

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

GENERAL EDUCATION

February 2024

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1. Introduction

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

1. To ensure quality of education in: Primary schools, Lower secondary schools and Upper secondary schools [General Education, Teacher Training Colleges, Associate Nursing, Accounting professional option, 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 upper secondary levels of General education***. 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 upper secondary levels as well as the Ministerial Order n° 002/MINEDUC/2021 of 20/10/2021 establishing curriculum in general, professional and technical and vocational basic education stipulates it. Below is the list of upper secondary examinable subjects.

Upper secondary Subjects:

1. Biology
2. Chemistry
3. Physics
4. Mathematics- core

5. Mathematics subsidiary for S4, S5 PCB combination
6. Mathematics subsidiary for S4, S5 LFK, HLP and HGL combinations
7. Mathematics – subsidiary for S6 PCB, BCG, HEG, HEL and LEG Combinations.
8. Computer science
9. ICT for all combinations except MCE and MPC
10. English
11. Français littéraires
12. Français no littéraires
13. Ikinyarwanda mu mashami y' indimi
14. Ikinyarwanda mu mashami atari ay' indimi
15. Kiswahili
16. Literature in English
17. Economics
18. Entrepreneurship
19. Geography
20. History
21. General studies and communication skills
22. Psychology

The duration and marks for different examinations vary and depend on the level and subjects assessed. In General Education, Upper Secondary, the exam duration is **three (3) hours** while the maximum marks allocated to it, is **100**, 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 marks (x10marks)**.

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.

Note: All issues (setting both assessment standards and examination paper, organization and administration) regarding the assessment of Sports/clubs will be handled at school level.

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, Analyze, and Evaluate**. *Synthesis* changed places with *Evaluation* and was renamed **Create**. All the original subcategories were replaced with gerunds and called "cognitive processes." With these changes, the categories and subcategories-cognitive processes-of the Cognitive Process dimension are shown in Table 1 below.

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

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

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

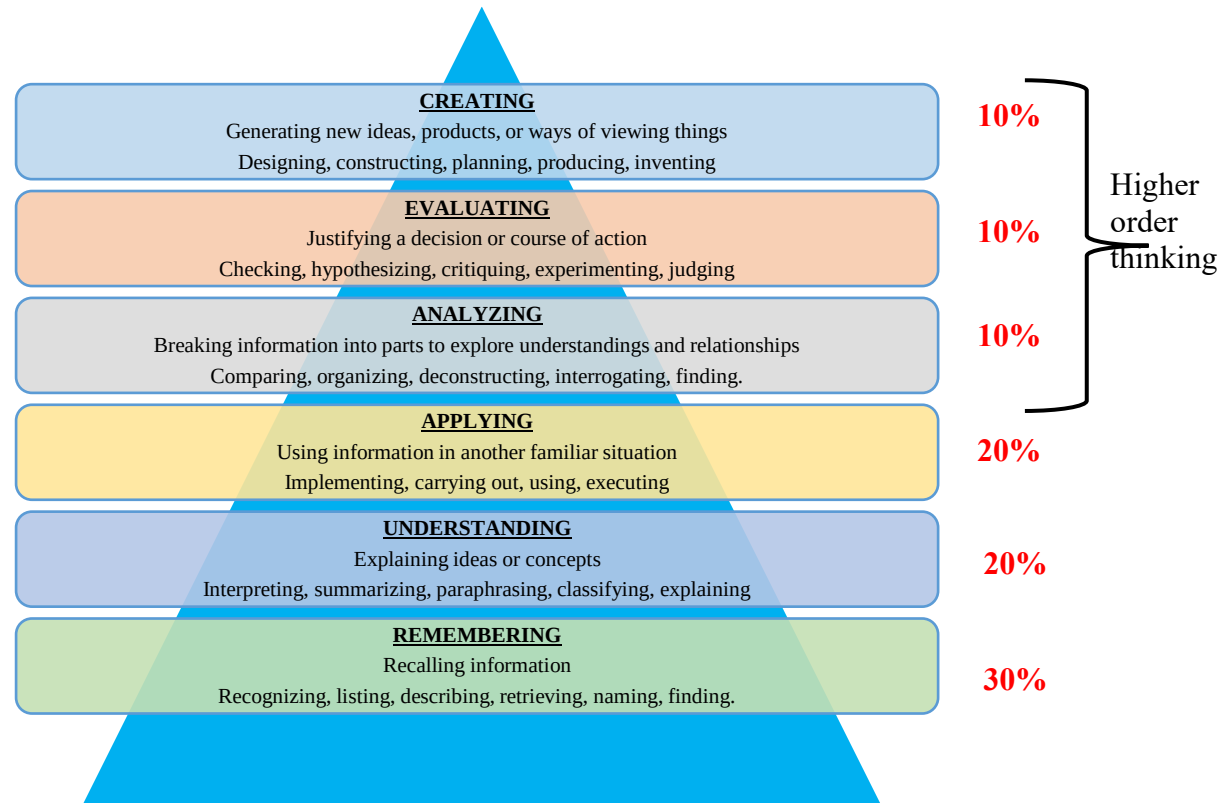
PROCESS	CATEGORIES	COGNITIVE PROCESSES AND EXAMPLES
1.	REMEMBER	— Retrieve relevant knowledge from long-term memory
1.1	RECOGNIZING	(e.g., Recognize the dates of important events in U.S. history)
1.2	RECALLING	(e.g., Recall the dates of important events in U.S. history)
2.	UNDERSTAND	— Construct meaning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

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

2.2. Suggested Percentage Allocation across the six categories

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

Figure 1. Percentage Allocation across the six categories



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

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

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

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

Definition s	I. Rememberin g	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 - Where - Which - Who - Why	- 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 - Relationships - Simplify - Survey - Take part in - Test for - Theme	- Agree - Appraise - Assess - Award - Choose - Compare - Conclude - Criteria - Criticize - Decide - Deduct - Defend - Determine - Disprove - Estimate - Evaluate - Explain - Importance - Influence - Interpret - Judge - Justify - Mark - Measure - Opinion - Perceive - Prioritize - Prove - Rate - Recommend - Rule on - Select - Support - Value	- Adapt - Build - Change - Choose - Combine - Compile - Compose - Construct - Create - Delete - Design - Develop - Elaborate - Estimate - Formulate - Happen - Imagine - Improve - Invent - Make up - Maximize - Minimize - Modify - Original - Originate - Plan - Predict - Propose - Solution - Solve - Suppose - Test - Theory

3. Table of Specifications

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

3.1. Template for a table of specifications.

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

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

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

Table 3. Template for a table of specification

Topic name	Notional hours / periods	Categories of the Cognitive Domains						Total Number of exam/paper items	
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating	Actual	Adjusted
1.									
2.									
3.									
4.									
TOTAL									
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:

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

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

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

3.3. Benefits of the Table of Specifications

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

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

4. Assessment Standards for Upper Secondary (General Education)

4.1 Biology

4.1.1 Broad competences

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

1. Stimulate learners and create a sustained interest in Biology so that the study of the subject is enjoyable and satisfying.
2. Provide, through well-designed studies of experimental and practical biological science, a worthwhile educational experience for all learners, whether or not they go on to study science beyond this level. In particular, it should enable them to:
 - become confident citizens in a technological world, with an informed interest in scientific matters;
 - recognize the usefulness, and limitations, of scientific method and its application in other subjects and in everyday life;
 - be suitably prepared for studies in biological science beyond the Rwandan Advanced Level, in further or higher education, and for professional courses.
3. Develop abilities and skills that:
 - are relevant to the study and practice of biological science.
 - are useful in everyday life;
 - encourage efficient and safe practice;
 - encourage effective communication using universal scientific conventions;
 - protect themselves against common illnesses and fatal diseases including HIV/AIDS and malaria.
4. Develop attitudes and values relevant to biological science such as:
 - a concern for accuracy and precision, objectivity, integrity, a spirit of enquiry, initiative, and inventiveness;
 - advocate for personal, family and community health, hygiene and nutrition;
 - peace and tolerance, justice, respect for others and for human rights, solidarity and democracy, patriotism, hard work, commitment, resilience and dignity.
5. Stimulate interest in, and care for, the local and global environment and help learners to understand the need for conservation.

6. Promote an awareness that:

- scientific theories and methods have developed, and continue to develop, as a result of groups and individuals working together, and that biological science overcomes national boundaries;
- the study and practice of biology is affected and limited by social, economic, technological, ethical and cultural factors;
- the applications of biological science may be both helpful and harmful to the individual and the community;
- demonstrate awareness and concern for the environment, conservation and sustainability and act accordingly;
- the use of information technology is important for communication, as an aid to experiments and as a tool for interpreting experimental and theoretical results.

7. Use and experiment with a range of scientific and technological tools and equipment and draw appropriate conclusions.

8. Use ICT skills effectively to enhance learning and communication.

4.1.2 Key competences

Key competences for S4

The examination will specifically assess the candidates' ability to:

- explain how diversity is threatened by climate change and human activities;
- apply the basic knowledge of classification to group living organisms into the three domains.
- distinguish between the types of microscopy and their principal uses;
- describe the structure and function of cells in an organism.
- describe different specialized plant and animal cells and adaptation of tissues;
- use tests for biological molecules in a variety of contexts, such as identifying the contents of mixtures of molecules and following the activity of digestive enzymes.
- explain the important roles of carbohydrates and lipids in the provision and storage of energy and for a variety of other functions;
- describe how protein structure is related to function and the role of water

- as a special molecule with extraordinary properties that make life possible;
- discuss the roles of minerals and vitamins in diet;
 - describe the mode of action and factors affecting enzymes and their importance for the existence of life;
 - explain the principles of gaseous exchange systems;
 - describe structures of gaseous exchange organs in plants;
 - account for the processes of growth and development in plants and animals;
 - explain and demonstrate modes of locomotion in protists, insects, fish, amphibians, birds and mammals.

Key competences for S5

The examination will specifically assess the candidates' ability to:

- explain complex relationships between organisms within their environment;
- explain the physiological processes by which materials move in and out of cells and the significance of these processes in the life of organisms;
- describe the structure of a chromosome and how DNA is folded in a chromosome;
- explain the process of DNA replication and its significance to living organisms;
- describe the stages of the cell cycle and explain the significance of cell and nuclear division in organisms;
- explain the relationship of a gene to the sequence of nucleotides in DNA and describe the process of protein synthesis in eukaryotes;
- describe the process of photosynthesis and explain the various environmental factors that influence the rate of photosynthesis;
- describe the structure of the transport tissue in plants and the mechanisms by which substances are moved within the plant;
- describe structures of gas exchange in different groups of animals;
- describe the effects of tobacco smoking on the gas exchange system;
- explain the general principles of homeostatic mechanisms;
- explain the mechanism of the regulation of blood glucose levels;
- explain the importance of thermoregulation and ways by which organisms regulate body temperature.

Key competences for S6

The examination will specifically assess the candidates' ability to:

- describe the factors affecting population size and the importance of natural resources;
- describe the different components of an ecosystem, biogeochemical cycles and how energy flows in an ecosystem;
- evaluate the effects of human population size, resource use, and technology on environmental quality;
- relate the structures of the circulatory and lymphatic systems to their functions;
- describe the structure and importance of ATP, and outline the roles of the coenzymes NAD, FAD and coenzyme A during cellular respiration;
- describe the process of cellular respiration;
- explain the principles of excretion and osmoregulation;
- explain the general principles of reception and response in animals;
- describe the structure of neurons and explain the mechanisms of impulse transmission;
- identify the location and function of endocrine glands in the body.
- explain the structure of muscles in relation to movement;
- explain the role of hormones in human reproduction, stages of pregnancy and fetal development;
- explain the principles of gene technology.

4.1.3 Paper specifications and marks allocation

The examination will consist of **Two** papers

Paper I: Biology theory exam

This paper will consist of sections **A** and **B** with **twenty (20)** questions in **3hours**. 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 fifteen (**15**) Compulsory questions which will weigh seventy (**70**) **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 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 Sciences. A learner 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.

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

This Paper will have One (1) structured open-ended question with 7 sub-questions and will weigh a total of **20** marks and will be done in one hour and thirty minutes (**1h30**).

In setting this exam, learners will be indicated clearly the experimental procedure, materials, chemicals among other requirements. Learners 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).

4.1.4 Tables of specifications

Table 4: Table of specifications, Biology paper I for S4, 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 biodiversity	6	1						0.71	1
2. Introduction to classification.	21	1	1					2.49	2
3. Microscopy	14			1				1.66	1
4. Cell structure and specialisation	14	1				1		1.66	2
5. Diversity of specialised tissues.	14		1				1	1.66	2
6. Testing for biological molecules	14		1			1		1.66	2
7. Carbohydrates and lipids	8			1				0.95	1
8. Proteins and water	8			1				0.95	1
9. Vitamins and mineral salts	7						1	0.83	1
10. Enzymes	14	1			1			1.66	2
11. Principles of gas exchange systems	7			1				0.83	1
12. Gas exchange in plants	7		1					0.83	1
13. Growth and development in plants and animals	14	1						1.66	1
14. Support and locomotion	21	1			1			2.49	2
Total	169	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 5: Table of specifications, Biology paper II for S4, 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
6. Testing for biological molecules	14	0	2	1	1	2	1	7.00	7
Total	14	0	2	1	1	2	1	7.00	

Table 6: Table of specifications, Biology paper I for S5, 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 between organisms within their environment.	10		1					1.45	1
2. Transport across the cell membrane.	18	1	1		1			2.61	3
3. Chromosomes and nucleic acids	12			1				1.74	1
4. DNA replication	6	1						0.87	1
5. Cell and nuclear division	8		1					1.16	1
6. Protein synthesis.	14				1	1		2.03	2
7. Autotrophic nutrition	16	1		1				2.32	2
8. Transport in Plants.	14	1		1				2.03	2
9. Gas exchange in animals.	18		1			1	1	2.61	3
10. Smoking and related diseases	4	1						0.58	1
11. General principles of homeostasis	4			1				0.58	1
12. Regulation of glucose.	7						1	1.01	1
13. Regulation of temperature	7	1						1.01	1
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 7: Table of specifications, Biology paper II for S5, 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
2. Transport across the cell membrane.	18	1	2	1	1	1	1	7.00	7
Total	18	1	2	1	1	1	1	7.00	

Table 8: Table of specifications, Biology paper I for S6, 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. Population and natural resources	14	1						1.38	1
2. Concept of ecosystem.	14		1		1			1.38	2
3. Effects of human activities on ecosystems	14			1				1.38	1
4. The Circulatory System	14	1				1		1.38	2
5. Energy from respiration.	14		1					1.38	1
6. Cellular respiration	21		1			1		2.07	2
7. Excretion and osmoregulation	21			1			1	2.07	2
8. General principles of reception and response in animals	14	1		1				1.38	2
9. Nervous coordination	14						1	1.38	1
10. Hormonal coordination in animals	14	1		1				1.38	2
11. Skeletons, muscles and movement	14	1		1				1.38	1
12. Human reproduction.	14		1					1.38	1
13. Principles of gene technology.	21	1			1			2.07	2
Total	203	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 9: Table of specifications, Biology paper II for S6, 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
6. Testing for biological molecules	14	1	1	1	1	2	1	7.00	7
Total	14	1	1	1	1	2	1	7.00	

4.2 Chemistry

4.2.1 Broad competences

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

- analyze and explain scientific phenomena relating to real 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;
- observe, analyze, evaluate, and interpret without prejudice and to make reasonable decisions;
- make, record and interpret observations, measurements and estimates;
- use principles of scientific methods and experimental techniques to solve specific problems in daily life;
- develop attitudes on which scientific investigations depend, such as honesty, persistence, critical thinking and tolerance of uncertainty;
- appreciate the scientific, social, economic, environmental and technological implications of chemistry;
- acquire sufficient understanding and knowledge to become confident citizens in a technological world;
- provide a foundation in chemistry subject matter that would enable the learner to develop attitudes relevant to science such as accuracy, precision and objectivity.

4.2.2 Key competences

Key competences for S4

The examination will specifically test the learners' ability to:

- interpret simple mass spectrum and use them to calculate R.A.M of different elements;
- relate Bohr's model of atom with hydrogen spectrum and energy levels,

practice writing electronic configurations using s, p, d, f orbitals and interpret graphical information in relation to ionization energy;

- demonstrate how properties of ionic compounds and metals are related to their nature of the bonding;
- demonstrate how the nature of the bonding is related to properties of covalent compounds and molecular structures;
- use valence electrons and atomic orbitals to explain the trends in the physical properties of elements;
- compare and contrast the properties of elements in relation to their position in the periodic table.

