

REPUBLIC OF RWANDA



MINISTRY OF EDUCATION



# COMPETENCE- BASED CURRICULUM



CURRICULUM FRAMEWORK  
PRE-PRIMARY TO UPPER SECONDARY  
2015

ISBN:

© COPYRIGHT REB/MINEDUC

All rights reserved.

All parts of this publication are protected by copyright.

Any utilisation of this publication in terms of reproductions, translations, microfilming and processing in electronic form outside the strict limits of the copyright law without the express permission of permission of Ministry of Education, Republic of Rwanda is forbidden and liable to prosecution.

*Designed & Printed By:*  
WordCore Communications Limited

REPUBLIC OF RWANDA



MINISTRY OF EDUCATION



# COMPETENCE- BASED CURRICULUM



CURRICULUM FRAMEWORK  
PRE-PRIMARY TO UPPER SECONDARY  
2015

## FOREWORD

The Ministry of Education of Rwanda is honoured to present to all beneficiaries the new Curriculum Framework which serves as the official guide to competence-based teaching and learning. It is designed to ensure that there is consistency and coherence in the delivery of the curriculum across all levels of general education in Rwandan schools.

The Rwandan education philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that prepare them to integrate in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasises the importance of aligning the curriculum, teaching and learning and assessment approaches in order to ensure the development of the kind of citizens the country needs and desires.

What children are taught and how well they are taught and the competences they acquire is influenced by many factors among them the relevancy of the curriculum, the necessary and sufficient pedagogical approach by teachers, the assessment strategies and the necessary and sufficient instructional materials. These are all being aligned with the new curriculum.

The ambition to develop a knowledge-based society and the growth of regional and global competition in the jobs market has necessitated the shift to a competence-based curriculum to address the issues of lack of appropriate skills in Rwandan education system.

Learners will now get the opportunity to apply what they have learned in real life situations and to make a difference in their own life with the help of the teacher whose role is central to the success of the curriculum delivery

I wish to sincerely extend the government's appreciation to the people who contributed towards the development of this document, particularly REB, its staff and consultants who organized the whole process from its inception and contributed their technical and professional expertise to its elaboration.

Special appreciation goes to the development partners who supported the process throughout.

**Prof. Silas Lwakabamba**  
**Minister of Education**

# TABLE OF CONTENTS

FOREWORD .....	i
TABLE OF CONTENTS.....	v
ABBREVIATIONS AND ACRONYMS .....	ix
GLOSSARY.....	x
<b>1 INTRODUCTION .....</b>	<b>1</b>
<b>2 AN ANALYSIS OF CURRICULUM IN EDUCATION .....</b>	<b>3</b>
2.1 <i>Curriculum in the Broader International Context .....</i>	3
2.2 <i>Curriculum in the Context of Rwanda.....</i>	4
2.2.1 The Social Economic Context of Curriculum in Rwanda .....	4
2.2.2 Curriculum Reforms and Progress .....	5
2.2.3 The Structure of Education in Rwanda .....	6
2.2.3.1 Pre-primary Education .....	6
2.2.3.2 Primary Education .....	6
2.2.3.3 Secondary Education.....	7
2.2.3.4 Language of Learning .....	7
2.2.4 Rwanda Education Sector Objectives .....	7
<b>3 POLICIES THAT GUIDED THE CURRICULUM FRAMEWORK DEVELOPMENT .....</b>	<b>9</b>
3.1 <i>Vision 2020.....</i>	9
3.2 <i>Economic Development and Poverty Reduction Strategy 2013-18 (EDPRS2) .....</i>	9
3.3 <i>Seven Year Government Programme (7YGP) 2010-17 .....</i>	9
3.4 <i>Education Sector Strategic Plan 2013/14 – 2017/18 (ESSP).....</i>	9
3.5 <i>Draft Curriculum Policy (2003) .....</i>	10
3.6 <i>Curriculum and Assessment Policy (2014).....</i>	10
3.7 <i>Draft ICT in Education policy(2014).....</i>	10
3.8 <i>The Harmonised Curriculum Framework for the EAC (2013).....</i>	10
<b>4 RECENT REVIEWS, REPORTS AND NATIONAL CURRICULUM CONFERENCE .....</b>	<b>12</b>
4.1 <i>Studies to Support a Comprehensive Review and Development of the Primary and Secondary Curriculum in Rwanda: synthesis report (2013).....</i>	12
4.2 <i>The National Curriculum Consultative Conference.....</i>	14
<b>5 RATIONALE FOR REVIEWING THE CURRICULUM .....</b>	<b>15</b>
<b>6 ROLE AND PURPOSE OF THE CURRICULUM FRAMEWORK .....</b>	<b>16</b>
6.1 <i>The Curriculum Vision.....</i>	16
6.2 <i>The Curriculum Aims.....</i>	16
6.3 <i>The Curriculum Values.....</i>	17
6.4 <i>Rwandan Culture and Heritage .....</i>	18

<b>7</b>	<b>PRINCIPLES OF THE CURRICULUM FRAMEWORK .....</b>	<b>19</b>
7.1	<i>General principles.....</i>	19
7.2	<i>Curriculum implementation related principles.....</i>	19
7.2.1	Learner centred .....	19
7.2.2	Competence-based approach.....	20
7.2.3	Inclusive .....	20
7.2.4	Flexible.....	20
7.2.5	Transparent and accountable .....	20
7.2.6	Integrated with ICT as a tool.....	20
7.2.7	Interconnected with Cross-cutting issues.....	21
7.2.7.1	Genocide Studies.....	21
7.2.7.2	Environment and sustainability.....	21
7.2.7.3	Gender.....	22
7.2.7.4	Comprehensive Sexuality Education .....	22
7.2.7.5	Peace and Values Education .....	23
7.2.7.6	Financial Education .....	23
7.2.7.7	Standardisation Culture .....	24
7.2.7.8	Inclusive Education.....	24
7.2.8	Subjects and cross-cutting issues.....	24
<b>8</b>	<b>COMPETENCES IN THE CURRICULUM.....</b>	<b>26</b>
8.1	<i>Basic Competences.....</i>	26
8.2	<i>Generic Competences.....</i>	27
8.3	<i>Developing competences.....</i>	27
8.4	<i>Higher Order Thinking Skills (HOTS) .....</i>	28
8.5	<i>Achieving a Competence-based Curriculum .....</i>	29
8.6	<i>National curriculum competence descriptors.....</i>	29
<b>9</b>	<b>ASSESSMENT .....</b>	<b>32</b>
9.1	<i>Principles of Assessment.....</i>	32
9.2	<i>Purposes of Assessment .....</i>	33
9.3	<i>Types of Assessment.....</i>	34
9.3.1	Formative assessment (Continuous assessment) .....	34
9.3.2	Summative assessment (assessment of learning) .....	35
9.4	<i>District examinations.....</i>	36
9.5	<i>LARS.....</i>	36
9.6	<i>National Examinations .....</i>	36
9.6.1	Item writing/setting questions .....	36
9.6.2	Grid and a Blue Print.....	37
9.6.3	Moderation of items or questions .....	37
9.6.4	Standardization of raw scores and grading .....	37
9.7	<i>Record Keeping.....</i>	38
9.8	<i>Reporting to parents .....</i>	38
<b>10</b>	<b>LEARNER PROFILE/ THE KIND OF LEARNER ENVISIONED.....</b>	<b>39</b>
10.1	<i>Pre-Primary learner profile .....</i>	39
10.2	<i>Primary Profile .....</i>	39

10.3	<i>Lower Secondary Profile</i> .....	40
10.4	<i>Upper Secondary Profiles</i> .....	41
10.4.1	Science Combinations Leaver’s Profile .....	41
10.4.2	Humanities Combinations Leaver’s Profile .....	42
10.4.3	Languages Combinations Leaver’s Profile.....	43
<b>11</b>	<b>SUBJECT SYLLABUS COMPONENTS</b> .....	<b>44</b>
11.1	<i>Pre-primary syllabus</i> .....	44
11.2	<i>Lower Primary Subjects and weekly time allocation</i> .....	44
11.3	<i>Upper primary Subjects and weekly time allocation</i> .....	45
11.4	<i>Lower Secondary Subjects and weekly time allocation</i> .....	45
11.5	<i>Upper Secondary subject combinations and time allocations (S4 to S6)</i> .....	46
11.5.1	Categories and list of combinations.....	46
11.5.2	Weekly Time allocation for each A-level subject (Examinable subjects) .....	47
<b>12</b>	<b>RATIONALE AND OBJECTIVES FOR THE SUBJECTS</b> .....	<b>49</b>
12.1	<i>Pre-primary subjects</i> .....	49
12.2	<i>Subjects in Primary and Secondary Education</i> .....	49
12.2.1	Social Studies .....	49
12.2.2	General Studies and Communication.....	50
12.2.3	History and Citizenship .....	50
12.2.4	Geography.....	51
12.2.5	Religious Education .....	52
12.2.6	Entrepreneurship .....	52
12.2.7	Economics .....	53
12.2.8	English .....	53
12.2.9	French .....	54
12.2.10	Kinyarwanda .....	54
12.2.11	Kiswahili .....	55
12.2.12	Literature in English .....	55
12.2.13	Mathematics .....	56
12.2.14	Science and Elementary Technology (SET).....	56
12.2.15	Biology.....	57
12.2.16	Chemistry .....	57
12.2.17	Physics.....	58
12.2.18	ICT (Information and Communication Technology) .....	59
12.2.19	Computer Science .....	59
12.2.20	Agriculture .....	60
12.2.21	Home Science.....	60
12.2.22	Fine Art and Crafts .....	61
12.2.23	Music, Dance and Drama .....	61
12.2.24	Physical Education .....	62
<b>13</b>	<b>IMPLEMENTATION OF THE CURRICULUM</b> .....	<b>63</b>
13.1	<i>Teaching and Learning Pedagogy</i> .....	63
13.2	<i>Language of Learning</i> .....	63
13.3	<i>Inclusion</i> .....	63
13.4	<i>Teaching and Learning Resources</i> .....	64
13.5	<i>Guidance and Counseling for Students</i> .....	65
13.6	<i>Monitoring and Evaluation</i> .....	66

13.7	<i>Phasing of Implementation</i> .....	67
<b>ANNEXES</b> .....		<b>68</b>
<b>ANNEX 1: SUBJECTS AND WEEKLY TIME ALLOCATION FOR A- LEVEL COMBINATIONS</b> .....		<b>70</b>
<i>Science combinations</i> .....		70
<i>Humanities combinations</i> .....		78
<i>Languages combinations</i> .....		84
<b>ANNEX 2: SUBJECT OVERVIEWS</b> .....		<b>88</b>
<i>PRE-PRIMARY OVERVIEWS</i> .....		88
<i>LOWER PRIMARY SUBJECT OVERVIEWS</i> .....		114
<i>UPPER PRIMARY SUBJECT OVERVIEWS</i> .....		144
<i>LOWER SECONDARY SUBJECT OVERVIEWS</i> .....		178
<i>UPPER SECONDARY SUBJECT OVERVIEWS</i> .....		244
<b>ANNEX 3: BLANK SYLLABUS FORMAT</b> .....		<b>330</b>



## **ABBREVIATIONS AND ACRONYMS**

AIDS	Acquired Immune Deficiency Syndrome
CBET	Competence based education and training
CPMD	Curriculum and Pedagogical Material Development
EAC	East African Community
EDPRS	Economic Development and Poverty Reduction Strategy
EFA	Education for All
ESSP	Education Sector Strategic Plan
GCE	General Certificate of Education
HE	Higher Education
HIV	Human Immunodeficiency Virus Acquired Immune Deficiency Syndrome
HOTS	Higher Order Thinking Skills
ICT	Information and Communications Technology
IGCSE	International General Certificate of Secondary Education
LARS	Learning Achievement in Rwandan Schools
MDG	Millennium Development Goals
MINEDUC	Ministry of Education
OECD	Organisation for Economic Co-operation and Development
PISA	Programme for International Student Assessment
REB	Rwanda Education Board
SOLO	Structure of Learning Outcomes
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Education, Science and Culture Organisation

## GLOSSARY

The following terms are used throughout this document and refer to generic educational definitions.

<b>Curriculum</b>	The learning provided throughout the education system consisting of learning areas, subjects including knowledge and competences, cross cutting issues, basic and generic competences, skills and attitudes.
<b>Curriculum Framework</b>	A set of policies, regulations, directions and guidelines central for the development of curriculum, syllabi and other related documents that govern the development and the implementation of the curriculum, syllabi and other guidance, including teacher manuals, parent manuals, standards for the preparation of textbooks. The framework also guides the development for other teaching materials, standards and benchmarks for the evaluation of the quality of student achievements and school operations.
<b>Syllabus</b>	A document describing the learning objectives, learning outcomes, content and learning activities related to a specific subject. It provides guidance on teaching and assessment methodologies.
<b>Cross-cutting issues</b>	Important curriculum content that does not belong to any one subject or learning area exclusively but which is best taught and learned in a number of subjects.
<b>Competence-based Curriculum</b>	A curriculum designed to develop learners' competences rather than just their knowledge. The focus on what learners can do ensures their learning has greater purpose and is deeper than it would be otherwise. A competence-based curriculum is characterised by approaches that are largely learner-centred, criterion-referenced, constructivist, and focused upon learning outcomes (rather than content definition) and with an emphasis on formative assessment.
<b>Competence</b>	Competence is ability to use an appropriate combination of knowledge, skills, attitudes, values and behaviour to accomplish a particular task successfully. That is, the ability to apply learning with confidence in a range of situations.
<b>Generic Competence</b>	Generic competences are the competences which are transferrable and applicable to a range of subjects and situations including employment.
<b>Learning Outcomes</b>	Learning outcomes describe what learners are expected to know, understand and be able to do at the end of the learning process.
<b>Learning Objectives</b>	Learning objectives describe what the planner or the teacher intends to deliver and what the learner is expected to learn.

