Table 35: Table of specifications: ICT, S2, Term II, 2023-2024

Topic/ILOs	Periods	Categories of the cognitive domain						Total number of Exam/paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
1.ICT in financial transactions and Data protection	14	1			1			2.3	2
2.Objects in a document	12	1		1				2.0	2
3.Spreadsheet basics	8	1				1		1.3	2
4.Worksheet data presentation	6						1	1.0	1
5.ArcGIS	8		1					1.3	1
TOTAL	**48**	**3**	**1**	**1**	**1**	**1**	**1**	**8.0**	**8**
Percentage of item distribution per level of cognitive domain		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100%**	

Table 36: Table of specifications, ICT for S3, Term II, 2023-2024

Topic/ILOs	Periods	Categories of the cognitive domain						Total number of Exam/paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
1.Application and utility software installation	4		1					0.8	1
2.Table of contents and mail merge	8	1		1				1.6	2
3.Charts and advanced objects	6					1		1.2	1
4.ArcGIS	10	1		1				2.0	2
5.Charts and objects in spreadsheet	8						1	1.6	1
6.Presentation	6	1						1.2	1
7.Introduction to computer graphics	8		1		1			1.6	2
TOTAL	**50**	**3**	**2**	**2**	**1**	**1**	**1**	**10.0**	**10**
Percentage of item distribution per level of cognitive domain		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100%**	

4.10 Chemistry

4.10.1 Broad competences

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

- demonstrate knowledge, understanding and skills of chemistry subject matter (concept) that would enable him/her to access chemistry and related courses in advanced level;
- to develop skills in laboratory procedures and techniques, carried out with due regard for safety, together with the ability to assess the use and limitations of these procedures;
- analyze scientific phenomena relating to real life experiences. use the principles of scientific methods and the application of experimental techniques to solve specific problems;
- demonstrate curiosity, research skills, creativity and innovative skills. conduct scientific research: collect data, present, analyze, interpret and draw appropriate conclusions;
- contribute to sustainable development by reducing the impact of chemical waste on the environment;
- apply the knowledge of chemistry to make scientifically informed decisions on the choice of chemical products on the market;
- develop attitudes relevant to chemistry such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness;
- promote awareness that scientific theories and methods have developed, and continue to do so, as a result of the co-operative activities of groups and individuals;
- develop attitudes on which scientific investigations depend, such as honesty, persistence, critical thinking and tolerance of uncertainty.

4.10.2 Key competences

Key competences for S1

The examination will specifically test learners' ability to:

- appreciate the scientific, social, economic, environmental and technological implications of chemistry;
- use appropriate laboratory equipment/ materials to carry out experiments;

- relate properties of matter to some physical and chemical phenomena in daily life;
- explain how the rate of diffusion depends on molecular mass;
- determine the compositions of mixtures and use appropriate techniques to separate them;
- comprehend the structure of an atom and relate the valence to the chemical formulae of compounds;
- use valence electrons and the number of shells to classify the first 20 elements in the periodic table;
- state standard requirements for different categories of water and explain steps involved in water treatment;
- assess the components of air and analyze the causes and effects of air pollution and prevention.

Key competences for S2

The examination will specifically test learners' ability to:

- relate the nature of the bond to properties of compounds;
- describe the trends and patterns in properties of elements in groups and periods;
- suggest ways of water pollution control;
- suggest different ways of transforming wastes into useful materials.
- differentiate between the types of chemical reactions;
- determine the pH of aqueous solutions using a pH-meter;
- prepare a salt from suitable starting materials;
- determine the composition of compounds by mass, volume and number of moles.

Key competences for S3

The examination will specifically test learners' ability to:

- determine the concentration of solutions from data obtained by simple acid-base titration;
- relate the properties of carbon, nitrogen, sulphur, chlorine and their compounds to their uses. Show how some of their compounds are prepared;
- show the environmental impact of industrial preparation of some compounds of carbon, nitrogen, sulphur and chlorine;

- examine the effect of different conditions in relation to the speed of reactions;
- prepare acids and bases and react them with other substances;

4.10.3 Paper specifications and marks allocation

The assessment of chemistry for S1, S2 and S3 will consist of two papers: chemistry paper **I** (Theory) and chemistry paper **II** (Practical exam or Alternative to practical).

Chemistry paper I (Theory)

This paper will consist of **16, 18** and **20** questions for S1, S2 and S3, respectively. The questions of each paper will be grouped into **two** sections **A** and **B** and the duration will be **three** (**3**) **hours**. Each paper will be marked over a total of **100 marks**. The specifications for each grade are detailed here below.

Senior One

Section A:

This section will contain **11 compulsory** questions and will be marked out of **70 marks**. The questions from this section will be either closed-ended (multiple choice, matching, filling in the blanks or dichotomous questions: True/False, Yes/No) out of **40 marks** and open-ended/short answer questions out of **30 marks**.

The paper will be set in a way to assess whether the learner has been effectively introduced to chemistry by the end of senior one. However, the paper setter will ask questions to recall key terms generally used in chemistry, apply the laboratory safety rules and precautions to be taken in manipulating chemicals and apparatuses, relate chemistry with daily life applications, explain/interpret the dynamics of chemistry in relation with matter composition and transformations.

In this section, S1 learners will be required to give short answers that vary in length from one word to a few sentences or chemical equations. There will be also computational questions for which calculations will be performed to get required answers. The marks per question will vary between **1** and **8.**

Section B:

This section will have **5 questions** among which the learner will have to choose only **three** (**3**) **questions** out of **30 marks,** which means **10 marks** per question. The questions in this section will be open ended/essay.

The exam setter will prepare questions with the main purpose of assessing whether learners have acquired knowledge and skills which allow him/her to explore his/her understandings and relationships among basic chemical concepts, to justify some chemical rules/principles.

The questions in this section will provide students with an opportunity to generate new ideas, products, or ways of viewing things by integrating the course material in creative ways. The section will also contain the computational questions for which simple calculations will be performed in order to solve for required answers.