Key competences for S5

The examination will specifically test the learners' ability to:

- apply IUPAC rules to name organic compounds and explain types of isomers for organic compounds;
- relate the physical and chemical properties of alkanes to preparation methods, uses and isomerism in organic compounds;
- relate the physical and chemical properties of alkenes and alkynes to their reactivity and uses;
- relate the physical and chemical properties of halogenoalkanes to their reactivity and uses;
- compare the physical and chemical properties of alcohols and ethers to their preparation methods, reactivity and uses;
- compare the chemical nature of carbonyl compounds to their reactivity and uses, the chemical nature of carboxylic acids and acid halides to their reactivity;
- relate the functional groups of esters, acid anhydrides, amides and nitriles to their reactivity, preparation methods and uses;
- relate the chemical nature of amines and amino acids to their properties, uses and reactivity.

Key competences for S6

The examination will specifically test the learners' ability to:

- explain the properties and uses of transition metals;
- relate the properties of metals to their methods of extraction and uses and suggest preventive measures to dangers associated with their extraction;
- analyze the components of quality fertilizers and their benefits, effects of misuse and dangers associated with substandard fertilizers;
- relate the chemistry and uses of benzene and its derivatives to their nature and structures;
- relate the types of polymers to their structural properties and uses;
- apply partition and Raoult's law to separate mixtures and determine the molecular and formula mass of compounds using colligative properties;
- write expressions and calculate the values of equilibrium constant, interpret the values of K_c in relation to the yield of the products in reversible reactions;
- prepare solutions, measure their pH and calculate the pH of acidic and alkaline solutions.

4.2.3 Paper specifications and marks allocation

The chemistry examination for upper secondary (S4, S5 and S6) will consist of **two (2)** papers: chemistry paper **I** (Theory) and chemistry paper **II** (Practical exam or Alternative to practical).

Chemistry paper I (Theory)

The chemistry paper **I** for upper secondary will consist of **eighteen (18)** questions for both S4 and S5 and **twenty (20)** questions for S6. The duration for will be **three (3)** hours. The paper will have two **(2)** sections, **A** and **B** and will be marked out of **100 marks**.

Section A:

This section will consist of **thirteen (13)** questions for both S4 and S5 and **fifteen (15)** questions for S6. The marks allocated onto questions will vary between **1** to **7**. Learners will **compulsorily** answer all questions of this section out of **70 marks**.

This section will contain various categories of questions including both **closed-ended** (multiple choice, matching, filling in the blanks and **dichotomous questions**) and **open-ended** (short answer/essay) questions.

The questions in this section will be set so that the written responses can vary in length from one word to few sentences. The questions will provide learners with an opportunity to explain their understanding through descriptive and interpretive skills.

Moreover, the section **A** shall involve computational questions, for which calculations will be performed using specific formulae drawn from the related scientific models, theories, laws or principles.

Section B:

In this section, **five (5)** questions will be set on equal marks, that is, **10 marks** per each question (open and extended questions). A candidate will be required to attempt any **three (3)** questions of his/her choice out of **30 marks**.

In this section questions will be set in a structured manner so that the written responses can vary in length from one sentence to paragraphs. The questions will provide learners with an opportunity to respond openly. This openness will mostly allow learners to demonstrate the way they can integrate the course material in creative ways.

In section **B**, some question items will require to draw or interpret charts, graphs and diagrams and computations as well as.

Note: A question may have more than one sub-questions and marks allocated for that question will be dispatched onto these sub-questions.

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 S4, S5 or S6 as presented in the tables of specifications below. The question will cover different levels of the cognitive domain of revised Bloom's taxonomy. The exam will have a duration of **1hour 30 minutes** and it will be marked over **30 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 produce short answers that vary in length from few words to a few sentences or chemical equations and/or draw graphs/curves/experimental set ups.

There will be computational questions, for which calculations will be performed using specific formulae drawn from the related scientific models, theories, laws and principles.

Note:

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

4.2.4 Tables of specifications

Table 10: Table of specifications, Chemistry paper I for S4, 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.Structure of an atom and mass spectrum	18	1		1				1.96	2
2.Electron configurations of atoms and ions	28	1	1		1			3.05	3
3.Formation of ionic and metallic bonds	7			1				0.76	1
4.Covalent bond and molecular structures	28	1	1		1			3.05	3
5.Variation in trends of the physical properties	14	1	1					1.53	2
6.Trends in chemical properties of Group 1 elements and their compounds	14			1				1.53	1
7.Trends in chemical properties of Group 2 elements and their compounds	19	1	1					2.07	2
8.Trends of chemical properties of Group 13 elements and their compounds	10	1						1.09	1
9.Trends in chemical properties of Group 14 elements and their compounds	15					1	1	1.64	2
10.Trends in chemical properties of Group 15 elements and their compounds	12			1				1.31	1
Total	165	6	4	4	2	1	1	18.0	18
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 11: Table of specifications, Chemistry paper II for S4, Term II, 2023-2024

Topics/ILOs	Sub-questions	Categories of cognitive domain						Total number of exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
1.Trends of chemical properties of Group 13 elements and their compounds 2.Trends of chemical properties of Group 14 elements and their 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			1.00	1
	Sub-question e					1		1.00	1
	Sub-question f				1			1.00	1
	Sub-question g			1				1.00	1
	Sub-question h					1		1.00	1
	Sub-question i						1	1.00	1
	Sub-question j				1			1.00	1
Total		2	1	1	3	2	1	10.00	10

Table 12: Table of specifications, Chemistry paper I for S5, 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.Introduction to organic chemistry	7		1					0.84	1
2.Alkanes	10	1						1.2	1
3.Alkenes and alkynes	22		1	1			1	2.64	3
4.Halogenoalkanes	17	1		1				2.04	2
5.Alcohols and ethers	22		1	1	1			2.64	3
6.Carbonyl compounds	22	1		1		1		2.64	3
7.Carboxylic acids and acyl halides	17	1			1			2.04	2
8.Esters, acid anhydrides, amides and nitriles	22	1	1					2.64	2
9.Amines and amino acids	11	1						1.32	1
Total	150	6	4	4	2	1	1	18.0	18
Percentage of items distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 13: Table of specifications, Chemistry paper II for S5, Term II, 2023-2024

Topics/ILOs	Sub-questions	Categories of cognitive domain						Total number of exams/ Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
1. Alcohols and Ethers 2. Carboxylic acids and acyl halides	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
	Sub-question h					1		1.00	1
	Sub-question i				1			1.00	1
	Sub-question j					1	1	2.00	2
Total		1	1	2	2	3	2	11.00	11

Table 14: Table of specifications, Chemistry paper I for S6, 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.Properties and uses of transition metals	22		1	1	1			3.09	3
2.Extraction of metals	14	1					1	1.97	2
3.NPK as components of fertilizers	7	1						0.99	1
4.Benzene	14	1	1					1.97	2
5.Derivatives of benzene	21	1	1			1		2.96	3
6.Polymers and polymerization	14	1					1	1.97	2
7.Solvent extraction and colligative properties	21	1	1	1				2.96	3
8.Quantitative chemical equilibrium	14			1		1		1.97	2
9.pH of acidic and alkaline solutions	15			1	1			2.11	2
Total	142	6	4	4	2	2	2	19.99	20
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 15: Table of specifications, Chemistry paper II for S6, Term II, 2023-2024

Topics/ILOs	Sub-questions	Categories of the cognitive domain						Total number of exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
1. Properties and uses of transition metals 2. pH of acidic and alkaline solutions	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
	Sub-question h			1				1.00	1
	Sub-question i				1			1.00	1
	Sub-question j					1		1.00	1
	Sub-question k					1	1	2.00	2
Total		1	2	2	2	3	2	12.00	12

4.3 Physics

4.3.1 Broad competences

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

- analyse 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 investigations depend 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 chemical to the environmental;
- identify the safe and appropriate techniques used in the preparation, storage, dispensing and supervision of materials used in science instructions;
- identify the national legal requirements and standards for safe preparation, use, storage, and disposal of the materials.

4.3.2 Key competences

Key competences for S4

The examination will specifically test the learners' ability to:

- explain the properties of lenses;
- describe and use simple and compound optical instruments;
- analyze principle of moments and equilibrium of bodies;

- evaluate the relation between Work, Energy and Power;
- apply sources of electric current, electric receptors and Kirchhoff's law;
- evaluate different world energy sources;
- analyze energy degradation and power generation;
- make quantitative analysis of circular and projectile motion.

Key competences for S5

The examination will specifically test the learners' ability to:

- evaluate the principle and properties of Light and photons;
- analyze the principles of Kinematics and Dynamics;
- analyze energy changes in Simple harmonic motion;
- analyze the effect of forced oscillations and resonance on systems;
- evaluate the propagation of mechanical waves;
- construct and analyze Complex electric circuits;
- evaluate fossil and non-fossil fuel power production;
- analyze electric field potential and gravitational potential;
- evaluate the orbital motion;
- evaluate atomic model and photoelectric effect.

Key competences for S6

The examination will specifically test the learners' ability to:

- analyze the effects of waves on elastic medium;
- evaluate climate change and greenhouse effect;
- evaluate the applications of Physics in Agriculture;
- evaluate the impact of earthquakes on climate;
- analyze atomic nuclei and radioactivity decay;
- apply the application of optical fibre transmission in telecommunication systems;
- analyze block diagram of telecommunication systems;
- analyze relativistic kinematics;
- analyze the nature of particle and interactions;
- organize the properties and basic principles of quarks.

4.3.3 Paper specifications and marks allocation

The examination of Physics S4, S5 and S6 will consist of two Physics papers namely Physics theory exam and Physics practical exam or Alternative to Physics practical exam.

Physics paper I: Physics theory exam

This paper will consist of **two** sections **A** and **B** with a weight of **100** marks. It will be composed of **20 questions** that will be done in **three (3) hours**.

Section A: This section will contain fifteen **(15)** compulsory questions on **70 marks** in total.

It will include multiple choice questions, true-false question, matching question, fill in the blanks question, short answer question different from objective question, questions requiring explanation, questions that require applying formulae, structured questions, open questions among others.

Section B: This section will be comprised of a set of five **(5)** questions. That is to say 4 advanced structured questions and 1 extended essay question or question that requires planning an experiment which will carry ten **(10)** marks each. The candidate will be free to attempt any three **(3)** questions. This section will weigh a total of **30 marks**.

Physics paper II: Physics practical exam /Alternative to Physics practical exam.

This paper will be done in **1 hour 30** minutes and it will consist of one compulsory question comprising sub-questions. Physics paper **II** will weigh **20 marks**. It will be Physics practical exam or Alternative to physics practical exam depending on availability of appropriate laboratory materials.

Physics practical exam

This exam will consist of an experiment to be carried out, drawn from specified topic area/unit of the syllabus (see table of specifications). It will be specifically set for science schools that are equipped with suitable laboratory materials.

Marks will be allocated according to the following criteria:

Procedures; selection of adequate laboratory materials; set up of the experiment; measurement of physical quantities; security and safety measures; cleanliness; organisation of the table of results; graph plotting and indication of the slope; calculation of slope; analysis and interpretation of results; error analysis; drawing conclusion or making prediction.

Alternative to Physics practical exam

The alternative to Physics practical exam is one that lessens the burden on certain schools that cannot afford to have a standard laboratory and laboratory materials. It involves more cognitive skills than practical skills because candidates are to write based on what they are being instructed to do than to carry out experiment.

Marks will be allocated according to the questions that will be asked about the following: identification of materials required to perform experiment; description of procedures of experiment carried out; organisation of table of results; graph plotting and indication of slope; calculation of slope; analysis and interpretation of results; error analysis; drawing conclusion or making prediction.

4.3.4 Tables of specifications

Table 16: Table of specifications, Physics paper I for S4, 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.Thin lenses	24	1	1	1				3.00	3
2.Simple and compound microscope	18		1			1		2.25	2
3.Moment and equilibrium of bodies	19			1			1	2.38	2
4.Work, energy and power	19	1		1				2.38	2
5.Kirchhoff's laws and electric circuits	20	1			1			2.50	2
6.Sources of energy in the world	20	1	1				1	2.50	3
7.Energy degradation(dilapidation)and power generation	20	1		1		1		2.50	3
8.Projectile and uniform circular motion	20	1	1		1			2.50	3
Total	160	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, Physics paper II for S4, 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
Kirchhoff's laws and electric circuits	20	1	1	1	1	1	1	6.00	6
Total	20	1	1	1	1	1	1	6.00	

Table 18: Table of specifications, Physics paper I for S5, 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.Wave and particle nature of light	21	1		1			1	2.58	3
2.Simple harmonic motion	17		1			1		2.09	2
3.Forced oscillations and resonance of a system	17	1		1				2.09	2
4.Propagation of mechanical waves	17	1	1					2.09	2
5.Complex electrical circuit	17		1		1			2.09	2
6.Fossil and non-fossil fuels and power production	18	1					1	2.21	2
7.Electric field potential and gravitational potential	18		1	1				2.21	2
8.Motion in orbits	18	1				1		2.21	2
9.Atomic models and photoelectric effect	20	1		1	1			2.45	3
Total	163	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 19: Table of specifications, Physics paper II for S5, 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.Simple harmonic motion	17	1	1	2	1	1		6.00	6
Total	17	1	1	2	1	1		6.00	6

Table 20: Table of specifications, Physics paper I for S6, Term II, 2023-2024

Topics/ ILOs	Periods	Categories of the cognitive domain						Total number of exam/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
1.Sound wave	21	1		1	1			2.58	3
2.Climate change and greenhouse effect	18		1				1	2.21	2
3.Application of physics in Agriculture	17		1	1				2.09	2
4.Earthquakes, Tsunami,floods, landslides, and cyclones	17	1				1		2.09	2
5.Atomic nuclei and radioactive decay	18			1	1	1		2.21	3
6.Application of optical fiber in telecommunication system	18	1					1	2.21	2
7.Block diagram of telecommunication system	18	1	1					2.21	2
8.Nature of particles and their interactions	18	1	1					2.21	2
9.Properties and basic principles of quarks	18	1		1				2.21	2
Total	163	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 21: Table of specifications, Physics paper II for S6, 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
Sound waves	21	1	1	1	1	1	1	6.00	6
Total	21	1	1	1	1	1	1	6.00	6

4.4 Mathematics - core

4.4.1 Broad competences

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

- develop clear, logical, creative and coherent thinking;
- master basic mathematical concepts and use them correctly in daily life problem solving;
- express clearly, comprehensibly, correctly and precisely in verbal and/or in written form all the reasons and calculations leading to the required result whenever finding a solution to any given exercise;
- master the presented mathematical models and to identify their applications in his/her environment;
- arouse learner's mathematical interest and research curiosity in theories and their applications;
- use the acquired mathematical concepts and skills to follow easily higher studies (Colleges, Higher Institutions and Universities);
- use acquired mathematical skills to develop work spirit, teamwork, self-confidence and time management without supervision;
- use ICT tools to explore Mathematics (examples: calculators, computers, mathematical software, ...);
- demonstrate a sense of research, curiosity and creativity in their areas of study.

4.4.2 Key competences

Key competences for S4

The examination will specifically test the learners' ability to:

- use the trigonometric concepts and formulas in solving problem related to trigonometry;
- think critically and analyze daily life situations efficiently using mathematical logic concepts and infer conclusion;

- model and solve algebraically or graphically daily life problems using linear, quadratic equations or inequalities;
- represent graphically simple numerical functions.

Key competences for S5

The examination will specifically test the learners' ability to:

- extend the use of the trigonometric concepts and transformation formulas to solve problems involving trigonometric equations, inequalities and or trigonometric identities;
- use arithmetic, geometric and harmonic sequences, including convergence to understand and solve problems arising in various context;
- solve equations involving logarithms or exponentials and apply them to model and solve related problems;
- study and to represent graphically a numerical function;
- apply theorems of limits and formulas to solve problems involving differentiation including optimization;
- study linear dependence of vectors of 3 IR and perform operations on linear transformations of 3 IR using vectors;
- extend the use of matrices and determinants to order 3 to solve problems in various contexts.

Key competences for S6

The examination will specifically test the learners' ability to:

- extend understanding of sets of numbers to complex numbers;
- solve polynomial equations in the set of complex numbers and solve related problems in physics;
- extend the use of concepts and definitions of functions to determine the domain of logarithmic and exponential functions;
- use integration as the inverse of differentiation and as the limit of a sum and apply them to finding area and volumes to solve various practical problems;
- use differential equations to solve related problems that arise in a variety of practical contexts;

- relate the sum and the intersection of subspaces of a vector space by the dimension formula;
- determine the kernel and the image of a linear transformation and use the results to infer the properties of a linear transformation;
- transform a matrix to its equivalent form using elementary row operations.

4.4.3 Paper specifications and marks allocation

The mathematics examination will consist one paper of duration of three **(3)** hours. It will comprise two sections **A** and **B** with a total of **20 questions** out of **100** marks.

Section A

Section **A** will be composed of fifteen **(15)** questions, the marks will vary from 1 to **5**. Learners will be required to answer all questions from section **A**. This section will weigh a total of **55** marks.

Section B

Section **B** will consist of five **(5)** questions. Each question will carry fifteen **(15)** marks. Learners will be required to attempt only three **(3)** out of five **(5)** questions. The section **B** will weigh a total of **45** marks. This examination specification and marks allocation will be applied for Senior four, five and six.