## INTRODUCTION

Rwanda is striving to build a knowledge-based economy, with particular emphasis on science and technology as engine socio-economic development. One of the national priorities in the education system in Rwanda is to ensure that the quality of education continues to improve through closer integration of curriculum development, quality assurance and assessment, improved supply of learning materials, particularly text books, and improved teaching and learning strategies.

The Government of Rwanda has detailed plans to review programs and teaching methods in order to equip a critical mass of the population with knowledge, skills and attitudes to be highly competitive in the global market. It is envisaged to put in place a curriculum that will propel Rwanda to the economic development it desires.

This curriculum framework has been developed through various consultations with stake holders including learners, teachers, parents, private sector organizations, local administration and policy makers. Their views and recommendations form the basis of the content of the framework.

Consultations were done by conducting school- based studies using guided questionnaires for teachers, one- on -one interviews or focus group discussions with other stake holders, and comparative desk reviews of national and international curriculum documents. The Framework highlights the rationale and purpose for the comprehensive review, the principles of the curriculum Rwanda wants, the kind of learners envisaged, the competences to be taught and suggestions on how the curriculum will be implemented. The Framework covers pre-primary and the twelve years of basic education from primary, through lower secondary to upper secondary level.

The Framework includes the subject overviews, the ‘maps’ of the learning in every subject for all phases of schooling from pre-primary through primary to the end of secondary. However, it does not give the detailed description of subject content nor does it provide the learning units or outcomes/objectives per subject per year. These have been defined and described during the elaboration of individual subject curricula/ syllabus.

The Framework is the nation’s guiding curriculum policy document, indicating how the curriculum vision is translated into practice at school level and reflected in learning experiences, assessment and in monitoring and evaluation. It is consistent with the Curriculum and Assessment Policy (2014).

It is an inspirational document, drawing on best practices in education systems around the world and setting out how learners can achieve the highest standards in terms of both academic achievement and the development of competences.

The Framework is the point of reference for all decision-making relating to the curriculum and it guides the work of curriculum developers, school principals, teachers, textbook developers, school inspectors, examiners and teacher trainers. It also provides

important information about the curriculum to all of the nation's stakeholders in education. In this way, the nation's ambitions for its young people are expressed through the learning expected of them, learning which will empower them to achieve and to play a significant role in the global economy.

The document has several sections a part the introduction:

- An analysis of curriculum in education
- Policies that guided the curriculum framework development
- Recent reviews , reports and national curriculum conference
- Rationale for reviewing the curriculum
- Role and purpose and principles of the curriculum frame work
- Competences in the curriculum
- Assessment
- Subject syllabus components and overviews
- Implementation of the curriculum

## **AN ANALYSIS OF CURRICULUM IN EDUCATION**

This chapter highlights the development of the curriculum in the international and local context where various countries are in move from a knowledge- based curriculum towards competence- based programmes. The most common concern in these countries is lack of vocational skills and competences in young people who graduate from different levels of schools. Multiple approaches are suggested as solutions to the concern identified.

### **1.1 Curriculum in the Broader International Context**

The trend in education systems all over the world has been the move from a knowledge-based curriculum towards competence-based programs of study with competence standards driven by strong political momentum as a way to prepare the workforce for the competitive global economy.

Competence-based education and training (CBET) is not new, having spread from United States to other countries like United Kingdom, Canada, New Zealand and Singapore in recent decades. In Africa, countries such as Tanzania, Zambia, Namibia, Botswana, The Seychelles and Kenya have embraced competence-based curricula.

A common concern in most of these countries is a lack of vocational skills and generic competences for graduates of secondary schools, particularly technical and vocational education. Other than emphasizing the shift from teacher centered to learner centered approach in curriculum delivery, little emphasis has been placed on basic skills required in general education because their curriculum and syllabi had taken care of the relevancy, coherency and adequacy of the content long before moving from objective based to competence-based curriculum.

Countries like Singapore and New Zealand have already solved the problem of basic competences in secondary schools because they have adopted the IGCSE and GCE model and subject syllabi in which the main focus is on a few generic competences like problem solving, communication, critical thinking, cooperation, computer literacy and creativity.

The European Union also saw the necessity to address basic as well as generic competences in General Education because general education focuses on further learning and, where applicable, learners need a combination of minimum relevant basic competences accompanied by transferable skills to be able to integrate in job situations. The identified competences by the European Union are: communication in mother language, communication in foreign languages, numeracy, competences in mathematics, science and technology, competences in information and communication technology, learning to learn, interpersonal and civic competences, entrepreneurship and cultural awareness. These were adopted by the European Union Council and legislated by European Parliament.

The growing influence of international comparisons such as the PISA Test League Tables, produced by the Organisation for Economic Co-operation and Development (OECD), has provided increasing incentives to countries around the world to adopt a competence-based approach. The international league tables rank countries not on the basis of learners' knowledge but according to their ability to apply their learning. Japan responded to its unsatisfactory performance in the PISA tables in 2003 by adopting a competence-based curriculum and, as a result, has seen its league table position steadily improve, and was ranked second in mathematics performance and first in both reading and science in 2012.

## **1.2 Curriculum in the Context of Rwanda**

### **1.2.1 The Social Economic Context of Curriculum in Rwanda**

Rwanda's ambition is to become a knowledge based and technology led economy and this underlines the need to generate, disseminate and acquire scientific skills as well as technological innovations, in addition to integrating them into social and economic development. The most acute deficiencies identified are in the fields of applied and natural sciences and ICT.

Human resource development has been identified as one of the six pillars of Vision 2020 and starts with the provision of quality education right from pre-primary to university levels. A relevant and appropriate curriculum is at the heart of the strategy to achieve this objective. The Economic Development and Poverty Reduction Strategy 2013-18 (EDPRS2) also recognizes the pivotal role of education in providing the population with the skills to make a positive contribution to the economy and hence to achieve a higher standard of living.

Priority Area 1 of EDPRS 2 highlights a range of crucial improvements the curriculum must deliver if it is to lead to a workforce with the necessary skills and attitudes. The key elements of the strategy relating to the curriculum are:

- In pre-primary and primary, basic skills must provide a solid foundation upon which to build. These include literacy, numeracy, language and social and life skills.
- In secondary education, a work-focused school system requires skills that are transferable to situations commonly experienced in employment.
- Emphasis on skills like problem-solving and interpersonal communication as well as specific skills in basic literacy and numeracy, language skills including a basic mastery of international languages, ICT and financial literacy.
- A strong focus on mathematics, science, English, ICT and entrepreneurship which are fundamental to laying this foundation in the school system.

The following social economic indicators reflect where Rwanda is, where it has been and where it wants to go. They all depend on inputs from well-educated citizens who have been equipped with relevant skills. The table below shows some socio-economic indicators that have surpassed 2020 targets because of ambitious measures that Rwanda has taken to accelerate development processes.

**Those indicators Gross Domestic Products per capita per year, Economic growth in general, poverty line and Life expectancy as they are shown below:**

<b>Indicator</b>	<b>In 2000</b>	<b>In 2013</b>	<b>EDPRS II findings</b>	<b>2020 targets</b>
Economic growth	6.2	8.3	11.5	8
GDP	220	540	1240	900
Poverty line	60.4	44.9	20	30
Life expectancy	49	54.5	66	55

### **1.2.2 Curriculum Reforms and Progress**

Since 1994, the education system in Rwanda has undergone remarkable reforms. Progress has been made over two decades in the areas of education and skills development. However, barriers still remain especially in terms of the competences required for the labour market and for international competitiveness.

According to a continental data report released by ONES in 2013, Rwanda has achieved most of the Millennium Development Goals (MDGs) and others are on track to be achieved. As the tables below show, the 2012 statistical information released by the Ministry of Education provides a strongly positive measure of progress towards education targets in vision 2020.

#### **Primary Level**

<b>Target</b>	<b>1994</b>	<b>2012</b>	<b>2020</b>
Net enrolment	69.9	96.5	100
Completion rate	42	72.7	100
Repetition rate	32.1	12.7	0

There has been dramatic increase in enrolment both in primary and secondary education since 1994.

<b>Level</b>	<b>1994</b>	<b>2012</b>
Primary	942,724	2,394,674
Lower secondary	50,100	352,796
Upper secondary		181,916

Despite this impressive record of progress since 1994, the Rwandan education system still falls short of producing the competitive and skilled workforce essential for strong, sustained economic growth and transformation. The quality of education has not been able to match growing demand, especially the speed with which universal primary education has been introduced and the fast pace of implementation of 9 year and 12 year basic education policies.

A high quality curriculum is the foundation and one of the key indicators of effective education. Its adequacy, relevance and coherence has to be regularly updated to keep pace with the changing global situation and to address issues in conflict with inclusive access to education. In line with efforts to improve the quality of the curriculum, Rwanda has been through phases of significant change in recent decades.

The first major education review in 1978 introduced a new education structure of 8 years of primary education where the language of learning was the mother tongue and 6 years of secondary education where the language of learning was French. The choice of career path and specialization in branches of study started immediately after primary education.

The second major review in 1996 restructured the education system to provide 6 years of primary, 3 years of lower secondary and 3 years of upper secondary schooling. The curriculum and syllabi were harmonised and elaborated and the language of learning in lower primary became Kinyarwanda with French or English as the languages of learning from upper primary onwards.

Since 2009, there have been mini-curriculum reviews in some learning areas and subjects to address the issues of relevance, adequacy and alignment to the teaching and learning processes. Compulsory and elective vocational subjects in lower and upper secondary were constituted to provide the learners with general knowledge and vocational competences.

### **1.2.3 The Structure of Education in Rwanda**

The chapter highlights how the levels of education are organized, the aim of education at a particular level and the language of instruction used in particular levels.

#### **1.2.3.1 Pre-primary Education**

Pre-primary is organized in nursery schools for a period of three years for children between the age of 3 and 6 as the preparatory phase for entrance to primary schooling. This education aims to encourage the socialisation of children and to stimulate their learning potential by allowing them to engage and play with other children and to practice physical, rhythmic and manual activities.

Initially pre-primary was not obligatory and was in the hands of parents and the private sector and the role of the government was to give limited support in terms of learning materials and provision of syllabus to follow. The policy now is to provide nursery schools at village level and to encourage public private partnerships at local level.

#### **1.2.3.2 Primary Education**

Primary education in Rwanda is free and compulsory for 6 years. The official school enrolment age at this level is from 6 or 7 years to 11 or 12 years. All children sit for national examinations at the end of primary 6 for selection into secondary education.

The dramatic increase in enrolment detailed above has required a double shift system to be implemented in primary schools across the country. This does not provide sufficient time allocation for each subject to enable proper content coverage and teachers are too overloaded to address the needs of low achievers or those with other special needs.



### **1.2.3.3 Secondary Education**

Secondary education in Rwanda is for 6 years, composed of 3 years of lower secondary or ordinary level (O- Level) and 3 years of upper secondary or advanced level (A-Level). The official school age for this level is from 13 years to 18 years although there are some children who start school early and join secondary by the age of 12.

Lower secondary education is free and compulsory and the government, in partnership with the community, is building additional classrooms to increase access into upper secondary so that it also gradually becomes free and compulsory. All children sit for national examinations at the end of lower secondary for selection into upper secondary or technical and vocational education.

All children at the end of upper secondary sit national examinations after which they may be selected for universities, professional and technical colleges or they may join the labour market.

### **1.2.3.4 Language of Learning**

The constitution of Rwanda states there are three official languages of communication in Rwanda. Kinyarwanda is the mother tongue and national language. English and French are the official international languages.

Kiswahili has also been embraced by virtue of Rwanda being a member of the East African Community (EAC) and the protocol signed between member countries emphasises Kiswahili as a regional language that must be taught in schools.

The language of learning in pre-primary and lower primary is Kinyarwanda while the other languages are taught as subjects. The language of learning from upper primary to upper secondary is English with Kinyarwanda and French taught as subjects.

Previously, the language of learning from the start of upper primary was either French or English depending on schools preferences given the availability of qualified teachers, the background of the learners and the wishes of the parents.

Making English the language of learning was by design. English as the global lingua franca and as the international language of business and of science and technology strengthens the country's potential for achieving its aspiration of becoming a regional science and technology hub. It will also enable future generations to integrate properly as members of the Commonwealth and East African Community.

## **1.2.4 Rwanda Education Sector Objectives**

The Education Sector objectives are the reference point for the inclusion of education issues into other Rwandan policy documents. These objectives are aligned with those recommended in the Eastern African Curriculum Framework proposals. They are to:

- Educate a free citizen who is liberated from all kinds of discrimination, including gender based discrimination, exclusion and favouritism;

- Contribute to the promotion of a culture of peace and to emphasize Rwandese and universal values of justice, peace, tolerance, respect for human rights, gender equality, solidarity and democracy;
- Dispense a holistic moral, intellectual, social, physical and professional education through the promotion of individual competences and aptitudes in the service of national reconstruction and the sustainable development of the country;
- Promote science and technology with special attention to ICT;
- Develop in the Rwandese citizen an autonomy of thought, patriotic spirit, a sense of civic pride, a love of work well done and global awareness;
- Transform the Rwandese population into human capital for development through acquisition of development skills;
- Eliminate all causes and obstacles which can lead to disparity in education be it by gender, disability, geographical or social group.