In this section, questions will be set in a way that learners produce answers which can vary in length from a couple of sentences to paragraphs.

Senior Two

Section A:

This section contains **13 compulsory** questions and weighs **70 marks** in total. These questions will be either closed-ended (multiple choice, matching, filling in the blanks or dichotomous questions: True/False, Yes/No) over **30 marks** and open-ended/short answer questions over **40 marks**.

The paper will be set in a way to assess whether the learners have grasped the S2 intended learning outcomes for instance related to the trend in properties of elements in the periodic table, chemical bonding and chemical reactions, identification of ions, introduction to organic chemistry among others concepts.

From the questions of this section, S2 learners will be required to provide short answers that vary in length from one word to a few sentences or chemical equations, including the computational questions for which calculations will be performed in order to get required answers. The maximum marks per question will vary between **1** and **7 marks**.

Section B:

This section will have **5 questions** among which the learner will have to choose only **three** (**3**) **questions** out of **30 marks,** which means 10 marks per question. The questions in this section will be open ended/essay.

Question items in this section will require learners to demonstrate their skills in methods/techniques of preparation, classification and identification of salts, oxides and ions as well as the skills related to waste management. The answers produced by learners will vary in length from a couple of sentences to a paragraph.

This section will contain questions that require the learners to generate new ideas, products or ways of viewing things by integrating the course materials in creative ways.

Senior Three

Section A:

This section will consist of **15 compulsory** questions and will be marked out of **70 marks**. Questions in this section will be either closed-ended (multiple choice, matching, filling in the blanks or dichotomous questions: True/False, Yes/No) over **20 marks** and open-ended/short answer questions over **50 marks**.

Question items to be set in this section will require learners to demonstrate knowledge and skills related to physico-chemical properties and applications of carbon, nitrogen, sulphur, chlorine and their inorganic derivative compounds. There will be required skills to solve problems related to mass, mole, volume, molarity by applying specific formulae. Moreover, learners will be expected to identify factors that affect the reaction rate and the structure and properties of organic compounds. The maximum marks per question vary from **1** to **6 marks**.

Section B:

This section will have **5 questions** among which the learner will have to choose only **three** (**3**) **questions** out of **30 marks,** which means **10 marks** per question. The questions in this section will be open ended/essay.

The questions set in this section will require learners to generate new ideas when relating the physical and chemical properties and applications of carbon and chlorine elements with their inorganic derivatives. There will be requirement of skills to plot/interpret curves/tables or graphs from given data and to openly discuss the daily applications of organic compounds as well as their dangers to environment.

In this section, questions will be set in a way that S3 learners provide answers which can vary in length from a couple of sentences to paragraphs.

Note:

In case a question has more than one sub-question, the marks allocated for that question will be dispatched onto each sub-question.

Chemistry Paper II (Practical or alternative to practical exam)

This Paper will have **one** open ended question and it will have various number of sub-questions depending on the grade S1, S2 or S3. The question will cover different levels of the cognitive domain of revised Bloom's taxonomy as it is proposed in the tables of specifications below. The exam will have a duration of **1hour 30 minutes** and it will be marked out of **20** marks.

Learners will be indicated the experimental procedure with the required materials (apparatuses), chemicals among other requirements depending on the exam set. They will be required to give short answers that vary in length from few words to few sentences or chemical equations and/or draw graphs/curves/experimental set ups.

There will be computational questions for which learners will be required to perform calculations in order to solve to get required answers by applying certain chemical rules, principles and formulae.

Note:

The **chemistry practical exam** will be specifically set for science schools that are equipped with appropriate laboratory materials and chemicals. For schools without suitable laboratory materials and chemicals, an **alternative to practical exam** should be set.

4.10.4 Tables of specifications

Table 37: Table of Specifications, Chemistry Paper I for S1, 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.Chemistry and society	6		1					1.12	1
2.Laboratory safety and apparatus	15	1	1			1		2.79	3
3.States of matter and changes of states	8			1				1.49	1
4.Pure substances and mixtures	16		1	1		1		2.98	3
5.Atoms, elements and compounds	18	1		1			1	3.35	3
6.Arrangement of elements in the Periodic Table	6	1						1.12	1
7.Water and its composition	8	1					1	1.49	2
8.Air composition and pollution	9	1			1			1.67	2
Total	**86**	**5**	**3**	**3**	**1**	**2**	**2**	**16.09**	**16**
Percentage of items distribution per level of cognitive domain		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100%**	

Table 38: Table of specifications, Chemistry paper II for S1, Term II, 2023-2024

Topics/ILOs	Sub-questions	Categories of the cognitive domain						Total number of exams/Paper items	
		Remember	Understanding	Applying	Analysis	Evaluating	Creating	Actual	Adjusted
1.Pure substances and mixtures	Sub-question **a**	1						1.00	1
	Sub-question **b**		1					1.00	1
	Sub-question **c**			1				1.00	1
	Sub-question **d**				1			1.00	1
	Sub-question **e**						1	1.00	1
	Sub-question **f**					1		1.00	1
	Sub-question **g**			1				1.00	1
Total		**1**	**1**	**2**	**1**	**1**	**1**	**7.00**	**7**

Table 39: Table of Specifications, Chemistry Paper I for S2, 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.Chemical bonding	10	1		1				2.00	2
2.Trends in properties of elements in the Periodic Table.	8	1				1		1.60	2
3.Water pollution	8	1	1					1.60	2
4.Effective ways of waste management	12		1				1	2.40	2
5.Categories of chemical reactions	16	1		1	1			3.20	3
6.Preparation of salts and identification of ions	28	1	1		1	1	1	5.60	5
7.The mole concept and gas laws.	8	1		1				1.60	2
Total	**90**	**6**	**3**	**3**	**2**	**2**	**2**	**18.07**	**18**
Percentage of items distribution per level of cognitive domain		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100%**	