4.4.4 Tables of specifications

Table 22: Table of specifications, Mathematics for S4, 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.Fundamentals of trigonometry	21	1		1		1		2.73	3
2. Propositional and predict of logic	14				1			1.82	1
3. Binary operations	14	1						1.82	1
4. Set of real numbers	21	1		1			1	2.73	3
5. Linear equations and inequality	7	1						0.91	1
6. Quadratic equation and inequalities	14		1	1				1.82	2
7. Polynomials ,rational and irrational functions	14		1		1			1.82	2
8. Limits of polynomial ,ration and irrational functions	14	1				1		1.82	2
9. Differentiation of polynomials ,rational and irrational functions and their application	21	1	1	1				2.73	3
10. Vectors spaces of real numbers	14		1				1	1.82	2
TOTAL	154	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 23: Table of specifications, Mathematics for S5, 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. Trigonometric formulae ,equations and inequalities	35	1		1	1	1	1	4.52	5
2.Sequences	21	1	1	1				2.71	3
3.Logarithmic and exponential equations	14				1		1	1.81	2
4.Solving equation by numerical method	21	1	1					2.71	2
5.Trigonometric functions and their inverse	35	1	2	1		1		4.52	5
6.Vectors space of real numbers	21	1		1				2.71	2
7.Bivariate statistics	8	1						1.03	1
TOTAL	155	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 24: Table of specifications, Mathematics for S6, Term II, 2023-2024

Topic/ILOs	Periods	Categories of question items in the cognitive domain						Total number of Exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
1.Complex numbers	28	1	1			1	1	3.64	4
2.Logarithmic and exponential functions	28	1	1	1	1			3.64	4
3.Taylor and Maclaurin's expansion	14			1			1	1.82	2
4.Integration	42	1	1	1	1	1		5.45	5
5.Differential equations	21	1	1					2.73	2
6.Intersection and sum of subspace	14	1		1				1.82	2
7.Transformation of matrices	7	1						0.91	1
TOTAL	154	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 Mathematics_subsiary for PCB

4.5.1 Broad competences

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

- develop clear, logical, creative and coherent thinking.;
- master basic mathematical concepts and use them correctly in daily life problem solving;
- express clearly, comprehensibly, correctly and precisely in verbal and/or in written form all the reasons and calculations leading to the required result whenever finding a solution to any given exercise;
- master the presented mathematical models and identify their applications in the learner's environment;
- arouse learner's mathematical interest and research curiosity in theories and their applications;
- 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...);
- demonstrate a sense of research, curiosity, and creativity in their areas of study;
- use the acquired mathematical concepts and skills to easily follow higher studies (Colleges, Higher Institutions and Universities.

4.5.2 Key competences

Key competences for S4PCB

The examination will specifically test the learners' ability to:

- use the trigonometric concepts and formulas in solving problem related to trigonometry;
- think critically and analyze daily life situations efficiently using mathematical logic concepts and infer conclusion;
- model and solve algebraically or graphically daily life problems using linear, quadratic equations or inequalities;

- represent graphically simple numerical functions;
- determine algebraic representations of lines, straight lines and circles in the 2D;
- extend understanding, analysis and interpretation of data arising from problems and questions in daily life to include the standard deviation;
- use matrices and determinants of order 2 to solve systems of linear equations and to define transformations of 2D;
- extend understanding, analysis and interpretation of data arising from problems and questions in daily life to include the standard deviation;
- use counting techniques and concepts of probability to determine the probability of possible outcomes of events occurring under equally likely assumptions;
- evaluate correctly limits of functions and apply them to solve related problems;
- use differentiation to solve and interpret rates and optimization problems in various contexts.

Key competences for S5PCB

The examination will specifically test the learners' ability to:

- extend the use the trigonometric concepts and transformation formulas to solve problems involving trigonometric equations, inequalities and or trigonometric identities;
- use arithmetic, geometric and harmonic sequences, including convergence to understand and solve problems arising in various context;
- solve equations involving logarithms or exponentials and apply them to model and solve related problems;
- study and to represent graphically a numerical function;
- apply theorems of limits and formulas to solve problems involving differentiation including optimization;
- extend the use of matrices and determinants to order 3 to solve problems in various contexts;
- use algebraic representations of lines, spheres and planes in 3D space

- and solve related problems;
- extend the understanding, analysis and interpretation of bivariate data to correlation coefficients and regression line;
 - solve problems using Bayes theorem and data to make decisions about likelihood and risk.

4.5.3 Paper specifications and marks allocation

This paper consists of two sections weigh **100 marks**, Section **A (55 marks)** and **B (45 marks)** and the assessment must be done in **three (3) hours**

Section A: this section will contain **fifteen (15)** questions; the marks vary from **1 to 5 marks**. A candidate will compulsorily answer the questions of this section

Section B: in this section **five questions** will be set on **fifteen marks** for each. A candidate will attempt any **three questions** of his/her choice.

4.5.4 Tables of specifications

Table 25: Table of specifications, Sub-Maths for S4 PCB, 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. Set of real numbers	12	1	1	1				3.20	3
2. Fundamentals of trigonometry	15	1		1	1		1	4.00	4
3. Linear, quadratic equations and inequalities	12	1	1		1			3.20	3
4. Polynomial, rational and irrational functions	12	1	2					3.20	3
5. Limits of polynomial, rational and irrational functions	9			1		1	1	2.40	3
6. Differentiation of polynomials, rational and irrational functions and their applications	9	1		1				2.40	2
7. Vector space of real numbers	6	1				1		1.60	2
TOTAL	75	6	4	4	2	2	2	20.00	20
Percentage of items distributions per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 26: Table of specifications, Sub-Maths for S5 PCB, 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. Trigonometric equations	15	2	1	1		1		4.76	5
2. Sequences	12	1		1	1		1	3.81	4
3. Logarithmic and exponential equations	15	1	1	2	1			4.76	5
4. Trigonometric and inverse trigonometric functions	12	1	1			1	1	3.81	4
5. Vector space of real numbers	9	1	1					2.86	2
TOTAL	63	6	4	4	2	2	2	20.00	20
Percentage of items distributions per level cognitive domain		30%	20%	20%	10%	10%	10%	100%	

4.6 Mathematics_subsidary for LFK, HLP & HGL

4.6.1 Broad competences

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

- recognize and describe the role played by mathematics and appreciate its social and economic implications in daily life;
- apply statistical skills to elaborate learners' school reports, interpret them and any other statistical data from different reference books, journals and relevant scientific documents;
- use acquired skills to express logical statements and take appropriate decisions.

4.6.2 Key competences

Key competences for S4

The examination will specifically assess the learners' ability to:

- apply preliminarily mathematical concepts in solving real life problems;
- use equations and inequalities to solve problems related to daily life;
- analyze and interpret statistical data from daily life situations (different reference books, journals and relevant scientific documents, etc) and draw appropriate conclusions.

Key competences for S5

The examination will specifically assess the learners' ability to:

- use logical statements to clearly express or convey information and make appropriate decisions;
- represent geometric shapes in 2D and calculate their area;
- apply graphical representation of functions to model problems related to daily life;
- use arithmetic and geometric sequences to solve problems related to daily life situations.

4.6.3 Paper specifications and marks allocation

This Sub-Mathematics paper will consist of twelve **(12)** questions with various marks from **1** to **4**. A learner shall sit for this paper in two **(2)** hours. The paper will be made of only one **(1)** section. It weighs **50** marks in total. A candidate will compulsorily answer all the questions in this section.

4.6.4 Tables of specifications

Table 27: Table of specifications, Sub-Maths for S4 LFK, HLP & HGL, Term II, 2023-2024

Topics/ILOs	Periods	Categories of the cognitive domains						Total Number of Exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
1. Basic arithmetic operations	24	1	1			1		3.51	3
2. Applications	12	1		1				1.76	2
3. Linear equations and inequalities	18	1	1		1			2.63	3
4. Quadratic equations	18	1	1	1				2.63	3
5. Data representation	10						1	1.46	1
TOTAL	82	4	3	2	1	1	1	12.00	12
Percentage of items distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 28: Table of specifications, Sub-Maths for S5LFK, HLP & HGL, Term II, 2023-2024

Topics/ILOs	Periods	Categories of the cognitive domains						Total Number of Exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
1.Introduction to logic	8		1					1.37	1
2.Truth values and truth tables	10	1		1				1.71	2
3. logic connectives,tautologies,quantifiesand negations	18	2			1			3.09	3
4. Points in 2D	6		1					1.03	1
5. Vectors in 2D	6						1	1.03	1
6. Lines in 2D	6					1		1.03	1
7. Perimeter and area of shapes in 2D	6			1				1.03	1
8.Generalities of numerical functions	10	1	1					1.71	2
TOTAL	70	4	3	2	1	1	1	12.00	12
Percentage of items distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

4.7 Mathematics_subsidary for S6 PCB, BCG, HEG, HEL & LEG

4.7.1 Broad competences

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

- develop clear, logical, creative and coherent thinking.;
- master basic mathematical concepts and use them correctly in daily life problem solving;
- express clearly, comprehensibly, correctly and precisely in verbal and/or in written form all the reasons and calculations leading to the required result whenever finding a solution to any given exercise;
- master the presented mathematical models and identify their applications in the learner's environment;
- arouse learner's mathematical interest and research curiosity in theories and their applications;
- 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...);
- demonstrate a sense of research, curiosity, and creativity in their areas of study;
- use the acquired mathematical concepts and skills to easily follow higher studies (Colleges, Higher Institutions and Universities.

4.7.2 Key competences for S6 PCB, BCG, HEG, HEL; LEG

The examination will specifically test the ability to:

- extend understanding of sets of numbers to complex numbers;
- solve polynomial equations in the set of complex numbers and solve related problems in physics;
- extend the use of concepts and definitions of functions to determine the domain of logarithmic and exponential functions;
- use integration as the inverse of differentiation and as the limit of a sum and apply them to finding area and volumes to solve various practical problems;

- use differential equations to solve related problems that arise in a variety of practical contexts;
- Relate the sum and the intersection of subspaces of a vector space by the dimension formula.

4.7.3 Paper specifications and marks allocation

This paper consists of two sections weigh **100 marks**, section **A (55 marks)** and section **B (45 marks)** and the assessment must be done in **three hours (3h00)**

Section A: this section will contain **fifteen questions**; the marks vary from **1 to 5 marks**. A candidate will compulsorily answer the questions of this section

Section B: in this section **five questions** will be set on **fifteen marks** for each. A candidate will attempt any **three questions** of his/her choice.

4.7.4 Tables of specifications

**Table 29: Table of specifications, Sub-Maths for S6 PCB, BCG, HEG, HEL;
LEG, 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. Algebraic form in complex numbers	7	1	1					2.12	2
2. Geometric representaiton of a complex number	6	1			1			1.82	2
3 .Polar form of a complex number	7	1		1				2.12	2
4. Exponential form a complex number	7			1			1	2.12	2
5. Logarithmic functions	8	1	1			1		2.42	3
6. Exponential functions	8	1				1		2.42	2
7. Applications	8		1	1				2.42	2
8. Indefinite integration	15	1	1	1	1		1	4.55	5
Total	66	6	4	4	2	2	2	20.00	20
Percentage of items distributions per cognitive domain		30%	20%	20%	10%	10%	10%	100%	

4.8 Computer science

4.8.1 Broad competences

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

- use computational competences to contribute significantly to GDP Growth by improving government services, business efficiency and productivity for long term and sustainable economic competitiveness;
- develop life skills, practical and entrepreneurial skills;
- apply computational thinking, logical and algorithmic precision in problem solving and creativity;
- do maintenance of computer hardware and install / uninstall software
- use computer ergonomically to avoid health related risks;
- show respect of ethical issues related to Piracy, Software Licensing, Copyright, Individual Privacy;
- apply the stages of the software development life cycle (i.e., problem definition, analysis, design, testing, implementation, maintenance;
- identify errors in a program and apply the principles of debugging;
- analyse cultural, legal, and ethical issues and responsibilities of digital citizens, organizations, and government entities (e.g., privacy issues related to internet use, data protection);
- analyze issues related to malicious software, social engineering, and security awareness;
- design small web based, desktop and mobile applications;
- design, install, maintain and administer a database;
- install and administer Windows and Linux kernel based operating systems;
- maintain common technological tools;
- design, maintain and administer a network;
- create and capture images, audio, videos; edit them using appropriate

software;

- show the following skills in his/her everyday life: communication, research, practical problem solving, observation, creativity and innovation.

4.8.2 Key competences

Key competences for S4

The examination will specifically test the learners' ability to:

- explain the computer system and its evolution, role, architecture and classification;
- identify different numbers base systems and perform conversion between them;
- identify different logic gates, theorems of Boolean algebra and evaluate Boolean expressions;
- utilize the laws of Boolean algebra on Boolean expressions and draw a simple logic circuit using logic gates;
- integrate safety guidelines, ergonomics and ethical issues to have a good working environment;
- disassemble and assemble a computer, do minor maintenance;
- identify different computer ports and connectors;
- derive a suitable algorithm for a computational problem using variables, expressions, reading and writing functions, and loops;
- describe programming paradigms;
- transform an algorithm in C++ and apply functions, arrays and control statements in C++ program.

Key competences for S5

The examination will specifically test the learners' ability to:

- identify, use and maintain laptops and other portable devices;
- use complex data structure in algorithm;

- apply pointers for dynamic memory allocation and structure as user defined data type in C ++ program;
- explain common concepts of Object Oriented Programming(OOP) and implement them in C++;
- use visual basic programming language to build standard desktop applications;
- explain process cycle life and scheduling in Operating System;
- explain principles, standards and purposes of computer network;
- identify concepts of database and differentiate database models;
- design conceptual, logical and physical levels of a database.

Key competences for S6

The examination will specifically test the learners' ability to:

- enumerate various security threats and ensure security of computers;
- resolve complex mathematical problem using C++ programming language;
- open, close, create a data file in C++ and read, write and append data to Files;
- link Visual Basic Program to a Database and develop a short project in Visual Basic;
- describe role of operating system in file management and memory management;
- build a peer to peer computer network;
- use SQL commands and create a small database project;
- use collections to store and manipulate data.

4.8.3 Paper specifications and marks allocation

The assessment of Computer Science will consist of **twenty (20) questions** that a learner shall sit for, in **three (3) hours**. The examination will comprise **three (3) sections; A, B, and C**, and weigh **100 marks** in total. This paper will be set in a way that requires learners to draw on their knowledge from across the

syllabus while demonstrating an ability to short answer, design, produce, develop, propose, generate, reconstruct, plan, and apply significant issues related to Computer Sciences.

Section A: This section will contain **twelve (12) questions** with various marks from **1** to **6**. A learner will **compulsorily** answer the questions of this section on a total of **55 marks**.

Section B: In this section **five (5) questions** will be set on equal **10 marks** for each question. A learner will attempt any **three (3) questions** of his/her choice out of **30 marks**.

Section C: This section will be comprised of **three (3) questions**, each question set on **15 marks**. A learner will attempt any **one (1) question** on his/her **choice** on **15 marks**.

4.8.4 Tables of specifications

Table 30: Table of specifications, Computer Science for S4, Term II, 2023-2024

Topic/ILOs	Periods	Categories of the cognitive domain						Total number of Exam/paper	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
1.Computer Fundamental	16	1	1					2.0	2
2.Computer Architecture, Assembling and Disassembling a Computer	18	1		1				2.2	2
3.Safe and ethical use of computer	12		1					1.5	1
4.Computer software installation	16	1			1			2.0	2
5.Number system	18		1	1				2.2	2
6.Boolean algebra and logic gates	18	1		1				2.2	2
7.Introduction to Computer Algorithm	24	1		1		1		2.9	3
8.Control statements and one dimension array	12						1	1.5	1
9.Introduction to computer programming	6				1			0.7	1
10.Introduction to C++ programming	12		1			1		1.5	2
11.Expression and Operator in C++ language	12	1					1	1.5	2
TOTAL	164	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 31: Table of specifications, Computer Science for S5, Term II, 2023-2024

Topic/ILOs	Period	Categories of the cognitive domain						Total number of Exam/ paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
1.Fundamental of laptop and portable devices	8	1						1.0	1
2.Complex data structure in algorithm	18				1		1	2.1	2
3.Introduction to computer network	26	1	1	1				3.1	3
4.Introduction to Database	12					1		1.4	1
5.Database design	24	1	1				1	2.9	3
6.Pointers and Structure in C++	20	1	1	1				2.4	3
7.Object Oriented Programming in C++	36	1		1	1	1		4.3	4
8.Introduction to Visual basic	24	1	1	1				2.9	3
TOTAL	168	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 32: Table of specifications, Computer Science for S6, Term II, 2023-2024

Topic/ILOs	Periods	Categories of the cognitive domain						Total number of Exam/ paper	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
1.Computer Security	12	1						1.3	1
2.LAN architecture, Network protocols and models	24	1	1	1				2.7	3
3.Networking Project	16		1	1				1.8	2
4.SQL and Database Project	36	1	1	1		1		4.0	4
5.Arrays, functions and procedures	18	1					1	2.0	2
6.Visual Basic project	16				1		1	1.8	2
7.Process Management and scheduling algorithm	12	1						1.3	1
8.File Management	12		1					1.3	1
9.Memory Management	14	1		1				1.6	2
10.Collections in Java	18				1	1		2.0	2
TOTAL	178	6	4	4	2	2	2	20.0	20
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

4.9 ICT for All except MCE and MPC

4.9.1 Broad competences

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

- apply acquired technological skills for smooth working in ICT integrated environment and develop materials to address the society needs;
- act as a role model in taking care of computers in the school environment or any other location and demonstrate ethical use of ICT tools;
- develop critical thinking and logical reasoning through computer web designing as to come up with possible solutions in order to address different issues related to service delivery in the country and the region;
- apply acquired technical knowledge, skills and attitudes in teaching and learning process and manage information efficiently, effectively and appropriately so as to create solutions to information problems using a range of application software;
- locate and access information and verify its integrity when investigating questions, topics or problems.