These objectives and associated strategies are the backbone for developments in education including the curriculum and assessment policy and the curriculum framework.

## **POLICIES THAT GUIDED THE CURRICULUM FRAMEWORK DEVELOPMENT**

A range of important national policy documents have been produced in recent years which relate to education. These have influenced thinking about the effectiveness of the curriculum and have contributed to the momentum for change and the drive for the current revision. This section summarises the relevant elements of these documents.

### **1.3 Vision 2020**

This policy document was published in 2000 and emphasizes Rwanda's ambition to become a knowledge based and technology led economy and stresses the need to generate, disseminate and acquire scientific skills as well as technological innovations, in addition to integrating them into social and economic development. The most acute deficiency is in the fields of applied and natural sciences and ICT.

### **1.4 Economic Development and Poverty Reduction Strategy 2013-18 (EDPRS2)**

The EDPRS2 recognises the pivotal role of education in providing the population with the skills to make a positive contribution to the economy and hence to achieve a higher standard of living. Priority Area 1 highlights a range of crucial improvements the curriculum must deliver if it is to lead to a workforce with the necessary skills and attitudes. Priority Areas 2 and 3 also have implications for the curriculum framework.

The key elements of the strategy include:

- In primary and pre-primary, basic skills of literacy, numeracy, language and social skills must provide the solid foundation upon which to build.
- Graduates from secondary education must have a range of transferable skills including team-work, problem-solving, interpersonal communication, language skills including basic mastery of international languages, ICT skills and financial literacy
- There should be a strong focus on mathematics, science and English and an entrepreneurial skill set.

### **1.5 Seven Year Government Programme (7YGP) 2010-17**

This policy document emphasizes the streamlining of teaching of cultural values, the teaching of English and Kiswahili in order to develop graduates who are self-reliant, job creators and with a competitive advantage in exploiting regional job opportunities.

### **1.6 Education Sector Strategic Plan 2013/14 – 2017/18 (ESSP)**

The ESSP highlights a number of strategies indicating how quality education will be achieved. It emphasizes the need for the curriculum to be competence-based, for assessment systems to focus on competences rather than just knowledge and for the strengthening of science, technology and innovation at all levels of education. This Plan

recognises that the key to Rwanda achieving its aims lies in its most valuable asset, its people.

Hence the mission of the Ministry of Education is to:

*Transform the Rwandan citizen into skilled human capital for the socio-economic development of the country by ensuring equitable access to quality education focusing on combating illiteracy, the promotion of science and technology, critical thinking, and positive values.*

### **1.7 Draft Curriculum Policy (2003)**

The Curriculum Policy document (2003) sets out the principles and content for the curriculum, as well as providing guidance on its delivery and how it should be evaluated.

Its principles cover a wide range of aspects of the curriculum, including its competence-based and inclusive nature; the need for a learner-focused approach; engagement in active rather than passive learning and the need to focus on national cultural values that characterize the national identity.

### **1.8 Curriculum and Assessment Policy (2014)**

The Curriculum and Assessment Policy sets out the principles, objectives and strategies for the curriculum in Rwanda and the assessments which should complement the curriculum. The policy summarises the thinking behind the Framework.

### **1.9 Draft ICT in Education policy(2014)**

The ICT in Education policy set out principles, objectives and strategies to harness the innovative and cost-effective power of world-class educational technology tools and resources to push out the boundaries of education and improve quality, increase access, enhance diversity of learning methods and materials, include new categories of learners, foster both communication and collaboration skills and build capacity of all those involved in providing education to develop of a competent and relevant ICT professional base to meet industry needs through ICT penetration and usage at all educational levels

### **1.10 The Harmonised Curriculum Framework for the EAC (2013)**

The EAC Treaty, Articles 5 and 103 set out the commitment of the Partner States (Burundi, Kenya, Tanzania and Uganda in addition to Rwanda) to foster co-operation in education and training. This commitment includes harmonising curricula, examinations and certification and accreditation of education and training institutions in the Partner States through the joint action of the relevant national bodies charged with the preparation of such curricula.

Harmonized curriculum framework structures for primary and secondary education emphasize competence based curriculum and recommends not only the components that make up the framework for member states but also the minimum competences and learning outcomes that member states can build on to elaborate competences appropriate to individual countries. The harmonized frame work proposes further the

learning subjects in primary and secondary education and how the curriculum should be implemented. Hence the curriculum framework emerging from this review is Rwandan in character but harmonized with those of the other Partner States in terms of its structure, learning outcomes, competences, learning areas, principles and the implementation approaches.

The EAC regional goals of education are to:

- Foster patriotism, unity and harmony
- Promote good governance, democracy and respect for human rights
- Develop human resource for sustainable social and economic growth
- Enhance acquisition of like skills, religious and ethical values
- Promote culture, traditions and customs
- Enhance sustainable development of the environment
- Promote use of scientific and technological innovations

Key principles relating to the harmonised curriculum framework structures for primary and secondary education state that they should:

- be learner-centred and competence-based;
- integrate cross-cutting issues and make meaningful connections between learning areas and subjects;
- be holistic with a focus on knowledge, skills, attitudes and values
- include a range of common subjects;
- be aligned with those of the other Partner States but reflect national priorities.

## **RECENT REVIEWS, REPORTS AND NATIONAL CURRICULUM CONFERENCE**

### **1.11 Studies to Support a Comprehensive Review and Development of the Primary and Secondary Curriculum in Rwanda: synthesis report (2013)**

In Phase 2 of the programme of support to REB's Comprehensive Review and Development of the Primary and Secondary School Curriculum in Rwanda in 2013, two reports on the current curriculum were commissioned prior to Phase 3 and the commencement of work on the Framework. The focus of these was:

- The extent to which the current curriculum meets national aspirations
- The challenges of curriculum delivery at school level and how a revised curriculum could meet the aims for education as set out in national policy.

The synthesis of these reports gave clear guidance for the direction of curriculum reform. The following is a summary of the findings.

#### ***Alignment of the curriculum to national aspirations***

When this study was conducted, there was no curriculum framework document giving the overarching aims and objectives for the national curriculum as a whole. The aspirations for the education system are laid out in Vision 2020, EDPRS2 and ESSP as a means of ensuring that Rwanda has an adequate number of professional and technical personnel to supply the labour market, with specific priority given to vocational and technical training, to natural and applied sciences and to ICT. The Education Law of 2003 echoes these aims but in gives aims of to develop skills and attitudes that will build a harmonious society.

The current curriculum includes substantial coverage of the core skills, especially literacy and numeracy, maths, science and English, but lacks content relevant to expectations of the labour market. There is an emphasis on knowledge acquisition rather than on transferable skills, such as problem solving, essential to productive employment.

#### ***Preparation for life beyond school***

The current curriculum is considered too focused on preparation for further studies and not enough on preparing school-leavers for the world of work. However, it was also considered that the current curriculum does not equip pupils continuing to further education with adequate study skills.

#### ***Resource constraints to the curriculum delivery in schools***

- Class contact hours are very limited, especially at primary level.
- There are shortages of text books in some subjects, especially at secondary level. Many text books are unattractive, lack pictures and use over-complex language. Students and teachers have very little access to reference books.

- Most schools do not have electricity; very few have access to the internet.
- Classes are overcrowded, and there are not enough teachers at primary level.
- Teachers show limited capacity to prepare schemes of work, adapt teaching to the needs of individual learners and record student progress.

### ***Teaching and learning***

Teaching is heavily reliant on students copying notes from the blackboard. The existing curriculum, as delivered in schools, is highly theory based, with little time for problem solving and written exercises, and an absence of practical activity, even in the sciences. Extensive class time is used for testing, but little feedback is given to learners.

Lack of basic skills, in particular reading for comprehension, may be severely limiting students' ability to understand new concepts and to learn independently. Beyond primary 4, where English is used as the medium of instruction, lack of English among teachers and learners is greatly restricting learning for understanding.

Pass rates in the national examinations are high (above 80%), but girls' pass rates are consistently lower than those of boys.

### ***Implications for curriculum development***

A new curriculum document is needed that will provide an overarching set of aims, objectives and a framework from which all aspects of the curriculum, including syllabi, examinations, textbooks, can be developed. It should draw on the national aspirations, but at the same time be cognisant of what can be realistically achieved given the resource limitations in schools.

To overcome challenges of limited contact time, large teacher workload and low levels of teacher experience, the curriculum needs to be developed in a way that will support teachers and reduce the burden of content delivery. Rwanda could develop a highly structured curriculum package with the details of lesson delivery and student learning activities set at the national level and with student workbooks and readers to enable independent learning. Cost effective options involving the use of innovative ICT solutions and digital media in teaching and learning could be explored, including the use of mobile phones, e-readers, tablets, video and radio. These solutions should be designed to work 'off grid'.

### **Recommendations**

The key recommendations of immediate relevance to the curriculum review process are listed here. Further recommendations regarding the roll-out and implementation of the curriculum in schools are given in the main report.

#### **1.11.1.1 The curriculum content, delivery and aims:**

- The new curriculum should address the needs of those leaving school after O or A level for the world of work or technical-vocational education as much as it addresses the needs of those proceeding to university and should therefore

become less academic, more practical, more skills-based, more oriented to the world of work and to daily life.

- The new curriculum should integrate Study Skills throughout all subjects at Primary and Secondary levels.
- The lack of practical problem solving should be addressed.
- The content needs to more closely reflect real life experiences to prepare students better with the skills needed for life.
- Curriculum designers should ensure conformity, continuity, progression and cross subject linkages when developing the curriculum and syllabi.
- REB should pass drafts of the new school curricula under development to the Academic Boards of Higher Education and Technical and Vocational Education and Training institutions.

### **1.12 The National Curriculum Consultative Conference**

The National Curriculum Consultative Conference which took place in November 2013 followed up these themes with 270 participants representing all stakeholder groups and invited delegates from abroad. Participants were informed and consulted on the shortcomings of the curriculum in terms of equipping learners with the skills, knowledge and attitudes necessary for the labour market and post-basic education. Participants also considered the need for and the implications of adopting a competency-based curriculum.

The following were among the key messages which emerged from the conference:

- the need to focus on skills and attitudes as well as knowledge
- the need to balance academic goals with obtaining skills for the world of work
- the need to build competencies into all aspects including teacher development, learning and teaching materials, assessment, examinations and inspection
- implementation issues to be integrated into the curriculum design process from the start – not left until after the curriculum has been designed
- the opportunity of the curriculum revision process to be used to address issues which have presented challenges to successful implementation of the current curriculum, such as readability of textbooks.

These issues are addressed as part of the strategy detailed in this Framework.

In addition to the background policies and protocols, the Framework has been developed taking into account feedback from various consultations with stakeholders ranging from learners, teachers and parents to private sector organisations, local administration and policy makers. The consultation was conducted through school-based studies using guided questionnaires for teachers, one to one interviews, focus group discussions with other stakeholders and comparative desk reviews of national and international curriculum documents.



## **RATIONALE FOR REVIEWING THE CURRICULUM**

The ambition to develop a knowledge-based society in line with globalization and particularly the growth of the world market and competition at the global level calls for a shift from an objective based to a competence based curriculum. The rationale behind the review of the Rwandan education system and the elaboration of the curriculum framework are enumerated below:

- Curriculum is always dynamic and should keep pace with ever evolving global knowledge and technology ;
- To ensure that all school leavers at every level of education achieve their full potential in terms of relevant knowledge, appropriate attitude and skills that prepare them to adapt and integrate in real life situations;
- To align curriculum, teaching and learning, and assessment so that the Rwandan education system produces the kind of citizen the country desires;
- To develop skills and competence-based curriculum that is relevant to individual and societal needs as the primary beneficiaries;
- To provide Rwandan learners with a solid foundation in order to acquire a competitive edge in the local, regional and international labour markets;
- To ensure that the subject content in the syllabi is coherent and consistent across all subjects and compares favourably with the best curricula from the region and from the rest of the world;
- To ensure a balanced approach in teaching and learning with regard to providing students with valuable and updated knowledge, while also helping them to develop valuable skills and positive attitudes towards themselves and others;
- Deepen learning and raise levels of attainment as higher order thinking skills are routinely developed;
- Develop a love of and devotion to learning so that Rwanda becomes a nation of lifelong learners.

## ROLE AND PURPOSE OF THE CURRICULUM FRAMEWORK

The main purpose of this Curriculum Framework is to ensure that all necessary elements are put in place so that learning is transformed and young people in Rwanda reach new heights in terms of their achievement in school and throughout their lives and to realize the nation's aspirations for its young people. In particular, the framework serves the following purposes. It:

- serves as the official policy document highlighting what the teaching learning process entails in and outside the school environment;
- guides policy makers on how to restructure the education system clearly showing conditions and requirements for progression to different levels of education and exit points into the labor market;
- guides subjects' curricula/syllabus developers to elaborate subject competences, learning outcomes and subject content topic by topic basing on the general overview reflected in the framework;
- is a guideline to the appropriate pedagogical approach to be used with special emphasis on learning activities, learning materials and how teachers should address the issue of low achievers and those with other special needs in the learning process;
- gives orientation on assessment of learning and clear distinguishes when and how criterion and norm referenced criteria are to be used;
- facilitates the planning and organization of school operations, including the elaboration of schemes of work and lesson plans by individual teachers; will guide schools and education administrators, parents, the community and other stakeholders in the organization, management and evaluation of curriculum implementation.