Table 40: Table of specifications, Chemistry paper II for S2, Term II, 2023-2024

Topic/ILOs	Sub-questions	Categories of the cognitive domain						Total number of exams/Paper items	
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating	Actual	Adjusted
1.Preparation of salts and identification of ions	Sub-question **a**	1						1.00	1
	Sub-question **b**		1					1.00	1
	Sub-question **c**			1				1.00	1
	Sub-question **d**				1			1.00	1
	Sub-question **e**					1		1.00	1
	Sub-question **f**				1	1		2.00	2
Total		**1**	**1**	**1**	**2**	**2**	**1**	**7.00**	**7**

Table 41: Table of specifications, Chemistry paper I for S3, 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.Carbon and its compounds	15	1	1	1				3.49	3
2.Nitrogen and its compounds	15	1		1			1	3.49	3
3.Sulphur and its compounds	15	1	1		1			3.49	3
4.Chlorine and its componds	15	1		1		1	1	3.49	4
5.Reaction rate	12		1		1	1		2.79	3
6.Chemical properties of acids and bases	8	1	1					1.86	2
7.Solutions and concentrations	6	1		1				1.40	2
Total	**86**	**6**	**4**	**4**	**2**	**2**	**2**	**20.01**	**20**
Percentage of items distribution per level of cognitive domain		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100%**	

Table 42: Table of specifications, Chemistry Paper II for S3, Term II, 2023-2024

Topics/ILOs	Sub-questions	Categories of the cognitive domain						Total number of exams/Paper items	
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating	Actual	Adjusted
1.Sulphur and its inorganic compounds	Sub-question **a**	1						1.00	1
	Sub-question **b**		1					1.00	1
	Sub-question **c**			1				1.00	1
	Sub-question **d**			1	1			1.00	2
	Sub-question **e**				1			1.00	1
	Sub-question **f**					1		1.00	1
	Sub-question **g**						1	1.00	1
Total		**1**	**1**	**2**	**2**	**1**	**1**	**8.00**	**8**

4.11 Biology and Health Sciences

4.11.1 Broad competences

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

- Experience an enjoyable and worthwhile educational experience, whether or not they go on to study science beyond this level,
- acquire sufficient knowledge and understanding to:
  - use ICT skills effectively to enhance learning and communication to become confident citizens in a technological world and develop an informed interest in scientific matters
  - be suitably prepared for studies beyond ordinary level of secondary education
- recognize that science is evidence based and understand the usefulness and limitations of a scientific method,
- analyze and explain scientific phenomena relating to real life experience,
- use and experiment using a range of scientific and technological tools and equipment and draw appropriate conclusions,
- develop skills that:
  - are relevant to the study and practice of biology
  - are useful in everyday life
  - encourage a systematic approach to problem-solving
  - encourage efficient and safe practice
  - encourage effective communication through the language of science
  - protect themselves against common illnesses and fatal diseases including HIV / AIDS and malaria
  - develop motor skills to perform a variety of physical activities for leisure,
- Develop attitudes and basic values relevant to biology such as:
  - concern for accuracy and precision, objectivity, integrity, enquiry, initiative, inventiveness, curiosity, research skills and creativity
  - peace and tolerance, justice, respect for others and for human rights, solidarity and democracy, patriotism, hard work, commitment, resilience and dignity.
- enable learners to appreciate that:
  - science is subject to social, economic, technological, ethical and cultural influences and limitations,

- the applications of science may be both beneficial and detrimental to the individual, the community and the environment,
- respect life and the natural equilibrium,
- demonstrate awareness and concern for the environment, conservation and sustainability and act accordingly,
- advocate personal, family and community health, hygiene and nutrition.

4.11.2 Key competences

Key competences for senior one

The examination will specifically test the students' ability to:

- explain the meaning of biology and its application, recall the characteristics common to all organisms and be able to apply safety and first aid in daily life,
- explain classification and its significance,
- describe the external structure of a typical flowering plant,
- identify components, proper use and care of a hand lens and light microscope,
- differentiate between animal and plant cells using a light microscope,
- explain specialization of cells, and the link between levels of organization in multicellular organisms,
- identify the different food nutrients and their significance to the human body,
- describe the structure and functions of human gas exchange system,
- describe response to light and gravity by plants and explain the importance of trophic responses in plants.

Key competences for senior two

The examination will specifically test the students' ability to:

- classify animals into their main groups based on external features,
- explain the concepts applied in environmental biology,
- demonstrate and explain different processes of movement of water and ions in and out of a cell,
- analyze and interpret the process of active transport and its significance to living organisms,

- carry out chemical tests on a variety of foods to identify the nature of food substances,
- explain the role of enzymes in living organisms and how they are affected by temperature and pH,
- explain the process of photosynthesis and how various environmental factors affect the rate at which photosynthesis occurs,
- explain the process of uptake and transport of xylem sap, transpiration and translocation and their roles in plants,
- demonstrate and explain gaseous exchange in humans and plants,
- describe the structure and function of excretory organs and suggest good practices for healthy kidneys.

Key competences for senior three

The examination will specifically test the students' ability to:

- classify examples of species interactions,
- sketch and interpret population growth curves,
- describe the water, carbon and nitrogen cycles,
- assess the consequences of uncontrolled human activities on ecosystems,
- describe the process of cell division and its importance in living organisms,
- compare forms of heterotrophic nutrition and explain the process of digestion in humans,
- relate the structure of circulatory system to their functions,
- compare energy yield in aerobic and anaerobic respiration,
- explain homeostatic mechanisms and the role of skin in temperature control,
- relate structures of nervous and endocrine systems to their functions,
- explain response to light and gravity by plants and understand the importance of tropisms in plants,
- differentiate between asexual and sexual reproduction, giving advantages and disadvantages of each,
- explain how sexual reproduction occurs in flowering plants,
- describe process of sexual reproduction in humans,
- describe the social factors that affect good health and apply knowledge gained in familiar and unfamiliar contexts.