4.9.2 Key competences

Key competences for S4

The examination will specifically test the learners' ability to:

- assemble and disassemble a computer, Fix identified hardware issues and install software in a computer;
- apply advanced skills to create suitable Word documents;
- arrange data in a meaningful way by using Excel advanced functionalities;
- use the internet ethically in doing researches;
- use different google application tools in solving real life problems.

Key competences for S5

The examination will specifically test the learners' ability to:

- use the full potential of the spreadsheet to manipulate data;
- create a power point presentation to address a bigger audience;
- use graphic tools in capturing and editing images.

4.9.3 Paper specifications and marks allocation

The assessment of this ICT will consist of **10** questions that a candidate shall sit for, in **two (2)** hours. Candidates will be required to answer **all questions**, out of **30 marks**, where each question will carry various marks from **1** to **5**.

The questions will be set to provide learners with the opportunity to demonstrate their knowledge and skills on the syllabus topics. All questions will be **compulsory** and will require clear and brief answers.

This ICT assessment standard is developed for upper secondary learners in all options excluding MCE and MPC in Senior **4** and **5**.

4.9.4 Tables of specifications

Table 33: Table of specifications, ICT for S4, 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.Computer Maintenance	18	1	1					2.5	2
2.Advanced Word Processing	18	1		1	1			2.5	3
3.Advanced Spreadsheet I	15		1				1	2.1	2
4. Searching on the internet	21	1		1		1		2.9	3
Total	72	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 34: Table of specifications, ICT for S5, 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.Advanced Spreadsheet II	36	1	1	1		1	1	5.0	5
2.Advanced power point presentation	18	1		1				2.5	2
3.Computer Graphics tools	18	1	1		1			2.5	3
Total	72	3	2	2	1	1	1	10	10
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

4.10 English

4.10.1 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.

4.10.2 Key competences

Key competences for S4

The examination will specifically test the learners' ability to:

- identify the main points of authentic spoken texts or conversation involving one or more speakers, give a presentation on a chosen theme organizing ideas and responding spontaneously to 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. Argue and justify a point of view;
- develop vocabulary through the use of reference materials including dictionary and a range of subject texts;
- construct explanatory and procedural texts using a variety of vocabulary, language structures and knowledge of different writing genres.

Key competences for S5 & S6

The examination will specifically test the learners' ability to:

- understand the main points of authentic texts and conversation in a range of different contexts;
- give presentations on a range of themes and argue a particular point of view;

- read, comprehend and analyse a wide variety of factual and imaginative texts expressing different points of view issues and concerns including some formal and official material. Summarize the main points;
- write a coherent text on a wide range of topics in different styles to interest, persuade and /or entertain different readers building on prior knowledge;
- recognize and analyse new vocabulary, expressions and language structures;
- communicate complex and descriptive texts using varied vocabulary, language structures and knowledge of different writing genres.

4.10.3 Paper specifications and marks allocation

There will be **one (1)** paper of **two (2)** hours. The paper shall consist of **four (4)** sections; **A, B, C** and **D** with a total of **fifteen (15)** questions weighing **60 marks** to be brought back to **30 marks** in all combinations **except HLP**, where **60 marks** will be brought back to **20 marks**.

Section A: Comprehension and Vocabulary (**15 marks**)

Section B: Grammar and Phonology (**25 marks**)

Section C: Summary (**10 marks**)

Section D: Composition (**10 marks**)

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. The candidate will be required to read carefully the text and answer related questions. The purpose of these questions is to test the candidate's ability to comprehend a text read and use words and expressions of the language. Both questions of lower-level thinking and higher-levels thinking will be found in this section. This section carries **15 marks**.

Section B: This section contains eight (**8**) questions tackling the language use. The questions assess mainly the learner's ability to use grammatical notions and sentence structures. Objective questions requiring short and precise answers will be found in this section which carries **25 marks**.

Section C: This section contains one (**1**) question consisting of summarizing the text read. The question assesses the learner'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 **2** topics among which he/she chooses only one (**1**) to develop. This question enables candidates to demonstrate their mastery of the language through a well-organized composition, with appropriate use of connectors, sentence structures and logic of thoughts. This section carries **10 marks**.

4.10.4 Tables of specifications

Table 35: Table of specifications, English for S4, 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. Geography of Rwanda	14	1		1				2.41	2
2. Educational and personal development	15	1	1			1		2.58	3
3. Ancient Egypt	15	1	1	1				2.58	3
4. Ecology and Mathematics	14	1			1			2.41	2
5. Friendship	14			1		1		2.41	2
6. Study skills and and writing	15		1		1		1	2.58	3
Total	87	4	3	3	2	2	1	14.97	15
Percentage of item distribution per level of the cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 36: Table of specifications, English for S5 & S6 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. Myself and my Community	14	1	1					2.44	2
2. Climate change and wildlife protection	14	1			1			2.44	2
3. Traditional family life	15		1	1		1		2.61	3
4. Fractions and percentages	15	1		1	1			2.61	3
5. Discoveries and inventions	14	1		1			1	2.44	3
6. Natural and industrial processes	14		1			1		2.44	2
TOTAL	86	4	3	3	2	2	1	14.98	15
Percentage of item distribution per level of the cognitive domain		30%	20%	20%	10%	10%	10%	100%	

4.11 Français_Littéraires

4.11.1 Objectifs Généraux

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

- écouter et saisir la signification des différents types de textes;
- s'exprimer oralement avec aisance et assurance dans une gamme de situations socioculturelles variées;
- lire correctement les extraits de textes et les œuvres complètes, en saisir le message et formuler son appréciation;
- créer des textes cohérents et cohésifs sur des sujets variés;
- identifier et analyser les problèmes d'actualité et proposer des solutions;
- se comporter selon les principes des valeurs morales et socioculturelles nationales et universelles.

4.11.2 Compétences clés

Les compétences à acquérir en 4^{ème} année

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

- écouter attentivement des textes d'un niveau de langue soutenue tirés des contextes variés, relever les idées principales et secondaires ainsi les attitudes et émotions des personnages;
- faire un exposé oral sur un sujet au choix, participer aux discussions sur un certain nombre de sujets et prendre l'initiative d'orienter le débat;
- lire attentivement des récits et des documents authentiques, en saisir les idées essentielles et secondaires et interpréter les messages, les attitudes et les émotions;
- rédiger des textes en paragraphes cohérents, écrire des lettres officielles et résumer des extraits de textes, des rapports et des récits;
- identifier et analyser les problèmes d'actualité et proposer des solutions;

- apprécier, adopter et promouvoir les attitudes et les valeurs humaines et socioculturelles.

Les compétences à acquérir en 5^{ème} année

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

- écouter attentivement des textes argumentatifs d'un niveau de langue soutenue tirés des contextes variés, relever les idées principales et secondaires ainsi que les attitudes et émotions des personnages;
- faire un exposé oral sur un sujet au choix, participer aux discussions sur un certain nombre de sujets, défendre ses opinions et prendre l'initiative d'orienter le débat;
- lire attentivement des textes variés sur des sujets d'actualité, en saisir les idées essentielles et les éléments détaillés et interpréter les messages, les attitudes et les émotions. Lire une œuvre complète et en établir une fiche de lecture;
- rédiger des textes en paragraphes cohérents sur des sujets d'actualité et proposer des solutions;
- apprécier, adopter et promouvoir les attitudes et les valeurs humaines et socioculturelles.

Les compétences à acquérir en 6^{ème} année

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

- écouter attentivement des textes argumentatifs d'un niveau de langue soutenue tirés des contextes variés, relever les idées principales et secondaires ainsi les attitudes et émotions des personnages;
- faire un exposé oral sur un sujet au choix, participer aux discussions sur un certain nombre de sujets, défendre ses opinions et prendre l'initiative d'orienter le débat;
- lire, analyser et critiquer des textes d'un certain niveau de complexité et d'abstraction sur des sujets d'actualité, en saisir les idées essentielles et les éléments détaillés et

- interpréter les messages, les attitudes et les émotions;
- lire une œuvre complète et en établir une fiche de lecture;
 - faire une dissertation sur des sujets d'actualité et proposer des solutions;
 - apprécier, adopter et promouvoir les attitudes et les valeurs humaines et socioculturelles.

4.11.3 Spécifications de l'épreuve et répartition des points

Information et instructions:

L'épreuve de français sera subdivisée en **deux** parties. Elle se fera en **trois** heures et sera corrigée sur cent **(100) points**. Elle comptera vingt-cinq **(25)** questions réparties comme suit:

Première Partie: La première partie sera cotée sur **85 points** et subdivisée en trois **(3)** sections: **A, B** et **C**.

Section A: La section **A** sera composée de sept questions de compréhension d'un texte proposé. Ces questions seront obligatoires et cotées sur vingt-cinq **(25)** 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 treize **(13)** questions évaluant les connaissances acquises en français langue étrangère (FLE). Les questions porteront sur les points de grammaire, dont: le nom, sa nature et sa fonction; les déterminants du nom; la conjugaison et les voix (active et passive) du verbe; la dérivation verbale et nominale etc. La cotation se fera sur quarante-cinq **(45)** points, les points par question pouvant varier entre **1** et **5**.

Section C: La section **C** est composée de quatre **(4)** questions évaluant les connaissances acquises en littérature française. Les questions porteront sur la poésie, initiation au théâtre, analyse des romans, les figures de styles, etc. La

cotation se fera sur quinze (**15**) points, les points par question pouvant varier entre **1** et **5**.

Deuxième Partie: La deuxième partie concernera l'expression écrite et sera cotée sur **15** points. Deux sujets seront proposés. Le/la candidat (e) en choisira un et le développera sous forme d'un texte continu et cohérent de deux cent cinquante (**250**) mots. Les quinze (**15**) points attribués à cette partie sont ainsi répartis:

- La compréhension du sujet, la cohérence, la pertinence et l'illustration des idées seront cotées sur neuf (**9**) **points**.
- La présentation générale et la longueur de la production, le style, la syntaxe et l'orthographe seront corrigés sur six (**6**) **points**. La longueur de la production devra être strictement respectée.

4.11.4 Tableau de spécifications

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 37: Tableau de spécifications, Français pour la 4^{ème} année secondaire, Option LFK, deuxième Trimestre, 2023-2024

Unités	Périodes	Catégories du Domaine Cognitif						Nombre total des questions	
		Se souvenir	Comprendre	Appliquer	Analyser	Evaluer	Créer	Réel	Ajusté
1. Le lexique relatif à l'éducation.	12	1					1	1.79	2
2. Le nom: -Espèces -Genre et nombre -Noms à double genre	24	1	1			1		3.57	3
3. Mots et expressions relatifs à l'éthique.	12	1		1				1.79	2
4. Types de contes.	12			1				1.79	1
5. Les pronoms personnels compléments.	12	1		1				1.79	2
6. Mots et expressions relatifs à la nature et à l'environnement.	12		1		1			1.79	2
7. Le mode conditionnel exprimant une possibilité, un ordre atténué, un désir, une volonté adoucie ou un reproche atténué.	12	1	1					1.79	2
8. Le mode impératif exprimant le commandement, la prière, l'exhortation, l'interdiction.	12	1			1			1.79	2
9. Le lexique relatif à la famille.	12	1				1		1.79	2
10. Les constituants de la phrase complexe.	12		1	1				1.79	2
11. La concordance des temps : l'expression de la simultanéité, de l'antériorité et de la postériorité.	12	1			1			1.79	2
12. Les termes relatifs au patriotisme.	12		1					1.79	1
13. Les voix verbales : Voix active et voix passive et pronominales.	12			1			1	1.79	2
TOTAL	168	8	5	5	3	2	2	25.00	25
Pourcentage des questions distribuées par Catégorie du Domaine cognitif		30%	20%	20%	10%	10%	10%	100%	

**Table 38: Tableau de spécifications, Français pour la 5^{ème} secondaire,
Option LFK deuxième Trimestre, 2023-2024**

Unités	Périodes	Catégories du Domaine Cognitif						Nombre total des questions	
		Se souvenir	Comprendre	Appliquer	Analyser	Evaluer	Créer	Réel	Ajusté
1. Les termes relatifs à l'amour et au mariage.	10	1				1		1.40	2
2. La concordance des temps.	12		1	1				1.69	2
3. Le féminin spécial.	10		1					1.40	1
4. Le pluriel des noms composés.	10	1						1.40	1
5. Exploiter les termes relatifs à la résolution des conflits.	10	1						1.40	2
6. La concordance des temps : passé composé, imparfait, plus-que-parfait, futur simple et futur antérieur.	12		1				1	1.69	2
7. Les propositions subordonnées : Complétives et relatives.	10		1					1.40	1
8. Les techniques de rédaction d'un discours.	10		1					1.40	1
9. Exploiter les termes relatifs à la communication.	10	1		1				1.40	2
10. Les expressions: à mon avis, selon moi, à ma connaissance, je pense que, je suis contre, je suis d'accord, j'estime que, je suppose que, etc	10			1				1.40	1
11. Les facteurs de la communication et les fonctions du langage.	10					1		1.40	1
12. Les marqueurs de simultanéité, d'antériorité et de postériorité.	12	1			1			1.69	2
13. Exploiter les termes relatifs aux médias.	10	1						1.40	1
14. Le mode subjonctif : emploi du mode subjonctif dans les propositions subordonnées exprimant la nécessité, le souhait et le doute.	12	1		1				1.69	2
15. Le mode subjonctif dans les propositions subordonnées exprimant : la crainte, l'opposition, l'opinion et la condition.	10				1			1.40	1
16. Verbes et locutions verbales suivis des prépositions à et de.	10	1		1				1.40	2
17. Exploiter les termes relatifs aux fléaux qui accablent l'humanité.	10						1	1.40	1
TOTAL	178	8	5	5	3	2	2	25.00	25
Pourcentage des questions distribuées par Catégorie du Domaine cognitif		30%	20%	20%	10%	10%	10%	100%	

Table 39: Tableau de spécifications, Français pour la 6^{ème} année secondaire, Option LFK et LKF, deuxième Trimestre, 2023-2024.

Unités	Périodes	Catégories du Domaine Cognitif						Nombre total des questions	
		Se souvenir	Comprendre	Appliquer	Analyser	Evaluer	Créer	Réel	Ajusté
1. Les termes relatifs à la culture.	14	1	1					2.08	2
2. Expression de la conséquence de l'excès.	14		1					2.08	2
3. Les transformations des phrases par nominalisation et par transformation passive ou l'inverse.	14	1		1				2.08	2
4. Les termes relatifs à l'urbanisme et de l'habitat.	14	1	1					2.08	2
5. Analyse logique des propositions subordonnées	14	1			1			2.08	2
6. Les termes relatifs à la solidarité.	14			1		1		2.08	2
7. Concordance des temps : antériorité, simultanéité et postériorité	14	1	1					2.08	2
8. L'emploi du subjonctif dans les propositions subordonnées.	14		1	1				2.08	2
9. Les différents emplois de « tout », comme adjectif, pronom, adverbe ou nom.	14	1			1			2.08	2
10. Les termes relatifs au tourisme	14	1		1				2.08	2
11. L'emploi des pronoms « en » et « y »	14			1			1	2.08	2
12. Conjugaison des verbes en « - guer » et en « -quer »	14	1			1		1	2.08	3
TOTAL	168	8	5	5	3	2	2	25.00	25
Pourcentage des questions distribuées par Catégorie du Domaine cognitif		30%	20%	20%	10%	10%	10%	100%	

4.12 Français_Non littéraires

4.12.1 Objectifs Généraux

À la fin du second cycle du Secondaire (Sections non littéraires), l'apprenant sera capable de:

- écouter et saisir la signification des différents types de textes;
- s'exprimer oralement avec aisance et assurance dans une gamme de situations socioculturelles variées;
- lire correctement les extraits de textes et les œuvres complètes, en saisir le message et formuler son appréciation;
- créer des textes cohérents et cohésifs sur des sujets variés;
- identifier et analyser les problèmes d'actualité et proposer des solutions;
- se comporter selon les principes des valeurs morales et socioculturelles nationales et universelles.