### 1.13 The Curriculum Vision

Taking into account national policies, the East African Community Protocol, the national context, the views of stakeholders, the learner profiles and the range of objectives expressed in the rationale, the following curriculum vision has been agreed.

**The vision of Rwanda is to establish an inspiring 21<sup>st</sup> century curriculum, optimising the potential of all learners and enabling every young Rwandan to make a valuable contribution to the sustained growth of the nation.**

### 1.14 The Curriculum Aims

The vision determines the aims for the curriculum and for learners. These aims define what the nation envisions its young people to be by the time they leave education and the nature of curriculum that will bring this about.

### **Curriculum Aims and Objectives**

#### **To ensure the Curriculum:**

Is engaging, dynamic and aligned to the future employment needs of the nation and the global economy;  
Challenges all young people to optimize their achievement;  
Promotes standards comparable with the highest internationally in terms of competencies, knowledge and skills.

### **Student Aims and Objectives**

#### **To develop students as:**

Patriotic and responsible citizens, ready to play a full part in society;  
Confident and self-reliant people, ready to take their place in the labour market;  
Successful life-long learners, ready to adapt to new situations, and be agents of change;  
Creative and innovative individuals who are curious, adaptive and productive.

## **1.15 The Curriculum Values**

The Rwandan curriculum is underpinned by the values that represent the basic beliefs of the nation. These basic values permeate the curriculum and all the processes of schooling and which students will also develop. The 'Curriculum Values' are those that underpin the curriculum itself and which determine the nature of the subject syllabi.

### **Curriculum Values**

Excellence, aspiration and optimism;  
Equity and inclusiveness;  
Learner-centredness;  
Openness and transparency;  
The importance of family  
Rwandan culture and heritage

### **Basic Values**

Dignity and integrity;  
Self reliance;  
National and cultural identity;  
Peace and tolerance;  
Justice;  
Respect for others and for human rights;  
Solidarity and democracy;  
Patriotism;  
Hard work, commitment and resilience

## 1.16 Rwandan Culture and Heritage

The subject syllabi must reflect Rwandan culture and heritage. This is important for two reasons:

- It is important that all young people learn to understand and value their own heritage and culture, so that their heritage will not be forgotten and the culture will be nurtured;
- Learning is most effective when it relates to the immediate context of the learner and subject learning is enhanced by the Rwandan context.



Five interlinking elements of heritage and culture to be incorporated into the syllabi, have been identified as follows:

It is important to include heritage and traditions, but also to reflect present-day culture. In the figure above, the central circle, Rwandan history, literature, myths and stories, can be seen as providing the link to the other elements.

## **PRINCIPLES OF THE CURRICULUM FRAMEWORK**

Rwanda envisages a relevant, coherent, consistent and flexible curriculum that responds to changing circumstances and contexts and will engender adaptability in young people so that they are prepared for an uncertain future in the local regional and global context.

The curriculum principles guide the way the curriculum is constructed but they go beyond this and have an impact on teaching and learning, on the way progress is assessed, on the way teachers are trained and on the way schools are led and managed.

### **1.17 General principles**

The Rwandan curriculum will:

- Provide a balance of knowledge, skills and attitudes that will produce a competence level of learning;
- Ensure coherence within subjects and across subjects, years and cycles;
- Provide learner-centred, active and participative learning experiences;
- Ensure inclusiveness so that every individual is valued and there are high expectations of every learner;
- Effectively address issues of relevance, scope, sequencing, overlaps, overloads and repetitions;
- Provide content and guidance that allows teachers to differentiate and tailor learning to meet individual and local needs and aspirations;
- Encourage flexibility so that it can evolve in response to changing circumstances and contexts and will engender adaptability in young people so that they are prepared for an uncertain future;
- Provide learning which is relevant to young people – addressing their individual needs, situations, interests and abilities;
- Facilitate smooth transitions between phases of schooling and into higher education and employment;
- Focus on young people's roles in and responsibilities to their families, to the community and to society;
- Engage with the world of work and with employers;
- Provide an adequate preparation for Lifelong Learning;
- Provide learning that encourages girls' ambitions and sense of self-worth and ensures all teachers and learners respect these ambitions.

### **1.18 Curriculum implementation related principles**

#### **1.18.1 Learner centred**

The curriculum must address learners' individual needs, interests, abilities and backgrounds, creating an environment where learning activities are organized in a way that encourages learners to construct knowledge either individually or in groups in an active way.

### **1.18.2 Competence-based approach**

This is an approach where teaching and learning is based on discrete skills rather than dwelling on only knowledge or the cognitive domain of learning. Learners work on one competence at a time in the form of concrete units with specific learning outcomes broken down into knowledge, skills and attitudes. The student is evaluated against the set standards to achieve before moving on to other competences. The learning activities should be learner centered rather than the traditional didactic approach.

The Rwandan curriculum will ensure that all subject syllabi articulate the definition of competences and learning outcomes per unit of learning and the learning activities and assessment approaches must reflect a shift from objective based to a competence based approach. The focus will be to integrate transferable key competences into all learning areas while strengthening the effective delivery of the basic competences.

### **1.18.3 Inclusive**

The curriculum must ensure that every individual is valued and there are high expectations of every learner. Learning must be organised so that all learners thrive, including girls, learners with disabilities, learners with special educational needs and regardless of their background.

### **1.18.4 Flexible**

The curriculum will cater for learners' individual needs and talents and ensure the provision of a holistic education that includes knowledge, skills, attitudes and values. The curriculum should facilitate horizontal and vertical mobility within and across different education systems. This will involve developing a curriculum that allows interactive teaching and learning involving all categories of learners to provide opportunities to nurture them.

### **1.18.5 Transparent and accountable**

To ensure successful teaching and learning, schools, learners and communities must communicate openly and honestly about the curriculum and learning in the school. Parents, teachers and senior management in schools must be engaged together in supporting teaching and learning and holding each accountable for their contributions. School management must be open to stakeholders and policy makers to support efficient administration and effective teaching.

### **1.18.6 Integrated with ICT as a tool**

The curriculum must enable educators and students to use ICT as a tool to improve the quality of education in all subjects at all levels in teaching and learning practices. ICT must support the emergence of teaching and pedagogical student-centred approaches as well as encourage research, communication and collaborative learning.

### **1.18.7 Interconnected with Cross-cutting issues**

All cross-cutting issues are important for students to learn about and must be integrated across learning areas appropriately since they are not confined to one subject. The curriculum therefore should reflect the significance of the connections between different subject areas, integrating them across years and cycles. Each has its own course of study, but these are embedded within the syllabi of different subjects rather than having a dedicated timetable slot of their own. They are described below.

#### **1.18.7.1 Genocide Studies**

Twenty years after the genocide perpetrated against the Tutsi in 1994, the Rwanda Education Board has taken the opportunity provided by the new reform of the school curriculum and teaching materials to strengthen the teaching of the history of genocide.

The concept of genocide stems from its etymology. It is a combination of the Greek word *genos*, which means people or nation, and the Latin suffix *-cide*, which means murder. The word was codified in the 1948 United Nations Convention on the Prevention and Punishment of the Crime of Genocide, which defined genocide as acts “committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group”.<sup>1</sup>

Rwandan children should know about the genocide perpetrated against the Tutsi people as well as other genocides, including the Holocaust of World War II. They should know what caused the genocide in Rwanda, its planning and execution, how it was stopped and what the consequences have been. Rwandan children should take part in fighting genocide ideology and genocide denial. By learning about the Holocaust and other genocides, they will analyse the similarities and differences in the methods used to carry out genocide. Rwandan students will remember the genocide, which is a means to protect the memory of those who were lost. Rwandan students need to remember those who are absent and humanity needs to remember what it is capable of.

We strongly encourage teachers to discuss the concept of genocide and its development since World War II with their students in order to provide a background and foundation for their investigation of genocide.

#### **1.18.7.2 Environment and sustainability**

The integration of Environment, Climate Change and Sustainability in the curriculum places considerable emphasis on knowledge, skills, attitudes and values to be developed

---

<sup>1</sup> The full legal definition is as follows: “Any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such: killing members of the group; causing serious bodily or mental harm to members of the group; deliberately inflicting on the group conditions of life, calculated to bring about its physical destruction in whole or in part; imposing measures intended to prevent births within the group; [and] forcibly transferring children of the group to another group” (United Nations 1948, entered into force in 1951). This definition has also appeared in other documents, such as the Statute of the International Criminal Tribunal for Rwanda and the East African Community Protocol on Peace and Security.

by learners aimed at sustainable ways of living. It focuses and advocates for the need to balance economic growth, the well-being of society and ecological systems.

The integration of Environment, Climate Change and Sustainability requires contributions from all subjects by incorporating related content in subjects like sciences and humanities. In subject like mathematics and literature

### **1.18.7.3 Gender**

Gender refers to the socio-cultural definition of man and woman; the way societies distinguish men and women and assign them social roles. It entails the behaviors and attitudes which are culturally accepted as appropriate ways of being a woman (femininity) and ways of being a man (masculinity). The sex of a person is biologically determined, whereas ways of being a man or a woman are learned: they are constructed, reinforced, maintained and reconstructed over time through social and cultural practices. Such constructions of gender vary across cultures, social class and time.

The introduction of a gender perspective to the curriculum aims to improve the outcome of quality teaching by enabling girls and boys to exploit their full potential and talents without any discrimination or prejudice. Curriculum development to address gender inequality cannot happen in isolation from other aspects of schooling, such as ways of teaching and learning, and interactions within and out of the classroom.

### **1.18.7.4 Comprehensive Sexuality Education**

Today, few young people receive adequate preparation for a smooth transition from childhood to adolescence to adulthood and information for healthy sexual lives. This leaves them potentially vulnerable to coercion, abuse and exploitation, unintended pregnancy and sexually transmitted infections (STIs), including HIV. Thus, there is an urgent need to address the gap in knowledge about sexuality, gender and other related reproductive health issues including HIV. Strategies to counter this situation should start early in the socialization of children - at home, in school and in the community.

Comprehensive Sexuality Education is broader than sex education; it includes topics such as sexual and reproductive health, human growth and development, communication, relationships, gender, prevention of STIs, HIV and AIDS, unwanted pregnancies and gender based violence among others. It supports a rights-based approach in which values such as respect, acceptance, tolerance, equality, empathy and reciprocity are inextricably linked to universally agreed human rights.

The primary goal of a school based comprehensive sexuality education curriculum is to equip children, adolescents and young people with the knowledge, skills and values in an age appropriate, culturally and gender sensitive manner so as to enable them to make responsible choices about their sexual and social relationships, explain and clarify feelings, values and attitudes, and promote and sustain risk-reducing behavior.



Comprehensive sexuality education requires child centered and experiential learning methodologies to allow children and young people to acquire lifelong skills and competencies.

#### **1.18.7.5 Peace and Values Education**

Peace and Values Education (PVE) is all about how education can contribute to a better awareness of the root causes of conflicts, violence, and peacelessness at the personal, interpersonal, community, national, regional, and international/global levels on the one hand and, on the other hand, about how education can simultaneously cultivate values and attitudes which will encourage individual and social action for building more peaceful families, communities, societies and ultimately a more peaceful world.

PVE is further defined as education that promotes social cohesion, positive values including pluralism and personal responsibility, empathy, critical thinking and action in order to build a more peaceful society (a society that does not use violence to resolve conflicts). PVE is also understood as being the process of acquiring values and knowledge, and developing attitudes, skills and behavior to live in harmony with oneself, with others and with the natural environment.

Instead of being a stand-alone subject in this curriculum, PVE is integrated as a cross-cutting issue in the following three ways:

- Firstly, PVE content elements and teaching-and-learning methodological approaches (including tools and resources) are mainstreamed in different subjects.
- Secondly, PVE is integrated in all other subjects through infusion of its specific teaching-and-learning methodological approaches (including tools and resources).
- Thirdly, PVE is integrated in all subjects by making Peace and Values an everyday life practice and by requiring all teachers to (1) behave as peaceful facilitators of learning or to be “Guides on the Side” instead of being “Sages on the Stage”; and (2) behave as peace builder models for the students, i.e. PVE role modeling or PVE teaching by examples.

#### **1.18.7.6 Financial Education**

To contribute to the Government of Rwanda’s Vision 2020, the Financial Sector Development Program (FSDP) has been recognized as one of the key components to drive the country forward. A crucial component of FSDP II's plan is to increase financial inclusion which can be attained through financial education and financial literacy campaigns.

The integration of Financial Education into the curriculum is aimed at a comprehensive Financial Education program as a precondition for achieving the financial inclusion targets and improved financial capability of Rwandans, so that they can make appropriate financial decisions that best fit the circumstances of their life.

Financial Education will build a strong foundation among the children for responsible money management by developing good planning and saving habits and prepare them for the life cycle events such as entering work force, and managing their own finances after school.