4.11.3 Paper specifications and marks allocation

The paper will consist of sections **A, B** and **C** with twenty (**20**) questions in **3** hours. Candidates will be required to answer eighteen **(18)** questions, which will weigh **100** marks. This paper will test the level of knowledge, skills of the subject matter as well as attitudes and values.

Section A: All questions in section "A" will be compulsory and will require clear and brief answers. This section will be composed of fourteen **(14)** Compulsory questions which will weigh fifty-five **(55) 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.

Section B: This section will be general in nature and require candidates to draw on their knowledge from across the syllabus while demonstrating an ability to explain, discuss, examine, apply, analyse, synthesize, describe and show support for significant issues related to Biology and healthy Sciences. A student will answer Three **(3)** out of five **(5)** Questions which will weigh **30 marks** (**10 marks** for each question) and learners will answer a given number of questions as instructed. The ability to convey a sustained and well thought out argument will be credited.

Section C: This section will be specific in nature and require candidates to draw on their knowledge from across the syllabus while demonstrating an ability to design, invent, produce, devise, develop, propose, generate, reconstruct, plan, and apply significant issues related to Biology and health Sciences. It will be One **(1)** compulsory question which will weigh fifteen **(15) marks**. The learner will answer it as instructed.

Paper II: Biology practical exam or alternative to Biology practical exam

This Paper will have One **(1)** structured open-ended question with **6** sub-questions and will weigh a total of **10** marks and will be done in one hour and thirty minutes (**1h30 min**).

In setting this exam, students will be indicated clearly the experimental procedure, materials, chemicals among other requirements. Students will be required to give clear and short answers which vary in length from few words to few sentences.
This paper will be in two types.

- There will be a practical Biology which must be done by schools which have required materials and chemicals (refer to the table of specifications below).
- There will be an Alternative to Practical Biology which must be done by schools which do not have required materials and chemicals (refer to the table of specifications below).

4.11.4 Table of specification

Table 43: Table of specifications: Biology paper I, Senior one, Term II, 2023-2024

Topic/ILOs	Categories of the cognitive domain							Total Number of Exams/Paper items	
	Periods	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
1. Introduction to biology	4	1	1					1.63	2
2. Introduction to classification	6	1	1					2.45	2
3. External structure and importance of flowering plant	10	1		1	1		1	4.08	4
4. Magnifying instruments and biological drawings	6	1				1		2.45	2
5. Plant and animal cells.	4		1				1	1.63	2
6. Levels of organisation in multicellular organisms.	4		1			1		1.63	2
7. Food nutrients and diet	8	1		1	1			3.27	3
8. Food nutrients and diet	2			1				0.82	1
9. Tropic responses	5	1		1				2.04	2
Total	**49**	**6**	**4**	**4**	**2**	**2**	**2**	**20.00**	**20**
Percentage of item distribution per level of cognitive domain		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100**	

Table 44: Table of specifications: Biology paper II, Senior one, term II, 2023-2024

Topic/ILOs	Categories of the cognitive domain							Total Number of Exams/Paper items	
	Periods	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
3. External structure and importance of flowering plant	10	1	1	1	1	1	1	6.00	6
Total	**10**	**1**	**1**	**1**	**1**	**1**	**1**	**6.00**	**6**

Table 45: Table of specifications: Biology paper I, Senior two, Term II, 2023-2024

Topic/ILOs	Categories of the cognitive domain							Total Number of Exams/Paper items	
	Periods	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
1. Classification of kingdom Animalia	14	1	1	1				3.04	3
2. Introduction to environmental biology	8	1						1.74	1
3. Passive movement of substances across the cell membrane	8		1	1				1.74	2
4. Active transport.	6	1						1.30	1
5. Identification of food components.	8	1	1					1.74	2
6. Enzymes.	8				1	1		1.74	2
7. Photosynthesis.	14	1		1			1	3.04	3
8. Transport of water, mineral and organic foods in plants	10	1		1				2.17	2
9. Gaseous exchange in humans and plants.	12		1			1	1	2.61	3
10.Excretion in humans.	4				1			0.58	1
Total	**92**	**6**	**4**	**4**	**2**	**2**	**2**	**20.00**	**20**
Percentage of item distribution per level of cognitive domain		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100**	

Table 46: Table of specifications: Biology paper II, Senior two, Term II, 2023-2024

Topic/ILOs	Categories of the cognitive domain							Total Number of Exams/Paper items	
	Periods	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
5. Identification of food components.	8	1	1	1	1	1	1	6.00	6
Total	**8**	**1**	**1**	**1**	**1**	**1**	**1**	**6.00**	**6**

Table 47: Table of specifications: Biology paper I, Senior three, Term II, 2023-2024

Topic/ILOs	Categories of the cognitive domain							Total Number of Exams/Paper items	
	Periods	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
1. Interdependence among organisms in an ecosystem	6	1						0.86	1
2. Population size.	8				1			1.14	1
3. Nutrient cycles	6			1				0.86	1
4. Effects of human activities on ecosystems 1.	8	1						1.14	1
5. Effects of human activities on ecosystems 2: conservation and sustainability	8		1					1.14	1
6. Mitosis and meiosis.	8		1					1.14	1
7. Heterotrophic nutrition.	12			1			1	1.71	2
8. Circulatory system in humans.	12	1		1				1.71	2
9. Cellular respiration.	8						1	1.14	1
10. Skin and homeostatic mechanisms.	10	1						1.43	1
11. Response and co-ordination in plants.	8	1						1.14	1
12. Response and coordination in animals.	16		1			1		2.29	2
13. Asexual and sexual reproduction.	8	1						1.14	1
14. Sexual reproduction in flowering plants.	10		1		1			1.43	2
15. Reproduction in humans.	12			1		1		1.71	2
Total	**140**	**6**	**4**	**4**	**2**	**2**	**2**	**20.00**	**20**
Percentage of item distribution per level of cognitive domain		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100**	

Table 48: Table of specifications: Biology paper II, Senior three, Term II, 2023-2024

Topic/ILOs	Categories of the cognitive domain							Total Number of Exams/Paper items	
	Periods	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
7. Heterotrophic nutrition.	12	1	1	1	1	1	1	6.00	6
Total	**12**	**1**	**1**	**1**	**1**	**1**	**1**	**6.00**	**6**

4.12 Religion and Ethics

4.12.1 Broad competences

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

- practice the fundamentals of their faith so that they can be in a good relationship with God, and to adopt an attitude of responsibility and accountability in their practical life as believers;
- show Rwandan positive values, which will help them to live harmoniously with their community and participate actively in restoring and maintaining peaceful coexistence in the society;
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions in everyday life;
- manifest God's love and love for neighbors in his/her community and society in general;
- accept religious differences and aim at moral and spiritual development in order to build a better society for everyone.