4.12.2 Compétences clés

Les compétences à acquérir en 4^{ème} année

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

- écouter attentivement des textes tirés des contextes variés et relever les idées principales et secondaires;
- faire un exposé sur un sujet en rapport avec le thème abordé et participer aux discussions sur le fond et la forme des présentations;
- observer les illustrations et lire attentivement des textes et découvrir le message qu'ils véhiculent;
- rédiger des textes cohérents sur des sujets proposés;
- apprécier, adopter et promouvoir les attitudes et les valeurs humaines et socioculturelles.

Les compétences à acquérir en 5^{ème} année

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

- écouter attentivement des textes tirés des contextes variés et relever les idées principales et secondaires;
- faire un exposé sur un sujet en rapport avec le thème abordé et participer aux discussions sur le fond et la forme des présentations;
- observer les illustrations et lire attentivement des textes et découvrir le message qu'ils véhiculent;
- rédiger des textes cohérents sur des sujets proposés;
- apprécier, adopter et promouvoir les attitudes et les valeurs humaines et socioculturelles.

Les compétences à acquérir en 6^{ème} année

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

- écouter attentivement des textes tirés des contextes variés et relever les idées principales et secondaires;
- faire un exposé sur un sujet en rapport avec le thème abordé et participer aux discussions sur le fond et la forme des présentations;
- observer des illustrations, lire attentivement des textes qu'elles accompagnent et découvrir le message qu'ils véhiculent;
- rédiger des textes cohérents sur des sujets proposés;
- apprécier, adopter et promouvoir les attitudes et les valeurs humaines et socioculturelles.

4.12.3 Spécification de l'épreuve et répartition des Points

Information et instructions:

Cette année scolaire 2023-2024, l'évaluation du cours de français au niveau du second cycle de l'enseignement secondaire dans les combinaisons non-littéraires portera uniquement sur le programme de la quatrième et de la cinquième année, car la réintégration du français dans les dites combinaisons n'a été mise en œuvre que l'année scolaire 2022-2023.

L'épreuve de français sera subdivisée en deux parties. Elle se fera en deux heures et sera corrigée sur trente **(30) points**. Elle comptera quinze **(15)** questions réparties comme suit:

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

- **Section A:** La section **A** sera composée de cinq 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 neuf **(9)** questions évaluant les connaissances acquises en français langue étrangère (FLE). Les questions porteront sur les points de grammaire, dont: le nom, sa nature et sa fonction; les déterminants du nom; la conjugaison et les voix (active et passive) du verbe; la dérivation verbale et nominale etc. La cotation se fera sur quinze **(15)** points, les points par question pouvant varier entre **1** et **2**.
- **Deuxième Partie:** La deuxième partie concernera l'expression écrite et sera cotée sur **5** points. Deux sujets seront proposés. Le/la candidat (e) en choisira un et le développera sous forme d'un texte continu et cohérent de cent **(100)** 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 cotées sur trois **(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.

4.12.4 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 40: Tableau de spécifications, Français pour la 4^{ème} année secondaire, Combinaisons non littéraires, deuxième Trimestre, 2023-2024

Unités	Périodes	Catégories du Domaine Cognitif						Nombre total de questions	
		Se souvenir	Comprendre	Appliquer	Analyser	Evaluer	Créer	Réel	Ajusté
1. Les termes relatifs à l'intégrité.	12	1	1	1				2.50	3
2. Les constituants de la phrase.	24	1	1	1		1	1	5.00	5
3. La concordance des temps.	12			1		1		2.50	2
4. Les termes relatifs au patriotisme.	12	1			1			2.50	2
5. Phonétique et Orthographe.	12	1	1		1			2.50	3
TOTAL	72	4	3	3	2	2	1	15.00	15
Pourcentage des questions distribuées par Catégorie du Domaine Cognitif		30%	20%	20%	10%	10%	10%	100%	

**Table 41: Tableau de spécifications, Français pour la 5^{ème} année
secondaire, Combinaisons non littéraires, deuxième Trimestre, 2023-2024**

Unités	Périodes	Catégories du Domaine Cognitif						Nombre total de questions	
		Se souvenir	Comprendre	Appliquer	Analyser	Evaluer	Créer	Réel	Ajusté
1. Les termes relatifs à l'amour et au mariage	12	1		1	1			2.50	3
2. Le féminin spécial des noms.	12		1			1		2.50	2
3. Le pluriel des noms composés	12		1			1		2.50	2
4. Les termes relatifs à la paix et à la justice	12	1		1			1	2.50	3
5. Les expressions relatives à la paix et à la justice	12	1			1			2.50	2
6. La proposition principale, la proposition complétive et les propositions subordonnées de temps ;	12	1	1	1				2.50	3
TOTAL	72	4	3	3	2	2	1	15.00	15
Pourcentage des questions distribuées par Catégorie du Domaine Cognitif		30%	20%	20%	10%	10%	10%	100%	

**Table 42: Tableau de spécifications, Français pour la 6^{ème} année
secondaire, Combinaisons non littéraires, deuxième Trimestre, 2023-2024**

Unités	Périodes	Catégories du Domaine Cognitif						Nombre total de questions	
		Se souvenir	Comprendre	Appliquer	Analyser	Evaluer	Créer	Réel	Ajusté
1. Les termes relatifs à l'amour et au mariage	12	1		1	1			2.50	3
2. Le féminin spécial des noms.	12		1			1		2.50	2
3. Le pluriel des noms composés	12		1			1		2.50	2
4. Les termes relatifs à la paix et à la justice	12	1		1			1	2.50	3
5. Les expressions relatives à la paix et à la justice	12	1			1			2.50	2
6. La proposition principale, la proposition complétive et les propositions subordonnées de temps ;	12	1	1	1				2.50	3
TOTAL	72	4	3	3	2	2	1	15.00	15
Pourcentage des questions distribuées par Catégorie du Domaine Cognitif		30%	20%	20%	10%	10%	10%	100%	

4.13 Ikinyarwanda mu mashami y'indimi

4.13.1 Ubushobozi rusange bugamijwe mu nyigisho y'Ikinyarwanda

Integanyanyigisho y'Ikinyarwanda mu mashami Ikinyarwanda gitegetswe kwigishwamo nk'isomo igomba kugeza umunyeshuri ku bushobozi bukurikira:

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

zamufasha mu kwiyingura Ubumenyi;

- gukoresha amategako y'ibanze y'ikibonezamvugo ku rwego rw'imyubakire y'amagambo, interuro, imyandiko, hamwe n'uturango tw'ingeri zinyuranye z'imyandiko.

4.13.2 Ubushobozi bw'ingenzi bugamijwe

Ubushobozi bugamijwe mu mwaka wa kane w'indimi

Umunyeshuri urangije umwaka wa kane w'indimi 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;
- gusesengura no gutandukanya ingeri zinyuranye z'ubuvanganzo bwo muri rubanda;
- guhanga imyandiko irambuye ku nsanganyamatsiko zatoranyijwe akurikiranya neza ibitekerezo no guhanga yigana ingeri zinyuranye z'ubuvanganzo bwo muri rubanda;
- kwandika ibitekerezo bye ku buryo bufututse no guhitamo ibyo avuga n'uburyo abivugamo bitewe n'icyo agamije n'abo abwira;
- kuyobora no gutegura ibiganiro mpaka;
- gusesengura imiterere y'ururimi no gukoresha uko bikwiye ubwoko bunyuranye bw'amagambo mu nteruro.

Ubushobozi bugamijwe mu mwaka wa gatanu w'indimi

Umunyeshuri urangije umwaka wa gatanu w'indimi 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;
- gusesengura no gutandukanya ingeri zinyuranye z'ubuvanganzo bwo muri rubanda;
- guhanga imyandiko irambuye ku nsanganyamatsiko zatoranyijwe akurikiranya neza ibitekerezo no guhanga yigana ingeri zinyuranye z'ubuvanganzo bwo muri rubanda;
- kwandika ibitekerezo bye ku buryo bufututse no guhitamo ibyo avuga n'uburyo abivugamo bitewe n'icyo agamije n'abo abwira;
- gutegeza inama no kuyiyobora;
- gusesengura imitere y'ururimi no gukoresha uko bikwiye ubwoko bunyuranye bw'amagambo mu nteruro.

Ubushobozi bugamijwe mu mwaka wa gatandatu w'indimi

Umunyeshuri urangije umwaka wa gatandatu w'indimi 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;
- gusesengura no gutandukanya ingeri zinyuranye z'ubuvanganzo bwo muri rubanda;
- guhanga imyandiko irambuye ku nsanganyamatsiko zatoranyijwe akurikiranya neza ibitekerezo no guhanga yigana ingeri zinyuranye z'ubuvanganzo bwo muri rubanda;

- kwandika ibitekerezo bye ku buryo bufututse no guhitamo ibyo avuga n'uburyo abivugamo bitewe n'icyo agamije n'abo abwira;
- gutegura inama no kuyiyobora;
- gusesengura imitere y'ururimi no gukoresha uko bikwiye ubwoko bunyuranye bw'amagambo mu nteruro.

4.13.3 Imiterere y'ikizamini

Ikizamini k'Ikinyarwanda kizaba kigizwe n'ibibazo **makumyabiri na bitanu (25)** bizakorwa byose kikaba ku **manota ijana (100)**. Iki kizamini kizamara **amasaha atatu (3h00)** kikagira ibice bine by'ingenzi bikurikira:

- 1) **Igice cya mbere:** Kumva no gusesengura umwandiko: **ibibazo cumi na bibiri (12)** ku **manota 30**;
- 2) **Igice cya kabiri:** Ikibonezamvugo: **ibibazo bitanu (5)** ku **manota 25**;
- 3) **Igice cya gatatu:** Ubumenyi rusange bw'ururimi: **ibibazo birindwi (7)** ku **manota 30**;
- 4) **Igice cya kane:** Ihimbamwandiko: **ikibazo kimwe (1)** ku **manota 15**.

4.13.4 Imbonerahamwe y' 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 43: Imbonerahamwe y'ibibazwa, Isomo ry'Ikinyarwanda, umwaka wa 4 w'amashuri yisumbuye (indimi), umwaka w'amashuri 2023-2024, igihembwe cya II

Imitwe izabazwaho	Umubare w'amasomo	INZEGO						Umubare w'ibibazo by'ikizamini	
		Kwibuka	Gusobanukirwa	Gushyira mu ngiro	Gusesengura	Gusuzuma	Guhanga	Uwabonetse	Nyawo
1. Umuco nyarwanda (A)	26	1	1	1		1		3.87	4
2. Umuco nyarwanda (B)	14	1	1					2.08	2
3. Umuco w'amahoro	14	1		1				2.08	2
4. Uburinganire n'ubwuzuzanye	30	1	1	1	1	1		4.46	5
5. Kubungabunga ubuzima	14	1					1	2.08	2
6. Kubungabunga ibidukikije	21	1	1	1				3.13	3
7. Iterambere	28	1	1	1	1			4.17	4
8. Imiturire	21	1			1		1	3.13	3
Byose hamwe	168	8	5	5	3	2	2	25.00	25
Ijanisha ry'ibibazo hashingiwe ku nzego		30%	20%	20%	10%	10%	10%	100%	

Table 44: Imbonerahamwe y'ibibazwa, Isomo ry'Ikinyarwanda, umwaka wa 5 w'amashuri yisumbuye (indimi), umwaka w'amashuri 2023-2024, igihembwe cya II

Imitwe izabazwaho	Umubare w'amasomo	INZEGO						Umubare w'ibibazo by'ikizamini	
		Kwibuka	Gusobanukirwa	Gushyira mu ngiro	Gusesengura	Gusuzuma	Guhanga	Uwabonetse	Nyawo
1. Umuco nyarwanda (A)	21	1	1	1				3.13	3
2. Umuco nyarwanda (B)	21	1		1		1		3.13	3
3. Uburinganire n'ubwuzuzanye	14	1	1	1				2.08	3
4. Ubuzima bw'imyorokere	28	1	1		1	1		4.17	4
5. Kubaka umuco w'amahoro (A)	21	1	1	1				3.13	3
6. Kubaka umuco w'amahoro (B)	21	1	1		1			3.13	3
7. Kubungabunga ibidukikije	21	1		1			1	3.13	3
8. Gukunda igihugu	21	1			1		1	3.13	3
Byose hamwe	168	8	5	5	3	2	2	25.00	25
Ijanisha ry'ibibazo hashingiwe ku nzego		30%	20%	20%	10%	10%	10%	100%	

Table 45: Imbonerahamwe y'ibibazwa, Isomo ry'Ikinyarwanda, umwaka wa 6 w'amashuri yisumbuye (indimi), umwaka w'amashuri 2023-2024, igihembwe cya II

Imitwe izabazwaho	Umubare w'amasomo	INZEGO						Umubare w'ibibazo by'ikizamini	
		Kwibuka	Gusobanukirwa	Gushyira mu ngiro	Gusesengura	Gusuzuma	Guhanga	Uwabonetse	Nyawo
1. Umuco nyarwanda (A)	49	2	1	1	1	1	1	7.29	7
2. Umuco nyarwanda (B)	21		1		1	1		3.13	3
3. Uburinganire n'ubwuzuzanye	16	1		1				2.38	2
4. Ubuzima	21	1	1				1	3.13	3
5. Umuco w'amahoro	16	1		1	1			2.38	3
6. Iterambere	16	1	1	1				2.38	3
7. Imiturire	15	1		1				2.23	2
8. Ubwikorezi	14	1	1					2.08	2
Byose hamwe	168	8	5	5	3	2	2	25.00	25
Ijanisha ry'ibibazo hashingiwe ku nzego		30%	20%	20%	10%	10%	10%	100%	

4.14 Ikinyarwanda mu mashami atari ay'indimi

4.14.1 Ubushobozi rusange bugamijwe mu nyigisho y'Ikinyarwanda

Integanyanyigisho y'Ikinyarwanda mu mashami Ikinyarwanda kigishwamo nk'isomo bihitiramo igomba kugeza umunyeshuri ku bushobozi bukurikira:

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

- gukoresha amategeko y'ibanze y'ikibonezamvugo ku rwego rw'imyubakire y'amagambo, interuro, imyandiko, hamwe n'uturango tw'ingeri zinyuranye z'imyandiko.

4.14.2 Ubushobozi bw'ingenzi bugamijwe

Ubushobozi bugamijwe mu mwaka wa kane w'amashami atari ay'indimi

Umunyeshuri urangije umwaka wa kane w'amashami atari ay'indimi 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 n'abavugwa mu nkuru;
- gusesengura no gutandukanya ingeri z'ubuvanganzo bwo muri rubanda;
- guhanga imyandiko irambuye ku nsanganyamatsiko zatoranyijwe akurikiranya neza ibitekerezo no guhanga yigana zimwe mu ngeri z'ubuvanganzo bwo muri rubanda;
- kwandika ibitekerezo bye ku buryo bufututse no guhitamo ibyo avuga n'uburyo abivugamo bitewe n'icyo agamije n'abo abwira;
- gusesengura imitere y'ururimi no gukoresha uko bikwiye ubwoko bunyuranye bw'amagambo mu nteruro.

Ubushobozi bugamijwe mu mwaka wa gatanu w'amashami atari ay'indimi

Umunyeshuri urangije umwaka wa gatanu w'amashami atari ay'indimi 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 n'abavugwa mu nkuru;
- guhanga imyandiko irambuye ku nsanganyamatsiko zatoranyijwe akurikiranya neza ibitekerezo no guhanga yigana zimwe mu ngeri z'ubuvanganzo nyabami;
- kwandika ibitekerezo bye ku buryo bufututse no guhitamo ibyo avuga n'uburyo abivugamo bitewe n'icyo agamije n'abo abwira;
- gutegeza inama no kuyiyobora;
- gusesengura imitere y'ururimi no gukoresha uko bikwiye ubwoko bunyuranye bw'amagambo mu nteruro.

Ubushobozi bugamijwe mu mwaka wa gatandatu w'amashami atari ay'indimi

Umunyeshuri urangije umwaka wa gatandatu w'amashami atari ay'indimi 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;
- guhanga imyandiko irambuye ku nsanganyamatsiko zatoranyijwe akurikiranya neza ibitekerezo;
- kwandika ibitekerezo bye ku buryo bufututse no guhitamo ibyo avuga n'uburyo abivugamo bitewe n'icyo agamije n'abo abwira;
- gutegeza no kuvuga ikiganiro mbwirwaruhame;
- gusesengura imitere y'ururimi no gukoresha uko bikwiye ubwoko bunyuranye bw'amagambo mu nteruro.