#### **1.18.7.7 Standardisation Culture**

Standards are everywhere in our daily life and the benefits that stem from the use of standards do not solely come from their implementation only; but they are rather the product of a “Standard Culture” when it is firmly rooted in the practices, activities and lifestyle of the citizens. While education is the foundation and strength of our nation, standards are one of the key pillars of sustainable economic development. Therefore, the use of standards must be echoed in our education system and most of our daily life principles. It is in this context that the standardization culture in Rwanda through formal education, will play a vital role in terms of improving the health of the people, economic growth, industrialization, trade and the general welfare of the people through the effective implementation of Standardization, Quality Assurance, Metrology and Testing (SQMT).

#### **1.18.7.8 Inclusive Education**

Inclusive Education is not a marginal issue, but is central to the achievement of high quality education for all learners and the development of more inclusive societies. It is not only about issues of input, such as access, and those related to processes such as teacher training, but it involves a shift in underlying values and beliefs, along with very specific approaches, positions, and solutions. A broad range of strategies at all levels are needed to realize the right of children with disabilities to inclusive education

Inclusive education is defined as an approach to course and unit design, teaching and learning practice which aims to improve access and offer chance to all irrespective of needs and ability. It is regarded as a balanced, equitable and globally-oriented program that is adaptable according to circumstances. In its essence, inclusion is based on the right of all learners to a quality and equitable education that meets their basic learning needs, and understands the diversity of backgrounds and abilities as a learning opportunity.

Thus, inclusive education is perceived as the core of EFA and must be an integral part of the education reform, from vision to practices. All students’ learning needs are to be considered and accommodated. To be successful, it entails a range of issues including teacher’s positive attitude, adapting learning resources, differentiation of teaching/learning methods and working together. Overall, the benefits of an inclusive curriculum extend to all learners.

#### **1.18.8 Subjects and cross-cutting issues**

The table below shows in which subjects crosscutting issues have been integrated.

<b>Cross-cutting Issue</b>	<b>Subjects incorporating aspects of the cross-cutting issue</b>
<b>Genocide Studies</b>	Social Studies, History and Citizenship, General Studies, RE, ICT, Music
<b>Environment and sustainability</b>	SET, Social Studies, Geography, Biology, General Studies, Agriculture, Home Science, English, French, Kinyarwanda, Kiswahili, Entrepreneurship, Art and Craft, Economics, ICT, Music, PE, Physics, Chemistry
<b>Gender</b>	Social Studies, History and Citizenship, General Studies, English, French, Kinyarwanda, Kiswahili, Entrepreneurship, Economics, Literature in English, ICT, Music, PE, Physics
<b>Comprehensive Sexuality Education (HIV/AIDS, STIs, Family planning; Reproductive Health.....)</b>	SET, Social Studies, History and Citizenship, Biology, General Studies, English, French, Kinyarwanda, Kiswahili, RE, ICT, Music, PE
<b>Peace and Values Education</b>	All subjects
<b>Financial Education</b>	Mathematics, Economics, Entrepreneurship, General Studies, Social studies, ICT, Pre- primary
<b>Standardisation Culture</b>	All subjects
<b>Inclusive Education</b>	All subjects

## COMPETENCES IN THE CURRICULUM

A competence-based curriculum takes learning to higher levels by providing challenging and engaging learning experiences which require deep thinking rather than just memorisation. Its focus is on what young people can do rather than just on what they know.

There are two categories of competences in a competence-based curriculum: Basic competences and generic competences. These two components are built into the subject syllabi.

### 1.19 Basic Competences

Basic competences are main, key or vital competences identified basing on expectations and aspirations reflected in the national policy documents. It is on the basis of descriptors of these competences that are built into the learners profile in each level of education, subjects to be taught and learning areas, broad subject competences and key competences year on year basis.

Basic competences are listed in the diagram below

- Literacy;
- Numeracy;
- ICT;
- Citizenship and National Identity;
- Entrepreneurship and Business Development;
- Science and Technology;
- Communication in the official languages.

These have all been identified as competences with particular relevance to Rwanda on account of its history and context.

Literacy and numeracy are basic to accessing learning in other subjects.

Competence in ICT can be developed through the use of ICT across the subjects

One of the nation's great strengths is its unity in terms of both its population and its sense of purpose. The focus on citizenship and national identity is important in this respect.

There is a key drive to ensure that Rwandans actively create employment opportunities rather than having a mindset of relying on others. Hence entrepreneurship and business development is regarded as basic.

The impact of science and technology increasingly affects all aspects of life and therefore should be considered a basic aspect of subjects across the curriculum.

## 1.20 Generic Competences

Generic competences involve and promote the development of the higher order thinking skills. In doing so they boost subject learning as well as being highly valuable in themselves. They are seen as generic competences because they apply across all curricula, and can be developed in all the subjects studied.

### Generic Competences

The generic student competences that will be developed within all subjects are:

- Critical thinking
- Creativity and innovation
- Research and problem solving
- Communication
- Co-operation, interpersonal relations and life skills
- Life long learning

These generic competences help students deepen their understanding of subjects and apply their subject learning in a range of situations. They therefore contribute to the development of subject competence.

As students develop these generic competences they also acquire the set of skills that employers look for in their employees, so the competences help prepare students for the world of work.

The generic competences are also vital for enabling students to become life-long learners who can adapt to our fast-changing world and the uncertain future.

## 1.21 Developing competences

Competences cannot be taught directly like subject knowledge. They are acquired over time through the cumulative effect of a competence approach to learning. They require students to practice and employ the generic competences throughout the subjects that they study. They require the syllabi to be constructed with competences at their heart. They require teachers to adopt approaches that encourage and enable students to think critically, to carry out research, to solve problems, to be creative and innovative, to communicate, to co-operate and to become life-long learners.

The subject content provides a necessary context for students to develop the competences, and the basic and generic competences help deepen students' understanding of the subject and build students' ability to apply their subject learning

in practical situations. In this way the curriculum is an important way of raising standards and making the curriculum more relevant.

Competence in a subject requires a learner to have achieved an appropriate level in terms of all two categories of competence.

## 1.22 Higher Order Thinking Skills (HOTS)

Higher Order Thinking Skills (HOTS) are central to a competence-based curriculum because they develop the understanding that enables learning to be applied effectively.

As the table below shows, Knowledge and Understanding learning objectives relate to memorisation and explanation -the lower levels of learning. Skills learning objectives use more challenging, active verbs so that learners are required to think more deeply and to develop higher order thinking skills.

Education theory relating to HOTS, starting with Bloom’s Taxonomy (1956) Norman Webb’s *Depth of Knowledge Guide (2009)* and the *Structure of Observed Learning Outcomes (SOLO)*,(1982) by Biggs and Collis all show a similar pattern, ranging from memorisation and recall through to the higher levels of thinking which lead to the deep and lasting learning students need from the curriculum.

‘SOLO’ levels		Webb’s ‘Depth of Knowledge’ levels	
1	Define, identify, name, draw, find, label, match	1	Recall and reproduction Recall of a fact, information or procedure
2	Describe, list, outline, complete, continue, combine	2	Development of skills and concepts Development of conceptual understanding and the use of information
3	Sequence, classify, compare and contrast, explain (cause and effect) analyse, form an analogy, organise, distinguish, question, relate, apply	3	Application and reasoning Applying knowledge, understanding and skills in a range of situations. Reasoning, and developing a plan based on understanding.
4	Generalise, predict, evaluate, reflect, hypothesise, theorise, create, prove, justify, compose, prioritise, design, construct, perform	4	Extended thinking Further investigation, collection of data and analysis of results to refine understanding.

It is important to highlight the fact that knowledge and understanding are no less important in a competence-based curriculum. High levels of knowledge and understanding are crucial for a successful knowledge-based economy. It is through the focus on competences and higher order thinking skills in a competence-based curriculum that learners’ skills and abilities are developed and, as a consequence, their knowledge and understanding are deepened.

### 1.23 Achieving a Competence-based Curriculum

The key aim of a competence-based curriculum is that students should attain a competence level in all that they learn. This means moving beyond the recall of information to a level where understanding is sufficient for students to apply their learning in practical situations. This, in turn, requires learning that is practical and relevant and allows students the scope to generate their own ideas and solutions to problems.

The subject syllabi must include the basic competences as well as the generic competences. Like the generic competences, the basic competences will be developed through the cumulative effect of a learning approach that focuses on building competences over time.

All two categories of competence need to be built into the subject syllabi where possible.

There must be opportunities in subjects for students to develop and to apply basic skills and cross cutting issues where possible. Subject syllabi must focus on what learners need to be able to do as well as on subject knowledge. Basic competences are developed through application of subject learning. The generic competences help the development of the higher order thinking skills so both will deepen subject learning and be valuable in themselves.

### 1.24 National curriculum competence descriptors

Each of the competences identified is described to provide insight into what broad learning outcomes expected for each of the competences described but paying particular attention to what is relevant at each level of education

<b>Competences</b>	<b>Competence Descriptors: what learners are able to demonstrate during the learning process</b>
Literacy	Reading a variety of texts accurately and fast. Expressing ideas, messages and events through writing legible texts in good hand-writing with correctly spelt words. Communicating ideas effectively through speaking using correct phonetics of words. Listening carefully for understanding and seeking clarification when necessary
Numeracy	Computing accurately using the four mathematical operations. Manipulating numbers, mathematical symbols, quantities, shapes and figures to accomplish a task involving calculations, measurements and estimations. Use numerical patterns and relations to solve problems related to everyday activities like commercial context and financial management. Interpreting basic statistical data using tables, diagrams, charts and graphs.
ICT and Digital competences	Locating, extracting, recording and interpreting information from various sources. Assessing, retrieving and exchanging information via internet or cell phones.

	<p>Using cell phones and internet for leisure and for money transactions.</p> <p>Using computer keyboard and mouse to write and store information.</p> <p>Using information and communication technologies to enhance learning</p>
Citizenship and National Identity	<p>Relating the impact of historical events on past and present national and cultural identity.</p> <p>Understanding the historical and cultural roots of Rwandan society and how the local superstructure functions in relation to the global environment.</p> <p>Demonstrating respect for cultural identities and expressing the role of the national language in social and cultural context.</p> <p>Advocating for the historical, cultural and geographical heritage of the nation within the global dimensions.</p> <p>Showing national consciousness, a strong sense of belonging and patriotic spirit.</p> <p>Advocating for a harmonious and cohesive society and working with people from diverse cultural backgrounds.</p>
Entrepreneurship and Business development	<p>Applying entrepreneurial attitudes and approaches to challenges and opportunities in school and in life.</p> <p>Understanding obligations of parties involved in employment.</p> <p>Planning and managing micro projects and small and medium enterprises.</p> <p>Creation of employment and keeping proper books of accounts.</p> <p>Taking risks in business ventures and in other initiatives.</p> <p>Evaluating resources needed for a business.</p>
Science and Technology	<p>Applying science and technology skills to solve practical problems encountered in everyday life including efficient and effective performance of a given task.</p> <p>Develop a sense of curiosity, inquisitiveness and research to explain theories, hypotheses and natural phenomena</p> <p>Reasoning deductively and inductively in a logical manner.</p> <p>Using and experimenting with a range of objects and tools of science and technology and drawing appropriate conclusions.</p>
Lifelong learning	<p>Taking initiative to update knowledge and skills with minimum external support.</p> <p>Coping with the evolution of knowledge and technology advances for personal fulfilment.</p> <p>Seeking out acquaintances more knowledgeable in areas that need personal improvement and development.</p> <p>Exploiting all opportunities available to improve on knowledge and skills.</p>
Critical thinking	<p>Think reflectively, broadly and logically about challenges encountered in all situations</p> <p>Weigh up evidence and make appropriate decisions based on experience and relevant learning</p> <p>Think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion</p> <p>Explore and evaluate alternative explanations to those presented by others</p>
Creativity and Innovation	<p>Responding creatively to the variety of challenges encountered in life.</p> <p>Use imagination beyond knowledge provided to generate new ideas to</p>



	<p>enrich learning.          Take initiative to explore challenges and ideas in order to construct new concepts.          Generate original ideas and apply them in learning situations.          Demonstrate resilience when faced with learning challenges</p>
Research and Problem Solving	<p>Be resourceful in finding answers to questions and solutions to problems.          Produce new knowledge based on research of existing information and concepts and sound judgment in developing viable solutions          Explain phenomena based on findings from information gathered or provided</p>
Communication	<p>Communicating and conveying confidently and effectively information and ideas through speaking and writing and other forms of communication using correct language structure and relevant vocabulary effectively in a range of social and cultural contexts.          Comprehending language through listening and reading.          Using oral and written language to discuss, argue and debate a variety of themes in a logical and appealing manner.          Communicate clearly and confidently using a range of linguistic, symbolic, representational and physical expression.          Developing and communicating formal messages and speech appropriate to the target recipient or audience.</p>
Cooperation, Interpersonal management, Life skills	<p>Co-operating with others as a team in whatever task assigned.          Adapting to different situations including the world of work.          Demonstrating a sense of personal and social responsibility and making ethical decisions and judgments.          Practising respect for the rights, views and feelings of others.          Practising positive ethical and moral attitudes with respect to socially acceptable behaviour.          Perform practical activities related to environmental conservation and protection.          Advocating for personal, family and community health, hygiene and nutrition.          Developing motor skills to perform a variety of physical activities for fitness, health, leisure and social interaction.</p>

# ASSESSMENT

## 1.25 Principles of Assessment

Assessment is an integral part of the national curriculum and an essential element of the teaching learning process. The Curriculum and Assessment Policy (2014) outlines the principles for both informal and formal assessment, in classrooms and national examinations, and for different purposes.