4.12.2 Key competences

Key competences for S1

The examination will specifically test the learners' ability to:

- explain all the ways that God used to communicate himself to humanity (creation, word of God, Jesus Christ);
- clarify the major events in the life of Jesus as the savior of humanity;
- show good behaviour, imitating Jesus's teachings (different parables and miracles);
- observe the commandments of God and live according to the God's will;
- respect and protect the creatures and live in a peaceful environment;
- appreciate the role of respect of leaders, values and one's conscience in promoting inner peace;
- explain the purpose of life;

- explain all the ways that Allah used to communicate himself to humanity;
- explore major events in the life of Muhammad and his disciples and imitate their values;
- exercise the different daily prayer (swalaat) practices;
- respect human rights and practice integral education in the family;
- respect and protect the creatures and live in a peaceful environment;
- explain the principles of gender in Islam using the Qur'an and Islamic tradition.

Key competences for S2

The examination will specifically test the learners' ability to:

- identify the attributes of God;
- make a comparative study of different religious beliefs and, appreciate the diversity of beliefs in order to establish unity;
- respect other people's beliefs;
- participate actively in the mission of the church following the example of the apostles after the Pentecost;
- manifest the attitude of repentance from sins and live well with others;
- explain the meaning of the family in God's plan and its responsibilities;
- express his/her role to promote peace, unity and solidarity in the society;
- contrast the role of relaxation in promoting inner peace with the effect of stress in hindering inner peace;
- worship one God and respect his creatures;
- spread Islam (daawat) wherever he/she is and respect the rights of others;
- practice adequately and perfectly all kinds of swalaat;

- strive for equality of men and women according to the law, and to the plan of Allah, involve in his/her own development and in the development of the society;
- identify and show major points that constitute the mission of Islam and participate actively in the spread of Islamic faith;
- manifest the attitude of denouncing and repenting sins and live well with the others;
- express his/her role to promote peace, unity and solidarity in the society.
- explain and appreciate the nature purpose and ends of marriage from an Islamic point of view;
- adopt the attitude of respecting and protecting human sexuality through demonstration of responsible behavior.

Key competences for S3

The examination will specifically test the learners' ability to:

- discern his or her own vocation in life accordingly and make a right choice;
- explain the events that will mark the end of times and the second coming of Jesus;
- observe the norms and rules in all situations as the guidance to happiness and peaceful life;
- explain and appreciate the nature, purpose and ends of marriage in God's plan;
- adopt the attitude of respecting and protect human sexuality through the practice of self-control;
- justify the importance of pillars of Islam, Qur'an and other holy scriptures in spiritual life;
- be hopeful to reach paradise and develop good relationship with others.
- appreciate the importance of zakat;
- avoid all kinds of dehumanization, division and fight against terrorism in the world;

- explain the steps of purification in Islamic worship.

4.12.3 Paper specifications and marks allocation

Senior One (S1)

The assessment of religious education examinations for **Senior One** (**S1)** will consist of **ten** (**10) questions**. The duration for this examination paper will be **two (2)** hours. The paper will be comprised of **only one section** and questions in this section are **compulsory.** Each question will carry **1** to **3 marks.** The whole paper will be marked out of **20 marks.**

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

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 totaling to **five (5)** 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 one question with multiple possible answers (choices), including the correct answer and several incorrect answers (distractors). Typically, candidates will select the correct answer by circling the associated number or letter, or filling in the associated circle on the paper and **one (1)** question 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 **one (1)** question 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 in brackets

The filing in blank type of question will require candidates to fill in the blank space with the correct answer on the exam paper and therefore **one (1)** question will be formulated in the exam paper

Essay questions

Essay questions provide a complex prompt that requires written responses, which can vary in length from a couple of paragraphs to many pages. Essay questions totaling 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.

Senior Two (S2)

The assessment of religious education examinations for **Senior two** (**S2)** will consist of **ten** (**10)** questions. The duration for this examination paper will be **two (2)** hours. The paper will be comprised of **only one section** and questions in this section are **compulsory.** Each question will carry **1** to **3 marks.** The whole paper will be marked out of **20 marks**

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

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 totaling 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.

Multiple choice questions

Multiple choice questions are composed of one question with multiple possible answers (choices), including the correct answer and several incorrect answers (distractors). Typically, candidates will select the correct answer by circling the associated number or letter, or filling 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 **one (1)** question 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 in brackets

The filing in blank type of question will require candidates to fill in the blank space with the correct answer **on** the exam paper and therefore **one (1)** question will be formulated in the exam paper.

Essay questions

Essay questions provide a complex prompt that requires written responses, which can vary in length from a couple of paragraphs to many pages. Essay questions totaling 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.

Senior Three (S3)

The assessment of religious education examinations for **Senior three** (**S3)** will consist of **ten** (**10)** questions. The duration for this examination paper will be **two (2)** hours. The paper will be comprised of **only one section** and questions in this section are **compulsory.** Each question will carry **1** to **3 marks.** The whole paper will be marked out of **20 marks**.

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

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 totaling 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.

Multiple choice questions

Multiple choice questions are composed of one question with multiple possible answers (choices), including the correct answer and several incorrect answers (distractors). Typically, candidates will select the correct answer by circling the associated number or letter, or filling in

the associated circle on the paper and **one (1)** question 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 **one (1)** question 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 in brackets

The filing in blank type of question will require candidates to fill in the blank space with the correct answer on the exam paper and therefore **one (1)** question will be formulated in the exam paper.