4.14.3 Imiterere y'ikizamini

Ikizamini k'Ikinyarwanda kizaba kigizwe n'ibibazo **icumi (10)** bizakorwa byose kikaba ku **manota mirongo itatu (30)**. Iki kizamini kizamara **amasaha abiri (2h00)** kikagira ibice bitatu by'ingenzi bikurikira:

- 5) **Igice cya mbere:** Kumva no gusesengura umwandiko: ibibazo **bitanu (5)** ku **manota 10**;
- 6) **Igice cya kabiri:** Ikibonezamvugo n'ubumenyi rusange bw'ururimi: **ibibazo bine (7)** ku **manota 10**;
- 7) **Igice cya kane:** Ihimbamwandiko: **ikibazo kimwe (1)** ku **manota 10**.

4.14.4 Imbonerahamwe y' 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 46: Imbonerahamwe y'ibibazwa, Isomo ry'Ikinyarwanda, umwaka wa 4 w'amashuri yisumbuye (amashami atari ay'indimi), umwaka w'amashuri 2023-2024, igihembwe cya II

Imitwe izabazwaho	Umubare w'amasomo	INZEGO						Umubare w'ibibazo by'ikizamini	
		Kwibuka	Gusobanukirwa	Gushyira mu ngiro	Gusesengura	Gusuzuma	Guhanga	Uwabonetse	Nyawo
1. Umuco nyarwanda (A)	16	1			1			1.67	2
2. Umuco nyarwanda (B)	14		1					1.46	1
3. Umuco w'amahoro	18	1		1				1.88	2
4. Uburinganire n'ubwuzuzanye	24	1	1			1		2.50	3
5. Kubungabunga ubuzima	24			1			1	2.50	2
Byose hamwe	96	3	2	2	1	1	1	10.00	10
Ijanisha ry'ibibazo hashingiwe ku nzego		30%	20%	20%	10%	10%	10%	100%	

Table 47: Imbonerahamwe y'ibibazwa, Isomo ry'Ikinyarwanda, umwaka wa 5 w'amashuri yisumbuye (amashami atari ay'indimi), umwaka w'amashuri 2023-2024, igihembwe cya II

Imitwe izabazwaho	Umubare w'amasomo	INZEGO						Umubare w'ibibazo by'ikizamini	
		Kwibuka	Gusobanukirwa	Gushyira mu ngiro	Gusesengura	Gusuzuma	Guhanga	Uwabonetse	Nyawo
1. Umuco nyarwanda	28	1		1	1			2.92	3
2. Uburinganire n'ubwuzuzanye	20		1				1	2.08	2
3. Ubuzima	24	1		1		1		2.50	3
4. Umuco w'amahoro (A)	12		1					1.25	1
5. Umuco w'amahoro (B)	12	1						1.25	1
Byose hamwe	96	3	2	2	1	1	1	10	10
Ijanisha ry'ibibazo hashingiwe ku nzego		30%	20%	20%	10%	10%	10%	100%	

Table 48: Imbonerahamwe y'ibibazwa, Isomo ry'Ikinyarwanda, umwaka wa 6 w'amashuri yisumbuye (amashami atari ay'indimi), umwaka w'amashuri 2023-2024, igihembwe cya II

Imitwe izabazwaho	Umubare w'amasomo	INZEGO						Umubare w'ibibazo by'ikizamini	
		Kwibuka	Gusobanukirwa	Gushyira mu ngiro	Gusesengura	Gusuzuma	Guhanga	Uwabonetse	Nyawo
1. Umuco nyarwanda	24	1		1				2.50	2
2. Uburinganire n'ubwuzuzanye	24		1		1		1	2.50	3
3. Ubuzima	24	1	1					2.50	2
4. Umuco w'amahoro	24	1		1		1		2.50	3
Byose hamwe	96	3	2	2	1	1	1	10	10
Ijanisha ry'ibibazo hashingiwe ku nzego		30%	20%	20%	10%	10%	10%	100%	

4.15 Kiswahili

4.15.1 Uwezo wa Jumla Unaohitajika

Katika mchakato wa tathmini ya Kiswahili kidato cha 4-6 mchepuo wa lugha, maswali ya tathmini 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 na ruwaza ya lugha ya Kiswahili katika mazungumzo na maandishi;
- kufanya uhakiki wa kazi yoyote ya kifasihi katika matini andishi au simulizi.

4.15.2 Uwezo Mahsusi Unaohitajika

Uwezo mahsusi wa Kidato cha nne

Tathmini kwa mwanafunzi wa kidato cha nne inalenga kuhakikisha kwamba mwanafunzi ana uwezo wa:

- kuwasiliana kwa mazungumzo na maandishi na watu au jamii katika miktadha mbalimbali;
- kuandika aina mbalimbali za insha za kimasimulizi;

- kuelewa na kuelezea dhima ya lugha katika jamii.
- kueleza asili, kukua, na kuenea kwa lugha ya Kiswahili katika nchi za Afrika Mashariki;
- kusoma na kuhakiki kazi za fasihi simulizi hususani utanzu wa hadithi;
- kuainisha na kubainisha tanzu za fasihi ya Kiswahili na kueleza dhima ya fasihi katika jamii;
- kusoma na kuelewa maandiko na vitabu mbalimbali vya Kiswahili vyenye taarifa ndefu ili kupata ujumbe uliomo;
- kusikiliza na kuelewa kwa kina taarifa au habari mbalimbali kutokana na vyanzo vya habari zinazohusu masuala ya jamii;
- kubaini matumizi sahihi ya maneno katika tungo mbalimbali za Kiswahili.

Uwezo mahsusi wa Kidato cha tano

Tathmini kwa mwanafunzi wa kidato cha tano inalenga kuhakikisha kwamba mwanafunzi ana uwezo wa:

- kuwasiliana kwa mazungumzo na maandishi na watu au jamii katika miktadha mbalimbali;
- kufanya utungaji na ubunaji wa kazi za fasihi na zisizo za kifasihi kwa ufasaha;
- kufanya ufafanuzi wa kina wa kila utanzu uliopo katika fasihi ya Kiswahili;
- kusoma na kuhakiki kazi za fasihi simulizi na fasihi andishi;
- kuainisha na kubainisha tanzu za fasihi ya Kiswahili na kueleza dhima ya fasihi katika jamii;
- kufanya mawasiliano rasmi kwa ufasaha akizingatia malengo na nyenzo ya mawasiliano inayotumika;
- kusikiliza, kusoma na kuelewa kwa kina taarifa au habari mbalimbali kutokana na vyanzo vya habari zinazohusu masuala ya jamii za kimasimulizi na kimaandishi.

Uwezo mahsusi wa Kidato cha sita

Tathmini kwa mwanafunzi wa kidato cha sita inalenga kuhakikisha kwamba mwanafunzi ana uwezo wa:

- kuwasiliana Kwa mazungumzo na maandishi na watu au jamii katika miktadha mbalimbali;
- kufanya utungaji na ubunaji wa kazi za fasihi na zisizo za kifasihi kama vile hotuba;
- kufanya ufafanuzi wa kina wa vipengele vya fani na maudhui katika uhakiki wa fasihi;
- kusoma na kuhakiki kazi za fasihi andishi;
- kushiriki katika midahalo kuhusu mada mbalimbali kwa ufasaha akitumia Kiswahili sanifu;
- kufanya ufupisho wa matini za kifasihi na zisizo za kifasihi;
- kusikiliza, kusoma na kuelewa kwa kina taarifa au habari mbalimbali kutokana na vyanzo vya habari zinazohusu masuala ya jamii za kimasimulizi na kimaandishi.

4.15.3 Utaratibu wa karatasi ya mtihani na alama

Mchakato wa tathmini kwa wanafunzi wa Kiswahili ni lazima uzingatie utaratibu na kaida zinazobainika. Miongoni mwa kaida za kuzingatia ni hizi zifuatazo:

- tayarisha mtihani kwa kuzingatia mada zote zinazotarajiwa kufundishwa katika muhula wa kwanza na muhula wa pili kutoka 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.
- yunga maswali kwa kuzingatia hali na mazingira ya wanafunzi.
- mtihani wa Kiswahili kidato cha 4, 5, 6 unaundwa maswali 25 ambayo yanagawanyika katika sehemu kuu nne ambazo ni:

SEHEMU YA I: Ufahamu (alama 30);

SEHEMU YA II: Sarufi na Matumizi ya lugha (alama 30);

SEHEMU YA III: Fasihi (alama 25);

SEHEMU YA IV: Utungaji (alama 15)

Katika Sehemu ya kwanza (Ufahamu) mwanafunzi anatakiwa kujibu maswali yote ambayo yanahusika na ufahamu wa Kifungu cha habari kilichotolewa, ufahamu wa msamiati uliotumiwa katika kifungu cha habari pamoja na muhtasari wa kifungu cha habari kilichotolewa

Katika Sehemu ya Pili (Sarufi na Matumizi ya Lugha), mwanafunzi anatakiwa kujibu maswali yanayohusika na sarufi katika lugha ya Kiswahili na kanuni zinazoongoza matumizi ya lugha ya Kiswahili.

Katika sehemu ya tatu (Fasihi), kuna maswali yanayohusu uelewa wa fasihi katika Kiswahili, Ufafanuzi fasihi Uchambuzi na uhakiki wa kazi mbalimbali za kifasihi, Katika sehemu ya nne (Utungaji), maswali yanahusika na utungaji wa Insha, ripoti au hotuba pamoja na uandishi wa barua

- mtihani wote una jumla ya **alama 100**
- mwanafunzi anatakiwa kujibu maswali yote ya mtihani
- muda wa mtihani ni **saa tatu**.

4.15.4 Maudhui ya tathmini

Maudhui ya mtihani wa kidato 4-6 mchepuo wa lugha yataongozwa na jedwali hapa chini. Jedwali linaundwa na mada zote zilizo katika mtaala, idadi ya vipindi vya kufundisha kila mada, viwango vya Taksonomia ya Bloom na idadi ya maswali yanayotarajiwa kuulizwa kwa kila kiwango cha Taksonomia ya Bloom. Jedwali hili linasaidia kuhakikisha kwamba mada zote za kufundisha zilizo katika mtaala zinazingatiwa wakati wa kutathmini wanafunzi pamoja na kuhusisha viwango vyote vya Taksonomia ya Bloom.

Table 49: Jedwali la Mgawanyo wa Maswali, Kiswahili kidato cha nne LFK, muhula wa II, 2023-2024

MADA	IDADI YA VIPINDI	VIWANGO VYA TAKSONOMIA YA BLOOM						IDADI YA MASWALI	
		KUKUMBUKA	KUPAHAMU	KUTUMIA	KUCHUNGUZA	KUTATHMINI	KUBUNI	HALISI	REKEBISHO
1. Lugha ya Kiswahili: Maana ya lugha na umuhimu wake. Sarufi: Matumizi ya viambishi vyenye dhana ya masharti -nge	10	1	1					1.70	2
2. Lugha ya Kiswahili: Asili ya Kiswahili. Sarufi: Matumizi ya viambishi vyenye dhana ya masharti -nge	10	1	1					1.70	2
3. Lugha ya Kiswahili: Kuenea kwa lugha ya Kiswahili. Sarufi: Matumizi ya viambishi vyenye dhana ya masharti -nge	8	1	1					1.30	2
4. Fasihi katika Kiswahili: Sanaa na dhima yake katika jamii. Sarufi: Matumizi ya majina ya ngeli ya LI-YA -	12	1	1					2.00	2
5. Fasihi katika Kiswahili: Dhana ya fasihi na umuhimu wake katika jamii. Sarufi: Matumizi ya majina ya ngeli ya LI-YA -	12	1	1					2.00	2
6. Fasihi katika Kiswahili: Dhana ya fasihi simulizi na tanzu zake. Sarufi: Matumizi ya majina ya ngeli ya LI-YA -	20	1		1	1			3.40	3
7. Muhtasari, fani na maudhui: Maana ya muhtasari, sifa zake na taratibu za kutoa muhtasari mzuri. Sarufi: Matumizi ya majina ya ngeli ya PA-M-KU pamoja na vivumishi ambatana	12	1		1				2.00	2
8. Muhtasari, fani na maudhui: Fani katika hadithi simulizi Sarufi: Matumizi ya majina ya ngeli ya PA-M-KU pamoja na vivumishi ambatana.	12	1		1				2.00	2
9. Muhtasari, fani na maudhui: Maudhui katika hadithi simulizi. Sarufi: Matumizi ya majina ya ngeli ya PA-M-KU pamoja na vivumishi ambatano	12			1	1			2.00	2
10. Muhtasari, fani na maudhui Uhakiki wa hadithi simulizi. Sarufi: Matumizi ya majina ya ngeli ya PA-M-KU pamoja na vivumishi ambatana.	24			1	1	1	1	4.10	4
11. Midahalo na mijadala: Nadharia ya mdahalo na mjadala. Sarufi: Hali ya kuamrisha/kushurutisha kwa vitenzi umoja na wingi.	14					1	1	2.30	2
JUMLA	146	8	5	5	3	2	2	24.50	25
Asilimia ya maswali kwa kila kiwango cha Taksonomia ya Bloom		30%	20%	20%	10%	10%	10%	100%	

Table 50: Jedwali la Mgawanyo wa Maswali, Kiswahili kidato cha tano
LFK, 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. Nadharia ya Fasihi Simulizi katika Kiswahili na Tanzu zake: Tanzu za fasihi simulizi ya Kiswahili na vipera vyake. Sarufi: Aina za sentensi za Kiswahili (k.m. sentensi sahili, sentensi ambatano, sentensi changamano, n.k.)	10	1	1					1.70	2
2. Nadharia ya Fasihi Simulizi katika Kiswahili na Tanzu zake: Dhana ya hadithi simulizi. Sarufi: Aina za sentensi za Kiswahili (k.m. sentensi sahili, sentensi ambatano, sentensi changamano, n.k.)	12	1	1	1				2.00	3
3. Nadharia ya Fasihi Simulizi katika Kiswahili na Tanzu zake: Dhana ya methali za Kiswahili. Sarufi: Aina za sentensi za Kiswahili (k.m. sentensi sahili, sentensi ambatano, sentensi changamano, n.k.)	12	1		1				2.00	2
4. Nadharia ya Fasihi Simulizi katika Kiswahili na Tanzu zake: Dhana ya nahau na misemo ya Kiswahili. Sarufi: Aina za sentensi za Kiswahili (k.m. sentensi sahili, sentensi ambatano, sentensi changamano, n.k.)	14	1	1					2.40	2
5. Nadharia ya Fasihi Simulizi katika Kiswahili na Tanzu zake: Dhana ya vitendawili vya Kiswahili. Sarufi: Aina za sentensi za Kiswahili (k.m. sentensi sahili, sentensi ambatano, sentensi changamano, n.k.)	10	1	1					1.70	2
6. Nadharia ya Fasihi Simulizi katika Kiswahili na Tanzu zake: Dhana ya ushairi simulizi wa Kiswahili. Sarufi: Aina za sentensi za Kiswahili (k.m. sentensi sahili, sentensi ambatano, sentensi changamano, n.k.)	14	1		1				2.40	2
7. Fani na Maudhui katika Fasihi Simulizi: Dhana ya uhakiki wa kazi za fasihi simulizi katika Kiswahili. Sarufi: Muundo wa sentensi za Kiswahili: Kiima, kiarifa, shamirisho	8	1						1.30	1
8. Fani na Maudhui katika Fasihi Simulizi: Uhakiki wa hadithi katika Kiswahili. Sarufi: Muundo wa sentensi za Kiswahili: Kiima, kiarifa, shamirisho	16	1	1		1			2.70	3
9. Fani na Maudhui katika Fasihi Simulizi: Uhakiki wa methali katika Kiswahili. Sarufi: Muundo wa sentensi za Kiswahili: Kiima, kiarifa, shamirisho	12				1		1	2.00	2
10. Fani na Maudhui katika Fasihi Simulizi: Uhakiki wa vitendawili katika Kiswahili. Sarufi: Muundo wa sentensi za Kiswahili: Kiima, kiarifa, shamirisho	8			1	1			1.30	2
11. Fani na Maudhui katika Fasihi Simulizi: Uhakiki wa nahau na misemo katika Kiswahili. Sarufi: Muundo wa sentensi za Kiswahili: Kiima, kiarifa, shamirisho	14					1	1	2.40	2
12. Fani na Maudhui katika Fasihi Simulizi: Uhakiki wa mashairi simulizi katika Kiswahili. Sarufi: Muundo wa sentensi za Kiswahili: Kiima, kiarifa, shamirisho	14			1		1		2.40	2
JUMLA	144	8	5	5	3	2	2	24.30	25
Asilimia ya maswali kwa kila kiwango cha Taksonomia		30%	20%	20%	10%	10%	10%	100%	

Table 51: Jedwali la Mgawanyo wa Maswali, Kiswahili kidato cha sita LKK, 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. Ufafanuzi wa tanzu za fasihi andishi katika Kiswahili: Dhana ya tanzu za fasihi andishi Sarufi: Virai na vishazi katika Kiswahili	8		1					1.30	1
2. Ufafanuzi wa tanzu za fasihi andishi katika Kiswahili: Utanzu wa hadithi fupi Sarufi: Virai na vishazi katika Kiswahili	16	1	1		1			2.60	3
3. Ufafanuzi wa tanzu za fasihi andishi katika Kiswahili: Utanzu wa riwaya Sarufi: Virai na vishazi katika Kiswahili	16	1	1	1				2.60	3
4. Ufafanuzi wa tanzu za fasihi andishi katika Kiswahili: Utanzu wa tamthilia Sarufi: Virai na vishazi katika Kiswahili	16	1	1	1				2.70	3
5. Ufafanuzi wa tanzu za fasihi andishi katika Kiswahili: Utanzu wa ushairi Sarufi: Virai na vishazi katika Kiswahili	16	1	1	1				2.70	3
6. Uhakiki wa tanzu za fasihi andishi: Dhana ya uhakiki wa kazi za fasihi andishi Sarufi: mnyambuliko wa vitenzi	14	1		1				2.40	2
7. Uhakiki wa tanzu za fasihi andishi: Uhakiki wa tamthilia Sarufi: mnyambuliko wa vitenzi	15	1			1	1		2.60	3
8. Uhakiki wa tanzu za fasihi andishi: Uhakiki wa riwaya Sarufi: mnyambuliko wa vitenzi	15	1		1	1			2.60	3
9. Uhakiki wa tanzu za fasihi andishi: Uhakiki wa hadithi fupi Sarufi: mnyambuliko wa vitenzi	14	1					1	2.40	2
10. Uhakiki wa tanzu za fasihi andishi: Uhakiki wa mashairi Sarufi: mnyambuliko wa vitenzi	14					1	1	2.40	2
JUMLA	144	8	5	5	3	2	2	24.30	25
Asilimia ya maswali kwa kila kiwango cha Taksonomia ya		30%	20%	20%	10%	10%	10%	100%	

4.16 Literature in English

4.16.1 Broad competences

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

- discovering the joys of reading literary texts and become aware of new ways of perceiving the world around them;
- developing skills of reading literary texts critically and independently;
- demonstrating an understanding of the writers' choices of form, structure, language and meanings;
- producing informed, independent opinions and judgments on literary texts;
- discussing varying opinions of literary works;
- communicating information, ideas and feelings appropriately and effectively in a range of different social settings and cultural contexts;
- reading confidently and comprehend a variety of simple literary and non-literary texts.