Competence based assessment is an assessment process in which the learner is confronted with a complex situation related to their everyday life and asked to put into practice what has been learned (knowledge, skills and attitude) in order to resolve or overcome this situation. In competence based assessment the evidence collected is then used as the basis on which judgments are made concerning the learner's progress towards the satisfaction of fixed performance criteria.

Assessment is an integral part of the teaching learning process. One of the major purposes of assessment is to measure the extent to which learning objectives and competences have been achieved and to identify which schools and learners need pedagogical advice and strategic intervention.

The following principles are the essential characteristics of assessment which complement and support the curriculum, and which enable learners to understand their progress and make good choices for their future. Assessment forms the basis for an equitable system on which to make decisions at individual, school and national levels.

### **Coherence**

It is essential that the assessment measures are coherent across ages and schools so that learners can be confident that the standards being applied to their work are compatible with standards across the country. To achieve this level of confidence in the design on the assessment the marking or grading must be trustworthy, delivering reliable and valid tests and examinations.

### **Recognition of achievement**

Assessments must examine or measure what learners know and can do, and how far they succeed, avoiding focusing on what they are unable to do. Assessments must allow for learners to show their knowledge and skill in appropriate ways which may vary with learner, topic and competency.

### **Accessible, equitable and fair**

Assessments must offer equal opportunities to learners to succeed, and be adaptable to learners' circumstances. Assessments must be accessible to all learners in terms of the forms of questioning and testing. Accessibility involves particular attention to the language demands for learners, especially those for whom English is an additional language.

### **Support progression**

Assessments should yield information about aspects of learners' performance which can then be used to diagnose strengths and weaknesses, and next steps for learners. Formative assessments which are relevant to the current learning should provide evidence which teachers can use to feedback to learners. Competencies, which include knowledge, skills and attitudes, should be assessed in the context of practical application in order for progress to be identified and supported.

### **Fit for purpose**

The methods and forms of assessment should vary, according to such factors as the domains being assessed, the age of the learners, the language in which the assessment is made. The use of the results of assessments affects the forms used, in both formal and informal contexts.

### **Valid**

Any assessment must assess what it sets out to measure and be clear about what is being assessed, including such aspects as memory, processes, application. In order to be valid the forms of assessment vary with what is being assessed.

### **Reliable**

Formal assessments and examinations must be consistent in the results they produce over time and for all learners. In examinations, as far as possible, sources of inconsistency, such as item production, marking and linguistic barriers must be eliminated.

### **Transparent and accountable**

Learners, teachers and parents must understand the purposes, forms and uses of assessments that schools make. Schools should make the results of assessments available to learners and parents. Stakeholders and policy makers should take into account the results of assessments nationally when making decisions.

## **1.26 Purposes of Assessment**

Assessment is an integral part of the teaching learning process. One purpose of assessment is to determine the extent to which learning objectives and competences have been achieved and to identify which schools and learners need pedagogical advice and strategic intervention. Another purpose of assessment is to monitor progress and provide feedback, selection, guidance on future courses, certification and promotion.

Understanding the purposes of assessment ensures that an appropriate match exists between the purposes and the methods of assessment. This, in turn, will help to ensure that decisions and conclusions based on the assessment are fair and appropriate for the particular purpose or purposes.

Many stakeholders including learners themselves, parents, District authorities, Rwanda Education Board, higher education and training institutions, the Ministry of Education and employers have an interest in how learners perform. Evidence of individual learner's progress will be collected at different times and places, and with the use of various methods, instruments, modes and media. . In order to facilitate access to

learners' overall performances and to make inferences on learners' competences, assessment results have to be reported.

Assessment is conducted at the following levels: School based assessment, national assessment (LARS), district examinations and national examinations.

## **1.27 Types of Assessment**

### **1.27.1 Formative assessment (Continuous assessment)**

Formative assessment is a crucial element of teaching and learning. The goal of formative assessment is to monitor student learning to provide ongoing feedback that teachers can use to improve their teaching and by students to improve their learning. More specifically, formative assessments help:

- Learners identify their strengths and weaknesses and target areas that need work;
- Teachers in recognizing where students are struggling and address problems immediately.

Constructive feedback is a vital component of assessment for formative purposes.

Formative assessment involves using both formal and informal methods to check whether learning is taking place. They are given throughout the school year at classroom and school level in order to have a complete picture of the learners' progress and achievements in subject concepts and in competencies. They help teachers to develop appropriate instructional strategies to improve on the teaching-learning process. Formative assessments use one or a combination of the following: observation, pen and paper and oral questioning to measure the areas below:

#### **a) Knowledge and understanding**

Evidence of acquisition of knowledge and understanding is through testing mastery of subject concepts and subject competencies and how they are applied in a specific skill area.

#### **b) Practical skills**

Evidence of the ability to perform and accomplish a given task is measured through aptitude and or practical tests and evaluation of the final outcome of learning.

#### **c) Attitude and values**

Assessing the behavioural approach towards a given task or a situation.

#### **d) Generic competencies**

Assessing the steps the learner goes through to perform a given task and the reasoning behind it. Through formative assessment, the logic behind each step and skills utilized to overcome each challenge can be measured.

Competence based assessment measures a learner's ability to confront a complex situation common in daily life and to practice what has been learned (knowledge, skills and attitude) in order to resolve or overcome this situation. The evidence is then used

as a basis to determine the learner’s progress towards satisfaction of fixed performance criteria.

### **1.27.2 Summative assessment (assessment of learning)**

Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year. Generally speaking, summative assessments are defined by three major criteria:

The tests, assignments, or projects are used to determine whether students have learned what they were expected to learn. In other words, what makes an assessment “summative” is not the design of the test, assignment, or self-evaluation, per se, but the way it is used—i.e., to determine whether and to what degree students have learned the material they have been taught.

Summative assessments are given at the conclusion of a specific instructional period, and therefore they are generally evaluative, rather than diagnostic—i.e., they are more appropriately used to determine learning progress and achievement, evaluate the effectiveness of educational programs, measure progress toward improvement goals, or make course-placement decisions, among other possible applications.

Summative-assessment results are often recorded as scores or grades that are then factored into a student’s permanent academic record, whether they end up as letter grades on a report card or test scores used in the college-admissions process. While summative assessments are typically a major component of the grading process in most districts, schools, and courses, not all assessments considered to be summative are graded.

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

When assessment is used to record a judgment of competence or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner’s competence or progress towards the achievement of a goal or the completion of a term’s work or at the end of the year. Summative assessment should be planned and a variety of assessment instruments and strategies should be used to enable learners to demonstrate competence. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competencies.

Norm referenced summative assessment is used to rank or grade learners by comparing their performance, while criterion referenced summative assessment judges a student against an established criteria or standard.

School summative assessment average scores for each subject will be weighted and included in the final national examinations grade. School based assessment average grades will contribute a certain percentage of the final grade.

At the start of the roll out of the new curriculum, the school summative assessment grade shall contribute 10% of the final grade, but will be progressively increased to 50% in future as teachers gain more experience.

### **1.28 District examinations**

Districts will be supported to organize a common end of year examination per class for all the schools to evaluate the performance and the achievement level of the learners in individual schools. The district examination papers will be externally moderated by appointed professional teachers not involved in item writing and the conduct of examinations and marking of scripts will be internally controlled but monitored and coordinated at national level where possible. Setting question papers and marking by districts should follow the same rules and layout as those followed by item writers and moderators for national examinations.

### **1.29 LARS**

LARS stands for Learning Achievement in Rwandan Schools. It consists of assessing the learners' skills at a given grade or age (P2 and P5 in selected schools) at least after every two years. This will help to evaluate and improve the quality of education and the policy of education system-in line with EFA goals, MDGs, Vision 2020, EDPRS 2008-12, and the Mission Statement of MINEDUC. LARS is meant to depict the weaknesses of the education system, if any, and make recommendations to policy makers to take necessary actions.

### **1.30 National Examinations**

The system and process in setting national examinations should be to encompass competency based assessment and to increase rigour in the robustness of outcomes. The examinations must be compatible with the content and the learning outcomes described in the subject syllabi. Special attention should be paid to item writing, standardization of scores and grading which all schools should adapt for comparability of schools' assessment results. Procedures for determining formats, structures, setting principles and grading will be determined for each subject.

#### **1.30.1 Item writing/setting questions**

Before developing a question paper, the item writer must ensure that the test or examination questions are tailored towards competency based assessment by doing the following:

- Identify topic areas to be tested from the subject syllabus.
- Outline subject-matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Prepare a table of specifications.
- Ensure that the verbs used in the formulation of questions do not require memorization or recall answers only but test broad competences as stated in the syllabus.

### **1.30.2 Grid and a Blue Print**

Assessment specification is a plan of examinations or tests, indicating the number of questions or items and their relative weight according to the learning outcomes across the syllabus.

A blueprint is the plan of the specific test indicating which questions test which concept in the three domains of learning and at what level of Bloom's taxonomy. A good blueprint should indicate the following:

- The proportion of test items in the final form that address each curriculum area.
- The proportion of items within a curriculum area that assess different skills.
- The proportion of items that address different cognitive, psychomotor and affective domains.
- The proportion of structured, semi structured and open-ended questions.

In a competency based curriculum, questions from higher levels of Bloom's Taxonomy should be given more weight than those from knowledge and comprehension level. Without prejudice to budget constraint, the number of theory papers to be examined per subject should be three. One semi-structured and one with open-ended questions and one practical examination paper. The number of sections, marks allocation per section and duration of each paper will be determined on an annual basis.

### **1.30.3 Moderation of items or questions**

Moderation is the process during which the reliability, correctness and validity of the examinations question papers are checked and verified to ensure the standards of the examination questions and the marking scheme. Internal and external moderators will be appointed for each subject to ensure that item developers have abided by the rules of setting a balanced paper.

### **1.30.4 Standardization of raw scores and grading**

Standardization is using statistical methods to transform raw scores into meaningful comparability among candidates, across different subjects, schools and even different countries. Grading is the process by which raw scores are distributed into mark bands within each band represent a particular letter grade. A grade boundary is the minimum mark required for the award of each grade or at which a letter grade can be achieved. The process of grading is an attempt to address inter-subject, inter-option examinations differences in the levels of difficulty and impose a common meaning to reported results. Although national examinations results are used for certification, for selection into the next level of education and for comparative performance, they are also used to measure the attainment level of individual candidates and assessment standards can be set against the criteria.

### **1.31 Record Keeping**

Record keeping involves gathering facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against the set criteria or standard. All scores from all assessment procedures should be carefully recorded and stored in a portfolio because they will contribute to the final assessment of the students. Besides, it will serve as a verification tool for each learner that s/he attended the whole learning before/ he undergoes the summative assessment for the subject. Records of a student's performance are kept for remedial actions, for alternative instructional strategy and feed back to the learner and to the parents to check the learning progress and to advice accordingly.

The frequency of a particular behavior or a particular competency may be recorded for the duration of a lesson, or for a set time period within a lesson or within the learning unit. The teacher may need to record the student's exact response in order for the teacher to analyse these responses to redirect future instruction. The teacher may also find it helpful to record anecdotal comments. This refers to written notes describing events or incidents that occur about the student's behavior.

### **1.32 Reporting to parents**

The new direction of learning in the curriculum means that it is necessary to think again about how to share learners' progress with parents. A single mark is not sufficient to convey the different expectations of learning which are in the learning objectives. The most helpful reporting is to share what students are doing well and where they need to improve. A simple scale of meeting expectations very well, meeting expectations, and not meeting expectations for each of knowledge/understanding, subject skills and competencies in a subject will convey more than a single mark. For school based assessments these scores do not need to be added up.



## **LEARNER PROFILE/ THE KIND OF LEARNER ENVISIONED**

The learner profiles describe the general learning outcomes expected at the end of each phase of education. They are derived from the main national aspirations contained in different policy documents including Vision 2020, Economic Development and Poverty Reduction Strategy 2 and Education Sector Policy and sub policies. The profiles describe the nation's aspirations for the kind of learner it wants and needs at each stage of education so that, on completion of their schooling, each young adult has the characteristics to become a citizen who will integrate positively into society. The abilities, skills and attitudes are built progressively and match the developmental requirements of the learners, starting with simple and basic concepts and building to more complex and high order concepts in the cognitive, psychomotor and affective domains.

### **1.33 Pre-Primary learner profile**

By the end of pre-primary, children should be able to:

- explore and discover their surroundings and show awareness and respect for the environment;
- demonstrate basic mathematical skills and concepts;
- demonstrate sensory ability, physical coordination, fine and gross motor skills as well as self-care skills and good health habits;
- participate in and enjoy expressing themselves through a variety of creative arts;
- demonstrate basic languages skills in mother tongue (Kinyarwanda): listening, speaking, reading and writing;
- interact with others using elementary functional English in everyday life situations;
- demonstrate an awareness of what is right and what is wrong;
- appreciate their own uniqueness and the uniqueness of others;
- interact peacefully with others and work in a team;
- demonstrate self-awareness and self-confidence;
- demonstrate creativity and, at an elementary level, critical thinking and problem solving.