Essay questions

Essay questions provide a complex prompt that requires written responses, which can vary in length from a couple of paragraphs to many pages. Essay questions totaling 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.

4.12.4 Table of specifications

Table 49: Table of specifications, Religious education for S1, 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. The Commandments of God	**15**	1						**1.24**	**1**
2. The Christian life and values	**10**			1				**0.83**	**1**
3.Peace in the Society	**10**	1						**0.83**	**1**
4. Repentance and Baptism	**7**	1						**0.58**	**1**
5.Advent to Christmas	**7**		1					**0.58**	**1**
6. Revelation of Allah to humanity	**18**		1					**1.49**	**1**
7. Mission of Muhammad	**18**				1			**1.49**	**1**
8.Swalaat laws	**14**						1	**1.16**	**1**
9. Human rights and family	**10**			1				**0.83**	**1**
10.Standards of social morality and ethics	**12**					1		**0.99**	**1**
TOTAL	**121**	**3**	**2**	**2**	**1**	**1**	**1**	**10**	**10**
Percentage of item distribution per level of cognitive domain		**30.00%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100%**	

Table 50: Table of specifications, Religious education for S2, Term II, 2023-2024

Topics/ILOS	periods	Categories of Cognitive Domain						Total Number of Exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Computed	Adjusted
1.Religious Beliefs&Unity in Diversity	18	1				1		1.89	**2**
2.Mission of church	12		1					1.26	**1**
3.Repetance& Forgiveness	8	1						0.84	**1**
4.The christian Familly	14				1			1.47	**1**
5.Pillars of Islam	15	1					1	1.58	**2**
6.Mission of Islam	16		1	1				1.68	**2**
7.Emphasis on ruling of swalat	12			1				1.26	**1**
TOTAL	**95**	**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 51: Table of specifications, Religious education for S3, Term II, 2023-2024

Topics/ILOS	periods	Categories of Cognitive Domain						Total Number of Exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Computed	Adjusted
1.The kingdom of God &last judgment	6	1						0.97	**1**
2.The christian life in the society	3				1			0.48	**1**
3.Human Sexuality	10	1		1				1.61	**2**
4.Pillars of Islam	15		1	1				2.42	**2**
5.Quran &its spiritual importance	14	1				1		2.26	**2**
6.ComplsulsaryCharity in Islam(Zakat)	14		1				1	2.26	**2**
TOTAL	**62**	**3**	**2**	**2**	**1**	**1**	**1**	**10**	**10**
Percentage of item distribution per level of cognitive domain		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100%**	

4.13 Music, Dance and Drama

4.13.1 Broad competences

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

- gain knowledge and understanding of theory of music;
- gain knowledge and understanding of different styles of songs;
- perform musical notes and songs;
- gain knowledge of the characteristics of traditional and modern musical instruments and their use;
- use some of musical instruments to accompany songs;
- compose their own sketches and short plays to be performed;
- demonstrates knowledge and skills of melody writing.

4.13.2 Key competences

Key Competences for S1

The examination will specifically test the students' ability to:

- sing in tune with some expression;
- sol-fa ascending and descending musical scales individually and then collectively;
- accompany sol-fa with keyboard instruments;
- improvise and act out role plays in Kinyarwanda;
- write musical notes on the staff;
- compose sketches on different topics in Kinyarwanda.

Key Competencies for S2

The examination will specifically test the students 'ability to:

- sing short lyric songs in sol-fa;
- perform Solo;
- accompany singing and dancing with keyboard and string instruments (guitar, etc.) in group;
- write musical notes on grand staff and then perform in groups;
- analyze compositions, making judgments and expressing personal opinions.

Key Competencies for S3

The examination will specifically test the students 'ability to:

- sing long songs in groups with accompaniment;
- accompany more complex singing and dancing in group with different musical instruments;
- compose a song with musical notation and perform it.

4.13.3 Paper specification and marks allocation

The examination will consist of **one (1)** paper of **one** (**1**) hour duration. There will be **one section** with a total of **ten** questions. The first nine questions will consist of short answer questions with various marks out of **15 marks**. Candidates will be required to answer all of them. For the tenth question, the candidates will be required to compose a song. This question will carry out a total of **5 marks**. This section will carry a total of **20 marks.** This paper of specification and marks allocation will be applied for **S1, S2** and **S3.**

4.13.4 Table of specifications

Table 52: Table of specifications: Music, Dance and Drama, S1, 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.Musical language	10	1	1	1				2.90	3
2.Sol-fa respecting simple time signatures	12	1	1	1		1		3.52	4
3.Introduction to drama	12	1			1		1	3.52	3
TOTAL	34	3	2	2	1	1	1	9.94	10
Percentage of item distibution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 53: Table of specifications: Music, Dance and Drama, S2, 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.Intervals	12	1	1	1				3.33	3
2.Alteration signs	12	1	1	1		1		3.33	3
3.Sol-fa short score	12	1			1		1	3.33	3
TOTAL	**36**	**3**	**2**	**2**	**1**	**1**	**1**	**10**	**10**
Percentage of item distibution per level of cognitive domain		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100%**	

Table 54: Table of specifications: Music, Dance and Drama, S3, 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. Musical Scales	12	1	1	1				3.33	3
2. Compound time Signatures	12	1	1	1		1		3.33	4
3.Chords, dynamics and tempo	12	1			1		1	3.33	3
TOTAL	**36**	**3**	**2**	**2**	**1**	**1**	**1**	**10**	**10**
Percentage of item distribution per level of cognitive domain		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100%**	

4.14 Home sciences

4.14.1 Broad competences

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

- Apply principles of good personal health and professional etiquette in their daily lives
- Make simple decoration using colouring and decoration techniques on different backgrounds
- Use a sewing machine and make simple garments using different seams
- Apply laundering procedures on different fabrics and arrange a home
- Prepare and present basic hot and cold dishes according to different types of cooking methods
- Prepare and serve baking and pastries following simple baking procedures.