4.16.2 Key competences

Key competences for S4

The examination will specifically test the learners' ability for:

- exploring key aspects of the three genres through the study of set texts;
- making connections between a wide range of texts from different times and cultures;
- drawing interpret from set texts based on historical and cultural contexts;
- staging and performing a set text.

Key competences for S5

The examination will specifically test the learners' ability for:

- analyzing how texts are written and read in specific contexts;
- demonstrating deep understanding of the relationships among the elements of literary texts;
- demonstrating understanding of the relationships between various literary techniques and assess their effects.

Key competences for S6

The examination will specifically test the learners' ability for:

- demonstrating detailed critical understanding in analyzing the ways in which literary elements shape meaning in the texts under study;
- exploring connections and comparisons with reference to interpretations of other readers;
- demonstrating understanding of the significance and influence of the context in which literary texts are made.

4.16.3 Paper specifications and marks allocation

The examination will consist of **one (1)** paper of *three (3)* hours duration. There will be **two** sections: Section **A (prose and poetry)** and **B (novels)** with a total of **10** questions. Candidates will be required to attempt questions according to the given instructions. They will weigh **100** marks. This paper specifications and marks allocation will be applied for S4, S5 and S6.

Section A will be based on prose and poetry. It will comprise **eight** questions (**question one, question two, question three, question four, question five, question six, question seven and question eight**). For **question one**, the candidate will be required to provide literary terms related to prose for the given descriptions. It will consist of five (5) items (a-e). Each item will weigh **one (1)** mark, making a total of **five (5)** marks. For **question two**, the candidates will be required to match items about key terms related to prose in list A with their corresponding explanations in list B. It will consist of five (5) items (a-e). Each item will weigh **one (1)** mark, making a total of **five (5)** marks. For **question three**, the candidates will be instructed to explain the differences between given

five pairs of literary terms related to prose. It will consist of 5 items (a-e). Each item will weigh **two (2)** marks, making a total of **ten (10)** marks. For **question four**, the candidates will be required to provide literary terms related to poetry for the given descriptions. It will consist of 5 items (a-e). Each item will weigh **two (2)** marks, making a total of **ten (10)** marks. For **question five**, the candidates will be required to make their own sentences using given poetic devices. It will consist of 5 items (a-e). Each item will weigh **two (2)** marks, making a total of **ten (10)** marks. For **question six**, the candidates will be asked to explain the differences between the given five pairs of literary terms related to poetry. It will consist of 5 items (a-e). Each item will weigh **two (2)** marks, making a total of **ten (10)** marks. For **question seven**, the candidates will read a story from set stories (When The Sun Goes Down and Other stories) and answer the questions on it. It will consist of 7 sub-questions (a-f) all carrying a total of **20** marks. For **question eight**, the candidates will answer questions on a poem from set books of poetry. It will consist of 5 sub-questions (a-e) all carrying a total of **ten (10)** marks. This section will weigh **80 marks**.

Section B will be based on set novels. It will comprise **two** questions (**question nine** and **question ten**). For question **nine**, the candidates will be given two extracts from two of the four set novels. The candidates will be required to choose one extract and answer the questions on it. It will consist of 5 sub-questions (a-e), making a total of **ten (10)** marks. Question **ten** will consist of two essay questions from the remaining two of the four set novels. Candidates will be required to attempt **one (1)** question. This question will weigh **10 marks**. This section will carry a total of **20 marks**.

Set books for prose and poetry:

- When the Sun Goes down and Other Stories by *Prof. Ilieva, Dr. Olemb*
- Growing up with Poetry by *David Rubadiri*
- Echoes Across the Valley by *Arthur I. Luvai & Kwamchetsi Makokha*

Set books, novels:

- Animal Farm by *George Orwell*

- A Man of the People by *Chinua Achebe*
- Mine Boy by *Peter Abrahams*
- The Pearl by *John Steinbeck*

4.16.4 Tables of specifications

Table 52: Table of specifications, Literature in English for S4, 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. Review key aspects of prose	27	1				1		1.58	2
2. African literary traditions	27	1						1.58	1
3. Literary techniques in novels	27		1					1.58	1
4. Themes and message in novels	27			1	1			1.58	2
5. Haiku and Tanka	21	1						1.23	1
6. Sonnet and rhyme	21		1	1				1.23	2
7. Epigrams	21						1	1.23	1
TOTAL	171	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 53: Table of specifications, Literature in English for S5, 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. European literary traditions I	35	1			1			1.94	2
2. Understanding prose	35	1	1					1.94	2
3. Themes in African novels	35		1			1		1.94	2
4. Epic poetry	25	1					1	1.39	2
5. Odes	25			1				1.39	1
6. Rhythm in African poetry	25			1				1.39	1
TOTAL	180	3	2	2	1	1	1	10.00	10
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 54: Table of specifications, Literature in English for S 6, 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. European literary traditions II	35	1	1		1			2.41	3
2. Structure in modern prose	35	1	1			1		2.41	3
3. Elegy and epitaph	25			1				1.72	1
4. Limericks- rhythm and rhyme	25			1			1	1.72	2
5. Free verse	25	1						1.72	1
TOTAL	145	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%	

4.17 Economics

4.17.1 Broad competences

During and at the end of learning process, upper general secondary economics learners have to be able to:

- identify and use basic concepts and principles used in economic analysis;
- assess economic issues that would affect their lives as workers, consumers and citizens;
- contribute to discussions on current economic issues and decisions that should be made to shape and strengthen local, national and regional institutions;
- analyze, critically, economic decisions made by policy makers;
- demonstrate an awareness of the fact that economists hold differing views on some economic issues.

4.17.2 Key competences

Key competences for S4

At the end of term two in Economics learners will be able to:

- use the concepts and basic principles of economics in daily life;
- describe economic phenomenon using mathematical tools;
- analyze the role of price in resource allocation.

Key competences for S5

At the end of term two in Economics learners will be able to:

- explain the operation of various market structures and their influence in resource allocation;
- analyze the importance of measuring national income in an economy;
- describe the role of Money and Financial Institutions in economy;
- describe the impact of inflation to an economy.

Key competences for S6

At the end of term two in Economics learners will be able to:

- analyze the importance of international trade to the development of the economy;
- analyze the impact of Globalization on developing countries;
- analyze the determinants and indicators of economic growth and development in an economy.

4.17.3 Paper specification and marks allocation

There will be one comprehensive assessment paper (1) of **three hours (3h00)** for all general up secondary economics classes (S4, S5 and S6). The paper will consist of two sections **A** and **B** with a total of **sixteen (16)** questions carrying **100 marks**. Candidates will be required to answer all **11** questions which will weigh **fifty-five (55) marks** from **section A**. Learners here are required to read extensively and express informed, critical, creative and relevant responses to issues relating to S4, S5; S6 economics content of **term 1** and **term 2**.

For **section B**, candidates will be required to choose and attempt only **three (3)** questions among five (**5**) proposed. Each question will carry **fifteen marks (15 marks)**. Three questions will be marked out of **45 marks**. For this section questions will be in essay form where learners will be inspired to make discussions, give their points of views, judgments, and to create or suggest possible solutions, policy measures or and advices to an economic problem.

Learners are required to draw on their knowledge, skills, competences from S4, S5, S6 economics content of **term 1** and **term 2**.

4.17.4 Tables of specifications

Table 55: Tables of specifications, Economics for S4, Term II, 2023-2024

Topic/ILOs	Period	Categories of cognitive domain						Total Number of Exams/Paper items	
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Actual	Adjusted
1. Basic economic concepts and importance of economics	10		1					1.01	1
2. Fundamental economic principles	9	1						0.91	1
3. Nature and scope of economics	5				1			0.51	1
4. Equations and fractions in economics models	20	1		1				2.03	2
5. Theory of demand	26			1		1	1	2.63	3
6. Theory of supply	24	1			1			2.43	2
7. Equilibrium price determination	11		1					1.11	1
8. Elasticity	20			1		1		2.03	2
9. Consumer theory	22		1				1	2.23	2
10. Price mechanism	11	1						1.11	1
Total	158	4	3	3	2	2	2	16.00	16
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 56: Table of specifications, Economics for S5, 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. Market structures	32	1	1		1			3.37	3
2. Measuring national income	30			1	1	1		3.16	3
3. Price indices	8			1				0.84	1
4. Consumption, saving, investment and multipliers	14	1						1.47	1
5. Money	25	1	1	1				2.63	3
6. Financial institutions	27	1	1				1	2.84	3
7. Inflation	16	1				1		1.68	2
Total	152	5	3	3	2	2	1	15.85	16
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 57: Table of specifications, Economics for S6, 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. International trade theories.	21	1	1					2.20	2
2. Terms of trade.	11			1				1.15	1
3. Free trade and trade protectionism.	11				1			1.15	1
4. Balance of payment (BOP)	11	1						1.15	1
5. Exchange rate	15	1		1				1.57	2
6. Economic integration	26	1				1	1	2.72	3
7. Globalisation	21		1		1			2.20	2
8. Economic growth, development and underdevelopment	37	1	1	1		1		3.87	4
Total	153	5	3	3	2	2	1	16.00	16
Percentage of item distribution per level of cognitive domain.		30%	20%	20%	10%	10%	10%	100.00%	

4.18. Entrepreneurship

4.18.1 Broad competences

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

- use available resources properly and responsibly to create gainful activities for the present and future generation;
- use their creative and innovative powers to come up with new products;
- take manageable risk ventures and create employment opportunities;
- make rational entrepreneurial decisions based on one's needs;
- scan and implement business opportunities from the environment;
- create smart goals and make viable decisions in life;
- save for future needs and manage finance in daily activities;
- develop and implement a viable business plan;
- apply standards in business operations;
- pay taxes in accordance with Rwanda tax law;
- demonstrate appropriate workplace behaviour and attitude;
- perform basic accounting for a business enterprise.

4.18.2 Key competences

Key competences for S4

The examination will specifically test learners' ability to:

- exhibit innovative behaviours of an entrepreneur;
- create an organizational structure for a business enterprise;
- make rational investment decisions.

Key competences for S5

The examination will specifically test learners' ability to:

- create a project by using Business Model Canvas;
- practice good relations with business stakeholders;

- comply with quality standards in business.

Key competences for S6

The examination will specifically test learners' ability to:

- use EIA to manage the environmental effects of business activities;
- manage their finances responsibly and invest in capital markets;
- properly handle stock for the business.

4.18.3 Paper specifications and marks allocation

The Entrepreneurship assessment will consist of **one (1)** paper. This paper will be composed of **fifteen (15) questions** allocated into **three sections A, B and C**. The duration of the examination will be **three (3)** hours. Learners will be required to answer **thirteen (13)** questions out of **100 marks**. This paper will test the level of knowledge, skills of the subject matter as well as attitudes and values.

Section A

Section **A** will be composed of **eight (8)** compulsory questions which will weigh **40 marks**, that is, each question will weigh **5 marks**. The questions in this section will be set in order to provide learners with the opportunity to demonstrate their knowledge and skills across the the syllabus topics. Learners will be required to give clear and brief answers.

Section B

Section **B** will be general in nature and require learners 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 entrepreneurial activities.

A learner will answer **three (3)** out of **four (4)** questions that will weigh **30 marks**, where each question will weigh **10 marks**.

Section C

This section will be specific in nature and require learners 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 learner will answer **two (2)** out of **three (3)** questions, which will weigh **30 marks**, where each question will weigh **15 marks**.

4.18.4 Tables of specifications

Table 58: Table of specifications, Entrepreneurship for S4, 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.Initiation to Entrepreneurship	9	1			1			1.9	2
2. Business ideas and opportunities	11		1	1			1	2.3	3
3.Entrepreneurship as a career	12	1		1	1			2.6	3
4.Setting personal goals.	11	1				1		2.3	2
5.Laws in business operations	15		1	1		1		3.2	3
6.Role of standards in business	11	1	1					2.3	2
TOTAL	69	4	3	3	2	2	1	14.6	15
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 59: Table of specifications, Entrepreneurship for S5, 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.Market research	12	1	1					2.4	2
2.Business plan using Business Model Canvas	10	1			1			2.0	2
3. Business growth and development	10		1			1		2.0	2
4.Role of entrepreneurship in socio economic development	11			1		1		2.2	2
5. ICT in business	9			1	1			1.8	2
6.Business Public Relations	10	1	1					2.0	2
7. Business contracts	12	1		1			1	2.4	3
TOTAL	74	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 60: Table of specifications, Entrepreneurship for S6, 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.Ledger and trial balance	13	1		1			1	2.6	3
2.Financial statements	14	1			1	1		2.8	3
3.Environment Impact Assessment (EIA)	10	1		1				2.0	2
4.Business plan pitch	12	1	1					2.4	2
5.Taxes and customs procedures	12		1	1	1			2.4	3
6.Financial Markets	12		1			1		2.4	2
TOTAL	73	4	3	3	2	2	1	14.6	15
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

4.19 Geography

4.19.1 Broad competences

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

- demonstrate greater understanding of the basic concepts in physical and human geography;
- categorize different physical geographical phenomena and their impact on the sustainable development;
- appreciate the relationships between the physical and human aspects in the world, and acquire a commitment to the sustainable development;
- explain the correlation between the physical environment and man's modifications to it;
- demonstrate an understanding of the global sustainable growth, conservation, reconstruction and development of the country in the regional and global context;
- evaluate accurately the socio-economic problems of the world and how to solve them;
- enable the learners to gain more concrete understanding of the challenges to the development of Rwanda and other countries;
- demonstrate in a range of skills and techniques, necessary to carry out geographical research and interpretation of the geographical data and information;
- read and interpret the maps and the photographs using the appropriate geographical techniques;
- use field work procedures and methods in collecting the geographical data;
- develop a variety of other skills, including those of the problem solving, critical thinking, communication and cooperation, investigation and how to present their conclusions in the most appropriate way.

4.19.2Key competences

Key competences for S4

The examination will specifically test the learners' ability to:

- explain different physical geographical phenomena and their impact on the sustainable development in Rwanda;
- explain different problems associated with the physical, human and economic environment of Rwanda and suggest solutions;
- use appropriate field work techniques to observe, collect, record and analyze geographical data;
- differentiate among the types of cartographic projections and categories of the maps.

Key competences for S5

The examination will specifically test the learners' ability to:

- explain different physical geographical phenomena and their impact on the sustainable development in the world;
- explain different problems associated with the physical, human and economic environment of the world and suggest solutions;
- use statistical diagrams and maps to interpret the geographical information.

Key competences for S6

The examination will specifically test the learners' ability to:

- explain different physical geographical phenomena and their impact on the sustainable development in the world;
- explain different problems associated with the physical, human and economic environment of the world and suggest solutions;
- interpret physical and human features on the maps and the photographs.