### **1.34 Primary Profile**

Upon completion of primary education the learners should have acquired knowledge, skills and attitudes to:

- express themselves in English, French and Kinyarwanda through speaking and writing, using correct vocabulary and grammar appropriate to their level and relevant to their everyday interactions;
- listen to information and interpret body language effectively in these languages;
- read confidently and comprehend a variety of simple literary and non-literary texts;

- communicate information, ideas and feelings appropriately and effectively in a range of different social and cultural contexts;
- perform basic mathematical operations involving rational and irrational numbers;
- apply mathematical concepts involving geometry, algebraic expressions and measurement of lengths, areas and volumes of different shapes and figures.
- gather and interpret statistical data;
- apply basic mathematical concepts, principles and processes to real life experience;
- explain basic scientific phenomena of living and non-living things in their immediate environment;
- use and experiment with a range of scientific and technological tools and equipment and draw appropriate conclusions;
- apply elementary scientific and ICT concepts to real life experiences and problems;
- demonstrate awareness and concern for the environment, conservation and sustainability and act accordingly;
- demonstrate the emotional capacity and life skills required to make responsible decisions and choices especially in relation to their personal behaviour, nutrition, hygiene and fatal diseases including HIV and AIDS and malaria;
- advocate for personal, family and community health, hygiene and nutrition;
- develop motor skills to perform a variety of physical activities for leisure, fitness, health and well-being;
- demonstrate respect for the cultural identity, heritage and values of themselves and others;
- express themselves creatively and show appreciation of the arts;
- demonstrate civic, moral and religious values;
- apply critical and analytical skills in problem solving;
- demonstrate the knowledge and skills required to progress to the next stage of their education.

### **1.35 Lower Secondary Profile**

Upon completion of lower secondary education, learners should have acquired knowledge, skills and attitudes to:

- express themselves fluently, and with confidence, in speaking and writing using correct vocabulary and grammar appropriate to their level and relevant to their everyday interactions;
- 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;
- apply basic mathematical concepts, principles and processes to solve problems;
- analyse and explain scientific phenomena relating to real life experience;
- apply learning in practical situation

- use and experiment with a range of scientific and technological tools and equipment and draw appropriate conclusions;
- demonstrate curiosity, research skills and creativity;
- use ICT skills effectively to enhance learning and communication;
- demonstrate awareness and concern for the environment, conservation and sustainability and act accordingly;
- advocate for personal, family and community health, hygiene and nutrition.
- demonstrate the emotional capacity and life skills required to make responsible decisions and choices especially in relation to their personal behaviour, nutrition, hygiene and fatal diseases including HIV and AIDS and malaria;
- perform a variety of physical activities for leisure, fitness, health and well-being;
- demonstrate respect for the cultural identity, heritage and values of themselves and others;
- practice appropriate civic, moral and or religious norms and values;
- express themselves creatively and show appreciation of the arts;
- apply vocational and entrepreneurial skills in the world of employment;
- demonstrate the knowledge and skills required to progress to the next stage of their education (general, vocational or technical).

### **1.36 Upper Secondary Profiles**

In upper secondary, the crucial final stage of school level education, learners complete their preparation for higher education or for employment. Hence the following are headed 'Leaver's Profiles.' While they have much in common, there are differences relating to various subject combinations.

#### **1.36.1 Science Combinations Leaver's Profile**

Upon completion of upper secondary education in sciences, learners should have acquired knowledge, skills and attitudes to:

- express themselves fluently, and with confidence, in speaking and writing using correct vocabulary and grammar appropriate to their level and relevant to their everyday interactions;
- communicate information, ideas and feelings appropriately and effectively in a range of different social settings and cultural contexts;
- analyse and explain scientific phenomena using correct scientific terminologies;
- apply learning in practical situations;
- perform experiments using a range of scientific and technological tools and equipment and draw appropriate conclusions;
- collect, evaluate, interpret and present scientific data in a logical and coherent form;
- demonstrate curiosity in researching their area of study and creativity in presenting their findings;
- use ICT skills effectively to enhance learning and communication;
- demonstrate ethical and moral responsibility including in leadership and management;

- demonstrate respect for the cultural identity, heritage and values of themselves and others;
- practice appropriate civic and moral norms and values of society;
- demonstrate the emotional capacity and life skills required to make responsible decisions and choices especially in relation to their personal behaviour, nutrition, hygiene and fatal diseases including HIV and AIDS and malaria;
- apply financial, vocational and entrepreneurial skills in business development;
- evaluate national, social, economic and political issues within the regional and global context;
- analyse and evaluate rationally and constructively to resolve problem;
- demonstrate the knowledge and skills required to progress to the next stage of their education (university, vocational technical).

### **1.36.2 Humanities Combinations Leaver's Profile**

Upon completion of upper secondary education in humanities, the student should have acquired relevant knowledge, skills and attitudes to:

- express themselves fluently, and with confidence, in speaking and writing using correct vocabulary and grammar appropriate to their level and relevant to their everyday interactions;
- communicate information, ideas and feelings appropriately and effectively in a range of different social settings and cultural context;
- demonstrate more abstract and complex thinking to inquire about the world and themselves including how past and present historical, geographical, sociological and cultural events, processes and systems shape our future;
- demonstrate an understanding of sustainable growth, conservation, reconstruction and development of the country in the regional and global context;
- evaluate national, social, economic and political issues within the regional and global context and contribute to the national debate;
- demonstrate ethical and moral responsibility including in leadership and management;
- practice appropriate civic and moral norms and values of the society;
- demonstrate respect for the cultural identity, heritage and values of themselves and others;
- demonstrate curiosity in researching their area of study and creativity in presenting their findings;
- demonstrate the emotional capacity and life skills required to make responsible decisions and choices especially in relation to their personal behaviour, nutrition, hygiene and fatal diseases including HIV and AIDS and malaria; use ICT skills effectively to enhance learning and communication;
- contribute to the development of the country through acquisition of financial, vocational and entrepreneurial skills in business development;
- analyse and evaluate rationally and constructively to resolve problems;
- demonstrate the knowledge and skills required to progress to the next stage of their education (university, vocational technical).

### 1.36.3 Languages Combinations Leaver's Profile

Upon completion of upper level secondary education in languages, the student should have acquired knowledge, skills and attitudes to:

- express themselves fluently, and with confidence, in speaking and writing using correct vocabulary and grammar appropriate to their level and relevant to their everyday interactions;
- communicate information, ideas and feelings appropriately and effectively in a range of different social settings and cultural context;
- listen to, read and view, analyse, interpret and summarise a range of literary and non-literary texts in the target language;
- prepare and deliver coherent speeches on a range of themes for different audiences, purposes and occasions and critically appraise those of others;
- demonstrate a thorough understanding of the culture of countries and communities where the languages studied are spoken;
- demonstrate ethical and moral responsibility including in leadership and management;
- practice appropriate civic, moral and or religious norms and value;
- demonstrate respect for the cultural identity, heritage and values of themselves and others;
- demonstrate curiosity in researching their area of study and creativity in presenting their findings;
- demonstrate the emotional capacity and life skills required to make responsible decisions and choices especially in relation to their personal behaviour, nutrition, hygiene and fatal diseases including HIV and AIDS and malaria;
- demonstrate awareness and concern for the environment, conservation and sustainability and act accordingly;
- use ICT skills effectively to enhance learning and communication;
- contribute to the development of the country through acquisition of financial, vocational and entrepreneurial skills in business development;
- analyse and evaluate rationally and constructively to resolve problems;
- demonstrate the knowledge and skills required to progress to the next stage of their education (university, vocational technical).

## SUBJECT SYLLABUS COMPONENTS

In order to achieve a competence level, subject syllabi are based on the following major components:

- the rationale or relevancy of the subject
- broad subject competences
- pedagogical and assessment approaches
- specific objectives of the subject
- competences per unit of learning
- learning outcomes per unit of learning
- subject content , learning activities and learning materials required
- cross-cutting issues

Each component contributes to a subject syllabus that will promote an exciting approach to learning involving practical engagement and leading to a deep level of understanding that enables students to apply their learning with confidence in a range of situations.

The subjects to be studied at each stage are set out below. Time allocations are indicated where appropriate.

### 1.37 Pre-primary syllabus

At the pre-primary stage, there are six integrated and thematic approaches to learning areas so that the children learn holistically by engaging in practical activities.

Pre-primary	Age	Required learning areas
Grade 1	3- 4 years	Discovery of the World; Numeracy; Physical and Health Development; Creative Arts and Culture; Language and Literacy: (Kinyarwanda and English); Social and Emotional Development
Grade 2	4-5 years	
Grade 3	5-6 Years	

### 1.38 Lower Primary Subjects and weekly time allocation

At the lower primary stage, learners study seven subjects as shown in the following table:

Subjects in Lower Primary	Weight (%)	Number of periods (1 period = 40 min.)		
		P <sub>1</sub>	P <sub>2</sub>	P <sub>3</sub>
1. Kinyarwanda	27	8	8	8
2. English	23	7	7	7

3. Mathematics	20	6	6	6
4. Social and Religious Studies	13	4	4	4
5. Science and Elementary Technology	7	2	2	2
6. Creative Arts: Music, Fine Art and Craft	7	2	2	2
7. Physical Education	3	1	1	1
Total (number of periods per week)	100	(30)	(30)	(30)
Total number of contact hours per week		20	20	20
Total number of contact hours per year (39 weeks)		780		

### 1.39 Upper primary Subjects and weekly time allocation

At upper primary level, learners study eight subjects as shown in the following table:

Subjects in Upper Primary	Weight (%)	Number of periods (1 period = 40 min.)		
		P4	P5	P6
1. Kinyarwanda	13	4	4	4
2. English	23	7	7	7
3. Mathematics	23	7	7	7
4. Social and Religious Studies	13	4	4	4
5. Science and Elementary Technology	17	5	5	5
6. Creative Arts: Music, Fine Art and Craft	3	1	1	1
7. Physical Education	3	1	1	1
8. French	3	1	1	1
Total (number of periods per week)	100	(30)	(30)	(30)
Total number of contact hours per week		20	20	20
Total number of contact hours per year(39 weeks)		780		

### 1.40 Lower Secondary Subjects and weekly time allocation

I. Core subjects	Weight (%)	Number of Periods (1 period = 40 min.)		
		S1	S2	S3
1. English	11	5	5	5
2. Kinyarwanda	7	3	3	3
3. Mathematics	13	6	6	6
4. Physics	9	4	4	4
5. Chemistry	9	4	4	4
6. Biology and Health Sciences	9	4	4	4
7. ICT	4	2	2	2
8. History and Citizenship	7	3	3	3
9. Geography and Environment	7	3	3	3
10. Entrepreneurship	4	2	2	2
11. French	4	2	2	2

12. Kiswahili	4	2	2	2
13. Literature in English	2	1	1	1
<b>Sub Total</b>		<b>41 periods</b>	<b>41 periods</b>	<b>41 periods</b>
<b>II. Elective subjects:</b> Schools can choose 1 subject				
Religion and Ethics	4	2	2	2
Music, Dance and Drama	4	2	2	2
Fine arts and Crafts	4	2	2	2
Home Sciences	4	2	2	2
Farming (Agriculture and Animal husbandry)	4	2	2	2
<b>III. Co-curricular activities (Compulsory)</b>				
Physical Education and Sports	2	1	1	1
Library and Clubs	2	1	1	1
Total number of periods per week	100	45	45	45
Total number of contact hours per week		30	30	30
Total number of hours per year (39 weeks)		1170	1170	1170

### 1.41 Upper Secondary subject combinations and time allocations (S4 to S6)

In upper secondary there are three categories of 'A' levels with a total of seventeen different subject combinations.

#### 1.41.1 Categories and list of combinations

Category	Combinations
Sciences	1. Mathematics - Physics - Geography (MPG)
	2. Physics - Chemistry - Mathematics (PCM)
	3. Physics - Chemistry - Biology (PCB)
	4. Biology - Chemistry - Geography (BCG)
	5. Mathematics - Economics - Geography (MEG)
	6. Mathematics - Computer Science - Economics (MCE)
	7. Mathematics - Physics - Computer Science (MPC)
	8. Mathematics - Chemistry - Biology (MCB)
Humanities	1. History - Economics - Geography (HEG)
	2. History - Geography - Literature in English (HGL)
	3. History - Economics - Literature in English (HEL)
	4. Literature in English - Economics - Geography (LEG)
	5. Religious Education - History - Literature in English (RHL)
	6. Religious Education - History - Geography (RHG)



Languages	1. Literature in English –French –Kinyarwanda (LFK)
	2. Literature in English – Kiswahili –Kinyarwanda (LKK)
	3. Literature in English – Kiswahili –French (LKF)

Along with the chosen combination of A level subjects, each learner is obliged to take Entrepreneurship plus General studies and communication Skills as core subjects and one elective as minor from the four languages English, French, Swahili and Kinyarwanda. Those taking Languages combinations study have the fourth language as a minor subject.

Subsidiary mathematics will be compulsory for learners who take science subjects or economics and do not take mathematics as a major or principal subject. All co-curricular activities are compulsory for everybody.

The time allocated to each subject is consistent from S4 to S6. As in previous stages, each period lasts 40 minutes.