4.14.2 Key competences

Key competences for S1

The examination will specifically test the learners' ability to:

- state, apply and implement the principles of personal health and etiquette in their daily lives;
- match decorative colours on different backgrounds, using the appropriate tools and equipment;
- identify types of fibres and explain their characteristics;
- identify basic sewing materials, tools, equipment and sew basic stitches;
- understand and apply health and safety procedures in the handling and preparation of food;
- understand the importance of nutrients in food and use this knowledge in a balanced food/meal selection;
- apply principles of food nutrient selection.

Key competences for S2

- identify and safely use cleaning materials, tools and cleaning products;
- demonstrate the use of colours and basic decoration methods in simple decoration;
- understand and explain the characteristics of different fabrics and conduct appropriate experiments with them;
- explain and make different types seams;
- understand and apply health and safety procedures in the handling and preparation of food in compliance with Hazard Analysis Critical Control Point (HACCP).

Key competences for S3

- apply cleaning procedures and arrange a home;
- demonstrate appropriate decoration techniques using a wider range of colour, fabrics and style;
- apply laundering techniques for different fabrics using the appropriate tools and equipment;
- understand how a sewing machine works and be able to maintain it appropriately;
- understand and comply with food preservation and storage procedures.

4.14.3 Examination specifications and marks allocations

This paper consists of one section with a total of fifteen **(15)** questions which will weigh **20** marks, and the assessment will be done in two hours.

Marks of questions will vary from **1** to **2**. Candidate will be required to attempt all questions. The question paper will contain different types of examination questions include **short answer questions, multiple choice questions, True/false questions, matching questions and**

open ended questions. The examination specifications and marks allocations will be applied for senior one, senior two and senior three.

4.14.4 Table of specifications

Table 55: Table of specifications, Home science S1, Term II, 2023-2024

Topic/ILOs	Periods	Categories of the Cognitive Domains						Total Number of exams/paper items	
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating	Actual	Adjusted
1. Personal health and etiquettes	10	1	1		1			2.94	3
2. Decoration colors	9			1		1	1	2.64	3
3. Source of fibres	6	1	1					1.76	2
4. Sewing material, tools and equipemtents for basic stitches	9	1	1					2.64	2
5. Food Hygiene and safety techniques	7			1	1			2.05	2
6. Food nutrients selection principles	10	1		1		1		2.94	3
TOTAL	**51**	**4**	**3**	**3**	**2**	**2**	**1**	**14.97**	**15**
Pourcentage of items distribution per level of cognitive domain		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100%**	

Table 56: Table of specifications, Home science S2, Term II, 2023-2024

Topics/ILOs	Periods	Categories of the Cognitive Domains						Total Number of exams/paper items	
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating	Actual	Adjusted
1. Home care	6	1		1				2.19	2
2. Colors in decoration	9	1		1		1		3.29	3
3. Characteristics of fabrics	8	1	2					2.92	3
4. Seams	10		1	1	1		1	3.65	4
5. Food safety techniques	8	1			1		1	2.92	3
TOTAL	**41**	**4**	**3**	**3**	**2**	**1**	**2**	**14.97**	**15**
Pourcentage of item distribution per level of cognitive domain		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100%**	

Table 57: Table of specifications, Home science S3, Term II, 2023-2024

Topics/ILOs	Periods	Categories of the Cognitive Domains						Total Number of exams/paper items	
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating	Actual	Adjusted
1. Home cleaning and Home arrangement	11	1	1		1	1		3.58	4
2. Decoration techniques	8	1	1	1				2.6	3
3. Laundry techniques	8	2		1				2.6	3
4. Sewing machine	10		1				1	3.26	2
5. Food preservation and Storage	9			1	1	1		2.93	3
TOTAL	**46**	**4**	**3**	**3**	**2**	**2**	**1**	**14.97**	**15**
Pourcentage of items distriibution per level of cognitive domain		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100%**	

4.15 Fine Arts and Crafts

4.15.1 Broad competences

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

- create various Crafts using different materials, tools and techniques to express feelings, to serve a utilitarian purpose or as decoration;
- demonstrate certain decision-making, imitative and creative abilities in making various Artworks and Crafts;
- show ability to interpret, imitate and give opinion on works of Art and Crafts made by different people and at different times under various circumstances;
- Care for and protect works of Art and develop and be able to express an eye for beauty.

4.15.2 Key competences

Key competences for S1

The examination will specifically test the learners' ability to:

- appreciate the value of the natural environment in contributing to the learning and making of various Art works and Crafts;
- explore the elements and principles of Art and Crafts i.e. shape, size, proportion, colour, perspective and balance;
- create different Artworks and Crafts using various materials, tools and techniques;
- exhibit and give opinion on different self-made works of Art and Crafts and those made by others;
- identify the various historical works, personalities and Art sites of the world and be able to appreciate the characteristics, trends and styles.

Key competences for S2

The examination will specifically test the learners' ability to:

- appreciate the value of the natural environment in contributing to the learning and making of various Art works and Crafts;
- experiment with the elements and principles i.e. shape, size,

colour, perspective, balance in making works of Art and Crafts;

- create different Artworks and Crafts using various materials, tools, articles and techniques;
- be able to exhibit and give opinion on different works of Art and Crafts made by him/her and those made by others;
- identify the various great works, personalities and Art regions of the world and be able to appreciate the characteristics, trends and styles.

Key competences for S3

The examination will specifically test the learners' ability to:

- explore different techniques to make various works of Art and Crafts using different elements and principles;
- create different Artworks and Crafts using various materials, tools, articles and media;
- be able to exhibit and give opinion on different works of Art and Crafts done by him/her and those done by others;
- appreciate the value of the natural environment in contributing to the learning and making of various Art works and Crafts;
- identify and give an appreciation (aesthetic interpretation) of the different great works of Art, personalities, era and regions.