4.19.3 Paper specifications and marks allocation

The geography exam will consist of **one paper**. It will consist of both **Physical**

geography and **Human & Economic geography**. The geography paper will be done in **three (3) hours**. It will contain eighteen **(18) questions** and candidates will attempt sixteen **(16) questions** out of **100 marks**. It will consist of **two** sections **A** and **B**.

Section A: is compulsory and will consist of thirteen **(13) questions** and will weigh **55 marks** in total.

Section B: will have **five (5)** questions and learners will choose only **three (3) questions**. Section **B** will be marked out of **45 marks**.

4.19.4 Tables of specifications

Table 61: Table of specifications, Geography for S4, 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. Field work Techniques	20	1	1					2.1	2
2. Maps and Cartographic Projections	14						1	1.4	1
3. Formation of relief features in Rwanda	28	1		1		1		2.9	3
4. Rocks and Minerals in Rwanda	5			1				0.5	1
5. Soils in Rwanda	8				1			0.8	1
6. Climate in Rwanda	10		1					1	1
7. Vegetation in Rwanda	8					1		0.8	1
8. Drainage system in Rwanda	10	1						1	1
9. Population in Rwanda	14				1			1.4	1
10. Rural and urban Settlement in Rwanda	26	1	1	1				2.7	3
11. Agriculture in Rwanda	28	1	1	1				2.9	3
Total	171	5	4	4	2	2	1	17.5	18
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100	

Table 62: Table of specifications, Geography for S5, 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. Statistical Graphs, Diagrams and Maps	24	1		1			1	2.7	3
2. Bearings, directions, distances and areas on a map	14	1		1				1.5	2
3. Map work interpretation	14		1					1.5	1
4. The Universe and the Solar System	7				1			0.7	1
5. The Origin of the Earth	7	1						0.7	1
6. Internal landform Processes	36	1	1		1	1		4	4
7. Soils	7		1					0.7	1
8. Weather and Climate of the world	21			1		1		2.3	2
9. Natural Vegetation of the world	12		1					1.3	1
10. Population Growth in the world	18	1		1				2	2
Total	160	5	4	4	2	2	1	17.4	18
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100	

Table 63: Table of specifications, Geography for S6, 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. Cross sections and Sketch maps	8					1		0.8	1
2. Interpretation of Photographs and video images	8						1	0.8	1
3. The origin and distribution of the continents	14	1	1					1.5	2
4. External landform processes and related features	36	1	1	1				3.9	3
5. Wave erosion and Deposition	24			1	1			2.6	2
6. Rocks and Minerals	14	1	1					1.5	2
7. Classification of Soils and Soil formation	8					1		0.8	1
8. Climate Change	8			1				0.8	1
9. Global Drainage Systems	32	1	1	1				3.4	3
10. Power and Energy Production in the world	14	1			1			1.5	2
Total	166	5	4	4	2	2	1	17.6	18
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100	

4.20 History

4.20.1 Broad competences

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

- live in harmony with the others without any distinction, religious distinction or other form of discrimination and exclusion that have caused problems in the society like Tutsi genocide of 1994, in order to transform them into good citizens;
- appreciate the Rwandan values, universal values of peace, respect human rights, rights of gender equality, democracy, justice, solidarity and good governance;
- promote the moral, intellectual and social values through which the learners will improve their competence and skills that are essential for the sustainable development of the country;
- develop a patriotic spirit, the sense of civic pride and the spirit of knowing what happens all over the world;
- develop a sense of moral responsibility and commitment to social justice and gender equity;
- promote the spirit of self-reliance, dignity and cooperation among the nations.

4.20.2 Key competences

Key competences for S4

The examination will specifically test the learners' ability to:

- locate Rwanda in time and space;
- compare and contrast different genocides that occurred in different parts of the world;
- describe the origin, rise, organization and the collapse of the different empires in West and South Africa;
- explain the role of the different colonial agents during the colonization process;
- examine the contribution of the ancient civilizations to the modern societies;
- explain the main political, economic and intellectual developments in the medieval and the modern times;

- describe the causes, course and the effects of the major European events from 1789-1835.

Key competences for S5

The examination will specifically test the learners' ability to:

- explain the major changes that took place in Rwanda during the first and second republics;
- evaluate different forms of genocide ideology and how the genocide has been denied in Rwanda and in other societies;
- assess the impact of colonialism in Africa by giving concrete examples from the Great Lake regions;
- examine the origin, causes and the consequences of the major European events that occurred from 1836 to 1878.

Key competences for S6

The examination will specifically test the learners' ability to:

- assess how the genocide can be prevented in Rwanda and elsewhere in the World;
- assess the origin, rise, organization and decline of the different forms of slavery in Africa;
- examine the causes and the impact of neo colonialism in Africa with special attention to Rwanda;
- evaluate the major changes /reforms that took place in the Medieval, Age of Enlightenment and the modern time.

4.20.3 Paper specifications and marks allocation

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

The history paper will be done in **three (3) hours**. It contains fifteen **(15)** questions and is weighed with a total of **100 marks**.

It will consist of **two** sections **A** and **B**. Section **A** is compulsory and will have **10 questions** and will be weighted with **50 marks** in total. Section B will have five questions and learners will choose two questions. It will be weighted with **50 marks**.

Questions in section **B** must be answered in an essay form.

4.20.4 Tables of specifications

Table 64: Table of specifications, History for S4, 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. History of Rwanda	14	1						1	1
2. Comparison of the Genocides	8			1				0.5	1
3. Origin, rise, organisation and decline of the Empires in West and South Africa	36	1	1					2.5	2
4. Role of the agents of the colonial conquest	14					1		1	1
5. African response to the colonial rule	14						1	1	1
6. Contribution of the main ancient civilisations to the development of the modern society	38	1	1	1				2.7	3
7. Analyse the political, economic and intellectual developments in the medieval and modern times	32	1			1			2.3	2
8. Major European events from 1789 and 1835	52		1	1	1	1		3.7	4
Total	208	4	3	3	2	2	1	15	15
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100	

Table 65: Table of specifications, History for S5, 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. First and the Second Republics of Rwanda	12	1						1.02	1
2. Genocide denial and ideology in Rwanda and abroad	14		1					1.19	1
3. Origin of Islam and its impact in West Africa	20	1		1				1.70	2
4. European domination and the exploitation of Africa in the 19th century	22		1		1			1.88	2
5. Impact of the colonial rule on the African societies	18	1					1	1.53	2
6. Major European events from 1836 to 1878	90	1	1	2	1	2		7.67	7
Total	176	4	3	3	2	2	1	15	15
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100	

Table 66: Table of specifications, History for S6, 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. Post-colonial Rwanda	20	1				1		1.8	2
2. Prevention of Genocide	22		2					2	2
3. Forms of slave trade	34	2		1	1			3.1	3
4. African nationalism and the acquisition of independence	24		1			1	1	2.1	2
5. Causes and the impact of neo colonialism	30	1	1	1				2.7	3
6. The performance of the Age of Enlightenment	10				1			0.9	1
7. Causes, course and the effects of the first and second World Wars	24	1		1				2.1	2
Total	164	4	3	3	2	2	1	15	15
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100	

4.21 General Studies and Communication Skills

4.21.1 Broad competences

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

- have a broad and better understanding of the world through critical awareness of continuity and change while mindful of shared historical and social experiences in Rwanda and internationally;
- appraise social, cultural, economic, philosophical and scientific phenomena and show an awareness of current local, national and global issues;
- show maturity of thought and apply critical and creative thinking as well as analytical skills to everyday life situations;
- communicate effectively through explanations and show capacity to construct arguments and draw relevant conclusions.

4.21.2 Key competences

Key competences for S4

The examination will specifically test the learners' ability to:

- promote the ethical, humanistic, moral and religious values that characterize the Rwandan society;
- communicate with others effectively and persuasively, both orally and in writing;
- make individual plans which enable a person to live a financially decent and honest life with concerns for sustainable development;
- use research findings from science and technology to promote health education and healthy behaviors and health life styles;
- show awareness of cultural aspects affecting or likely to affect the society.

Key competences for S5

The examination will specifically test the learners' ability to:

- make informed decisions about personal and public issues while conscious of one's responsibility for doing so and of one's responsibility as an individual for the social whole;
- express clear arguments, ideas and opinions in a reflective and academic manner within a given historical, social, economic, political and philosophical context;
- appreciate the role of tourism, sport and leisure as well as national and international institutions in development through money generation and financial transactions without jeopardizing sustainable development;
- personally implement and give others advice on healthy sexual behaviors, healthy lifestyles;
- appreciate the contribution of national heritage, language and the arts to national culture.

Key competences for S6

The examination will specifically test the learners' ability to:

- show evidence of maturity in analyzing behavior related issues as well as critical thinking for decision making and personal responsibility;
- appreciate the power of communication with special emphasis on speech and its impact on international relations and cooperation;
- make responsible decisions about economic activities that do not impact negatively on sustainable development while respecting financial ethics;
- think, apply and create multiple thinking strategies to examine and address real world issues;
- participate in activities which help maintain and develop society economically, politically, environmentally and culturally.

4.21.3 Paper specifications and marks allocation

The assessment of General Studies and Communication Skills S4, S5 and S6 term two for all Sciences, Humanities and languages combinations will consist

one paper of **three (3)** hours. The paper will be made of sections **A, B** and **C** with a total of Eleven (11) questions.

Learners will be required to answer **eight (8) questions** which will weigh **100 marks**.

Section A will consist of **five (5)** short answer questions out of **twenty-five (25) marks** where each question will carry **five (5) marks**. These questions will focus on assessing the lower levels of thinking order of Bloom's taxonomy. Candidates will be required to answer all the questions in this section. Candidates are expected to give brief and precise answers as much as the questions in this section will be objective.

Section B will be made of **five (5)** essay questions from which a candidate will be required to attempt only two of their choice. Each question will carry **25 marks**. The section will be out of **50 marks**. This section will comprise open-ended questions. The candidates are expected to answer these questions in a continuous prose which has an introduction, a body and a conclusion. The sentences in this prose should be grammatical and well-connected to one another. Paragraphs of the prose have to be coherently linked to one another through various logical connectors. In this section, the candidates are also expected to spell the words properly.

Additionally, candidates' answers have to be relevant to the question. These 5 questions will be set in order to give candidates the opportunity to read extensively and formulate informed, critical, creative and relevant responses to real world problems or issues.

Section C: Reading comprehension

One Passage will be given. The candidate will be required to read it carefully and answer a range of questions from that passage. There will be questions on vocabulary, comprehension questions and summarizing the content from the passage.

In this section, candidates will be given a chance to demonstrate an ability to comprehend, explain, infer, evaluate and summarize the information from passage.

This question will be **compulsory** and will weigh **25 marks**.

4.21.4 Tables of specifications

Table 67: Table of specifications, General Studies and Communication Skills for S4, 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.Social cohesion	7			1				1.04	1
2.Individual and Society	8		1			1		1.18	2
3.Sport and leisure	6	1						0.89	1
4.Effective communication	15		1	1				2.22	2
5.Personal Finances	8		1					1.18	1
6.Education and welfare systems	7	1						1.04	1
7.Career planning	7						1	1.04	1
8.Fair operating practicies	8	1						1.18	1
9.Environmental management and popualtion dynamics	8				1			1.18	1
TOTAL	74	3	3	2	1	1	1	10.95	11
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 68: Table of specifications, General Studies and Communication Skills for S5, 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. Conflict management	8			1				1.15	1
2. Leadership, governance and management	8	1						1.15	1
3.International relations	7		1					1.01	1
4. Multinational corporations	5	1						0.72	1
5.Money and finance	8			1				1.15	1
6.Tourism and development	6		1					0.86	1
7.Environment and sustainable development	11				1	1		1.59	2
8.Importance of ICT in development	5		1					0.72	1
9.Writing official document	18	1					1	2.60	2
TOTAL	76	3	3	2	1	1	1	10.95	11
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

Table 69: Table of specifications, General Studies and Communication Skills for S6, 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.Genocide	12		1					1.83	1
2.Democracy and good governance	7		1					1.06	1
3.National service and self reliance	8			1				1.22	1
4.Pluralism in the world	6	1						0.91	1
5. Communication, international relations and cooperation	12	1				1		1.83	2
6. How to manage money	9			1	1			1.37	2
7.Transport/employment/unemployment and its impact on the economy	6		1					0.91	1
8.International financial institution cooperation and development	6	1						0.91	1
9. Financial scams	6						1	0.91	1
TOTAL	72	3	3	2	1	1	1	10.95	11
Percentage of item distribution per level of cognitive domain		30%	20%	20%	10%	10%	10%	100%	

4.22 Psychology

4.22.1 Broad competences

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

- apply psychological theories and thoughts to provide solutions mitigating human development problems;
- analyse the interactions of physiological and psychological functions on behavioural processes of human beings within the physical and social environment;
- educate parents and the community on the fundamentals of providing a proper home environment to foster child growth and development;
- interpret different personality traits and how they influence behavior, thought, motivation, and emotion in a human being;
- use theories and principles of learning to deal with behavioral changes;
- act as a role model in inculcating positive attitudes and challenge negative motives among individuals;
- apply social psychology theories in the social context of development;
- engage collaboratively in conflict resolution based on individuals' differences, intra and intergroup relationships and problems;
- apply appropriate approaches to prevent the occurrence and worsening of psychosocial issues.

4.22.2 Key competences

Key competences for S4

The examination will specifically test the learners' ability to:

- analyse the nature and scope of psychology;
- justify thoughts embedded in schools of psychology;
- relate branches of psychology to different working and living fields;

- demonstrate an understanding of introduction to human development;
- apply principles and theories of human development in real life situations;
- apply skills gained during human developmental milestones based on observation of physical, cognitive, language and socio-emotional skills;
- examine the factors of human development.

Key competences for S5

The examination will specifically test learners' ability to:

- demonstrate an understanding of how behavior, emotion, motivation and thought patterns define an individual;
- judge the necessity of modern trends of personality;
- assess different views of psychologists related to personality;
- classify personality typologies;
- examine the history of learning psychology;
- compare and contrast types of behavioral learning;
- develop a basic understanding of the nature and characteristics of memory processes and systems;
- assess how intelligence impacts human behavior patterns;
- justify how motives of learning contribute to acquisition of behavior;
- provide opinions on views laying in theories of learning.

4.22.3 Paper specifications and marks allocation

The assessment of this subject will use **19** questions that a candidate shall sit for, in **three (3)** hours. The exam assessment will be made of four **(4)** sections **A, B, C** and **D** and weigh **100** marks in total.

Section A: Closed questions

This section will contain three **(3)** questions with sub-questions. A candidate will compulsorily answer the questions in this section on a total of **20** marks.

Question 1: Multiple choice questions: This question has ten sub-questions **(10)** multiple choice items. Each item will carry one (1) mark, making a total of ten (10) marks;

Question 2: True/False questions: This question has five (5) True/False items. Each item will carry one (1) mark, making a total of ten (5) marks.

Question 3: Matching questions: This question has five (5) matching items. Each item will carry one (1) mark, making a total of ten (5) marks.

Section B: Questions with short explanation

This section will contain ten **(10)** questions with various marks from 1 to 4 marks each. A candidate will compulsorily answer the questions in this section on a total of **25** marks.

Section C: Writing short notes

This section will contain one **(1)** question with five sub-questions. A candidate will compulsorily answer the question in this section on a total of **10** marks. Each item will carry **two (2)** marks.

Section D: Elective essay questions

This section will be comprised of five **(5)** questions, each question set on **15** marks. A candidate will attempt three **(3)** questions on his/her choice on **45** marks.

4.22.4 Tables of specifications

Table 70: Table of specifications, Psychology for S4, 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.Nature and scope of Psychology	23		1		1			1.85	2
2.Schools of Psychology	30		1				1	2.41	2
3.Branches of Psychology	15	1						1.20	1
4.Introduction to human development	25		1			1		2.01	2
5.Theories of human development	40	1		1	1			3.22	3
6.Human developmental milestones	87	3	1	2		1		7.00	7
7.Factors of human development	16			1			1	1.28	2
TOTAL	236	5	4	4	2	2	2	18.98	19
Percentage of item distribution per level of cognitive domain		30	20	20	10	10	10	100%	

Table 71: Table of specifications, Psychology for S5, 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.Nature of personality	16	1		1				1.60	2
2.Modern trends of personality	14	1	1					1.40	1
3.Theories of personality	21	1				1		2.20	2
4.Peronality typologies	30	1			1		1	3.10	3
5.History of learning psychology	24	1	1	1				2.50	3
6.Types of behavioural learning	32	1	1	1				3.30	3
7.Memory	32			1	1		1	3.30	3
8.Intelligence	21		1			1		2.20	2
TOTAL	190	6	4	4	2	2	2	19.60	19
Percentage of item distribution per level of cognitive domain		30	20	20	10	10	10	100%	