4.15.3 Paper specifications and marks allocation

The examination will consist of **one (1)** paper of **two** (**2**) hours duration. There will be **one section** with a total of **ten** questions. The first nine (9) questions will consist of short answer questions with various marks from 1 to 5. These questions will carry a total of fifteen (**15 marks**). The tenth question will be an essay question of **5 marks**. Candidates will be required to answer all questions of this section. The paper will carry a total of **20 marks.** This paper of specifications and marks allocation will be applied for **S1, S2** and **S3.**

4.15.4 Table of specifications

The assessment of Fine Arts and Crafts, lower secondary will follow the specification grid in the table below that relates 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 analyze 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 the following table (s) of specifications.

Table 58: Table of specifications: Fine Arts and Crafts for S1, 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. Still life and nature	8	1	1	1				3.20	3
2. Motif , pattern and design process	3	1						1.20	2
3. Letter styles, illustrations and design process	3	1					1	1.20	1
4. Methods of modelling clay figures and forms	6		1		1			2.40	2
5. Weaving using basic local materials	5			1		1		2.00	2
TOTAL	**25**	**3**	**2**	**2**	**1**	**1**	**1**	**10.00**	**10**
Percentage of item distibution per level of cognitive domain		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**		**100%**

Table 59: Table of specifications: Fine Arts and Crafts for S2, 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. Still life and nature	8	1	1	1	1			3.33	4
2. Motif, pattern and design process	3	1						1.25	1
3. Letter styles , illustration and design technology	3			1				1.25	1
4. Methodes of modelling clay figures and forms	6		1			1		2.50	2
5. Weaving using basic local materials	4	1					1	1.67	2
TOTAL	**24**	**3**	**2**	**2**	**1**	**1**	**1**	**10.00**	**10**

Table 60: Table of specifications: Fine Arts and Crafts for S3, 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. The deveopment of Arts through different eras in the world.	8	1			1			2.50	2
2. Still life and nature	8	1	1					2.50	2
3. Motif , pattern and design	3		1			1		0.94	2
4. Layout, illustrations, colour and calligraphy	4	1					1	1.25	2
5. Methods of modellimg clay figures and forms	5			1				1.56	1
6. Weaving using basaic local materials	4			1				1.25	1
TOTAL	**32**	**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%**	

4.16 Agriculture

4.16.1 Broad competences

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

- demonstrate basic knowledge, skills and attitudes that accurately lead him to modern farming practice;
- show the importance of using the good soil with all necessary nutrients and knowing its composition and properties;
- demonstrate the ability to cultivate a variety of crops both subsistence and cash crops;
- rear and treat domestic animals;
- comprehend and apply the processes involved from the planting to the harvesting of crops;

4.16.2 Key competencies

Key competences for S1

The examination will specifically test the learners' ability to:

- interpret differences between types of soils, explain importance and branches of agriculture and discover farming systems;
- conduct cultivation of different types of vegetables and fruits from nursery up to harvesting and their conservation using adequately appropriate farm tools;
- differentiate non ruminant species, breeds, and livestock products and conduct successfully rabbit rearing, and explain basic principles of farm economics.

Key competences for S2

The examination will specifically test the learners' ability to:

- recognize fertile soil, restore fertility of poor soil and conduct cultivation of mushrooms, fruits, legumes, grasses and apply post-harvest techniques for soybeans and groundnut using and manipulating correctly farm tools;

- differentiate ruminant species, breeds, conduct successfully their rearing, conservation of high quality livestock products and Explain principles of farm economics.

Key competences for S3

The examination will specifically test the learners' ability to:

- judge and apply suitable applicable environment protection measures and conduct cultivation of cereals, ornamentals, high added value crops, fodder-legumes and apply processing and preservation of fruits' products;
- differentiate fish and bee' species, breeds, conduct non ruminant rearing and integrated animal-fish farming and provide comments on cooperative farming and its contribution to agriculture problems' solving in Rwanda.

4.16.3 Paper specifications and marks allocation

The assessment of Agriculture for **S1, S2** and **S3 term two** will consist of one paper of **ten** (**10)** questions. The duration for this examination paper will be **two (2)** hours. The paper will be comprised of **only one section** and questions in this section are **compulsory.** Each question will carry **1** to **3 marks.** The whole paper will be marked out of **20 marks.**

The question paper contains different types of examination questions include **short answer questions, multiple choice questions, True/false questions, matching questions and Filing in blank space type of questions.**

4.16.4 Table of specifications

Table 61: Table of specifications, Agriculture for S1, 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. Introduction to agriculture	6	1						1.05	1
2.Soil	10		1		1			1.75	2
3. A farm	9	1					1	1.57	2
4. Vegetables	22		1	1		1		3.85	3
5. Animals	10	1		1				1.75	2
TOTAL	**57**	**3**	**2**	**2**	**1**	**1**	**1**	**9.97**	**10**
Percentage of item distribution per level of cognitive domain		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100%**	

Table 62: Table of specifications, Agriculture for S2, 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. Soil	10	1			1			1.56	2
2. Mushrooms	4			1				0.62	1
3. Fruits	20		1	1				3.12	3
4. Legumes	16	1				1	1	2.5	2
5. Ruminants	14	1	1					2.18	2
TOTAL	**64**	**3**	**2**	**2**	**1**	**1**	**1**	9.98	10
Percentage of item distribution per level of cognitive domain		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100%**	

Table 63: Table of specifications, Agriculture for S3, 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. Soil	12	1		1				2.14	2
2. Cereals	8		1					1.42	2
3. Ornamentals	8	1		1				1.42	1
4. Fodder	8	1					1	1.42	1
5. Animals	20		1		1	1		3.57	4
TOTAL	**56**	**3**	**2**	**2**	**1**	**1**	**1**	**9.97**	**10**
Percentage of item distribution per level of cognitive domain		**30%**	**20%**	**20%**	**10%**	**10%**	**10%**	**100%**	