#### 1.41.2 Weekly Time allocation for each A-level subject (Examinable subjects)

Subjects		Weekly periods (1 period = 40 min.)		
		S4	S5	S6
Mathematics		7	7	7
Physics		7	7	7
Computer Science		7	7	7
Chemistry		7	7	7
Biology		7	7	7
Geography		7	7	7
History		7	7	7
Economics		7	7	7
Literature in English		7	7	7
Kinyarwanda major		7	7	7
Kiswahili major		7	7	7
Religion major		7	7	7
Entrepreneurship		6	6	6
General Studies and Communication		3	3	3
Subsidiary Mathematics		3	3	3
Minor Subjects	English	4	4	4
	French	4	4	4
	Kinyarwanda	4	4	4
	Kiswahili	4	4	4

The learning in each subject has its: Key concepts, Body of knowledge and Approaches (processes and methodologies). These form the basis of the subject syllabus. The

syllabus blends the subject elements with the other components to form a coherent and progressive programme of learning.

The key building blocks are set out for each of the subjects with the key words that usually identify them in a syllabus.

	<b>Key syllabus words</b>
Knowledge	Know, name, state, identify, draw, label, list, match
Understanding	Explain, compare, contrast, describe how something works, classify
Skills	Apply, use, perform, carry out, analyse, construct, investigate, explore, evaluate, create
Attitudes and Values	Appreciate, care for, empathise, respect, show concern for, value

## **RATIONALE AND OBJECTIVES FOR THE SUBJECTS**

### **1.42 Pre-primary subjects**

#### **Rationale**

The pre-primary curriculum is delivered holistically, rather than as separate subjects and it lays the foundation for all the learning in the National Curriculum. It caters for children from 3-6 years of age. The curriculum should nurture children to attain all round development in the physical and motor; cognitive and language; social and emotional; moral and spiritual domains. The Pre-primary sector is therefore responsible for ensuring that learning in the early years contributes to the overall aims.

#### **Objectives**

The pre-primary curriculum:

- stimulates children's interest in learning and cultivates positive learning attitudes in order to lay the foundation for future learning;
- challenges all young people to optimise their achievement and prepares them for life;
- sets standards comparable with the highest internationally in terms of competences, knowledge and skills;
- ensures smooth transition and school readiness for primary education;
- provides opportunities for exposure to print and books as key tools opening doors to the world and variety of learning;
- arouses and satisfies the curiosity and cultivates an inquisitive and proactive attitude towards the environment and people;
- develops simple logical concepts in mathematical literacy so as to cultivate abilities in analysis, reasoning, judgment and problem-solving;
- develops body control, gross and fine motor skills and the application of sensory ability;
- cultivates good habits, self-care and healthy lifestyle;
- develops acceptable behaviours, values and attitudes towards self, others and God;
- provides opportunities for social interaction for the development of social identity, self-confidence and self-esteem;
- encourages expression of inner thoughts, feelings, emotions and imagination through the language of different art media;
- Develop competences in language and thinking.

### **1.43 Subjects in Primary and Secondary Education**

#### **1.43.1 Social Studies**

#### **Rationale**

Social Studies is the study of people in their physical and social environment. It is a key learning area for understanding the development of society and the mechanisms of globalization. The subject focuses on the development of personal values as a responsible and productive citizen. Social Studies is an integrated subject composed of

humanity, comprehensive sexuality education and life skills subjects. It is taught at primary level.

### **Objectives**

Social Studies helps learners to:

- practise appropriate civic, personal, moral and religious norms and values;
- demonstrate respect for the cultural identity, heritage and values of themselves and others;
- prepare themselves as productive, responsible citizens and confident lifelong learners;
- appreciate values of good citizenship; the interdependence of people, the physical environment, and how it affects the quality of people's lives;
- participate in the main activities that generate wealth in Rwanda;
- develop responsible behaviours in addressing social challenges such as HIV and AIDS, protection of the environment, reproductive health, family planning, population growth, gender equity, human and children's rights.

### **1.43.2 General Studies and Communication**

#### **Rationale**

General Studies is multi-disciplinary. It is designed to complement other studies and will provide a useful preparation for higher education, work and life. It enhances a student's maturity of thought and enables them to express ideas and opinions in a reflective and academic manner. It encourages students to think across subjects, engage successfully with issues through the use of stimulating authentic source material, and develop their thinking skills, capacity to construct arguments and ability to draw conclusions. An awareness of the wider implications of particular issues will enhance the quality of a student's understanding of global questions and challenges. The subject is taken by all upper secondary students.

### **Objectives**

General Studies and Communication helps learners to:

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

### **1.43.3 History and Citizenship**

#### **Rationale**

History exposes learners to various cultures and events relating to different eras. It inspires and instils in young people curiosity to know and to analyse past and present events in order to understand and appreciate the physical and social environment in which they grow up. History promotes a culture of peace, tolerance, reconciliation and

patriotism among students in order to mould them as good citizens. The subject is taken by both lower secondary and upper secondary students.

### **Objectives**

History and Citizenship helps learners to:

- explain the impact of historical events on past and present national and cultural identity;
- discuss the historical and cultural roots of Rwandan society and how the local superstructure functions in relation to the global environment;
- demonstrate respect for cultural identity and express the role of the national language in social and cultural context;
- appreciate the historical, cultural and geographical heritage of the nation within the global dimension;
- show national consciousness, a strong sense of belonging, civic pride and patriotic spirit;
- advocate for a harmonious and cohesive society and work with people from diverse cultural backgrounds;
- Live in harmony with others without any form of discrimination or exclusion.

### **1.43.4 Geography**

#### **Rationale**

Geography is the study of the earth including all the phenomena which make up the physical and human environment. Geography and environment helps the learners to understand the physical and social situation and setting in order to build unity in diversity Geography motivates students to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind. The subject is taken by both lower secondary and upper secondary students.

### **Objectives**

Geography helps learners to:

- develop strong interest in their own surroundings at a local, regional and global level;
- appreciate the variety of physical and human conditions in the world and acquire a commitment to sustainable development;
- analyse the relationship between people and the environment, and appreciate the importance of geographical location in human affairs / activities;
- describe the physical and social environment in which they are growing up and appreciate diversity and similarities in their communities, country, region, continent and the world;
- demonstrate an understanding of sustainable growth, conservation, reconstruction and development of the country in the regional and global context;
- demonstrate awareness and concern for the environment, conservation and sustainability and act accordingly;
- become competent in a range of skills and techniques necessary to carry out geographical enquiry with data and interpret geographical information;

- develop a variety of other skills including those of problem solving, critical thinking, communication and co-operation, investigation and how to present their conclusions in the most appropriate way.

### **1.43.5 Religious Education**

#### **Rationale**

Religious Education deals with the philosophical explanation of spirituality, beliefs about the nature and attributes of God as well as the foundations of different faiths. Religious Education provides an explanation of the role of faith in enabling people to find meaning in life and guidance relating to the path to righteousness. The religious education syllabus will contribute to the moral and spiritual development of young people by developing values such as faithfulness, generosity, honesty, goodness, respect, responsibility, self-control, self-esteem and accountability that will help them to make to good decisions and sound judgment about personal behaviour, moral and life issues.

#### **Objectives**

Religious Education in upper secondary helps learners to:

- promote spiritual, moral, cultural, mental and emotional/social development and prepares them for the opportunities, responsibilities and experiences of adult life;
- develop respect for religious and cultural diversity across the world and of their doctrines and their impact on humanity;
- develop recognition of religion as a significant factor which has shaped our social, political and spiritual heritage;
- explain features of religious beliefs, values, moral issues, moral decision making, traditions and practices across the world;
- develop skills and attributes to make well-judged moral and ethical decisions and to justify beliefs and values;
- analyse various interpretations of religion
- explain the beliefs, rituals, sacred texts and historical development of the major world religions

### **1.43.6 Entrepreneurship**

#### **Rationale**

Entrepreneurship stimulates people to think of the role of the business community and to contribute to the development of his/her country by creating and managing small/micro income generating projects adapted to local realities. It prepares young people for the uncertainties and complexities of the real world where there are business opportunities for individuals and for groups.

#### **Objectives**

Entrepreneurship helps learners to:

- use nationally available resources to create gainful activities/enterprises for the present and the future and contribute to the future development of the nation;
- learn how to co-operate or network with relevant parties to achieve personal, group, community or national goals;

- explain the obligations of parties involved in employment;
- plan and manage micro-projects and small and medium enterprises;
- create employment opportunities and keep proper accounts;
- be prepared for taking risks in business ventures;
- determine what resources are needed for a business;
- gain confidence in their own creative and innovative powers.

### **1.43.7 Economics**

#### **Rationale**

The economics course embodies global and international awareness in several distinct ways. The subject explores how different countries deal with common economic issues such as government intervention, market growth and failure, sustainability and achieving macroeconomic objectives. Economics helps society to decide on the optimal allocation of our limited resources to satisfy our unlimited human wants and provides individuals, communities and governments with guiding principles for growth and development.

#### **Objectives**

Economics helps learners to:

- analyse microeconomic and macroeconomic theories and concepts and their real-world application;
- appreciate the impact on individuals and societies of economic interactions between nations;
- explain development issues facing nations as they undergo the process of change;
- appreciate their own responsibility at a local and national level;
- examine the world through critical awareness of continuity and change while being mindful of shared historical and social experiences in Rwanda and internationally;
- appraise relevant social, cultural, economic, philosophical and scientific factors and to show an awareness of current local, national and global issues;
- Show maturity of thought and apply critical and creative thinking and analytical skills

### **1.43.8 English**

#### **Rationale**

English is a lingua franca used in many countries for trade, commerce, science and technology and information communication technology. Rwanda is a member of the Commonwealth and of the East African Community in which member countries use English as the official language of communication. Rwanda uses English not only as an official language of communication but also as the language of instruction in schools.

#### **Objectives**

English helps learners 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 increased command of vocabulary and language patterns to enable them to learn and communicate in English;
- listen and comprehend English as it is spoken around them in authentic situations;
- read and write within and beyond the framework of the curriculum with comprehension;
- write accurately for both functional and creative writing purposes;
- integrate into other English speaking communities with sufficient command of English language characterised by adequate competences, knowledge and attitudes.

### **1.43.9 French**

#### **Rationale**

French is important in the national and international contexts and one of the official languages of communication of Rwanda. As a member of the community of Francophone nations, Rwanda needs the French language in order to communicate with other member nations. It is also a language for trade and commerce all over the world.

#### **Objectives**

French helps learners 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 a good command of vocabulary and language patterns to enable them to learn and communicate in French;
- listen and understand French as it is spoken around them in real-life situations
- read and write within and beyond the framework of the curriculum with comprehension;
- write accurately for both functional and creative writing purposes;
- integrate into other French speaking communities with sufficient command of French language highlighted by adequate competences, knowledge and attitudes; analyse and compare different literary works and cultural elements and draw a moral lesson.

### **1.43.10 Kinyarwanda**

#### **Rationale**

Kinyarwanda is the national and official language spoken and understood by the vast majority of Rwandans. Kinyarwanda is the language of learning in nursery school and during the first three years of primary schools. Kinyarwanda is the language of basic literacy which requires to be well mastered by students because it serves also as basis to learn other languages. There is a strong link between Kinyarwanda language and cultural identity, cultural values and heritage.

#### **Objectives**

Kinyarwanda helps learners to:



- express themselves in the national language through speaking and writing, using correct vocabulary and grammar appropriate to their level and relevant to everyday interactions;
- listen to and interpret information effectively in Kinyarwanda;
- read confidently and comprehend a variety of simple literary and non-literary texts;
- 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 by answering simple or complex questions or carrying out simple or complex spoken instructions;
- write words and sentences correctly in cursive and print letters and in different types of texts;
- explain and analyse the structure of different types of words and texts in simple and complex sentences.

#### **1.43.11 Kiswahili**

##### **Rationale**

Kiswahili is a language spoken by many people in Africa, particularly the East African Community member states including Rwanda. . Rwandans need to communicate with fellow EAC members for different socio-economic, political and cultural reasons.

##### **Objectives**

Kiswahili helps learners to:

- communicate with people from other Swahili speaking nations;
- express themselves in Swahili through speaking and writing, using correct vocabulary and grammar appropriate to their level and relevant to everyday interactions;
- listen to and interpret information effectively in Swahili;
- read confidently and comprehend a variety of simple literary and non-literary texts;
- communicate information, ideas and feelings appropriately and effectively in a range of different social settings and cultural contexts;
- use Swahili appropriately to participate in activities that generate wealth in Rwanda;
- demonstrate a good command of vocabulary and language patterns in spoken and written in Swahili.

#### **1.43.12 Literature in English**

##### **Rationale**

The study of Literature in English is essential in a society with English as a key language of learning and communication. It is vital for learning about different cultures. Literature is a source of both pleasure and information through reading both fiction and nonfiction. English Literature sharpens and broadens the mind and is important for developing competences such as critical thinking, analysis and creativity.

## **Objectives**

English Literature helps learners to:

- appreciate literature in English from different periods and cultures;
- respond to English prose, poetry and drama from different cultures;
- develop skills of reading, analysis and communication;
- demonstrate an understanding of writers' choices of form, structure, language shape and meanings;
- produce informed, independent opinions and judgments on literary texts;
- discuss varying opinions of literary works;
- communicate information, ideas and feelings appropriately and effectively in a range of different social settings and cultural contexts;
- read confidently and comprehend a variety of simple literary and non-literary texts;

### **1.43.13 Mathematics**

#### **Rationale**

Mathematics concepts are applied in the learning of other subjects particularly science and technology subjects and in business. Mathematical competence enhances critical thinking skills and problem solving. Mathematical education enables learners to be systematic, creative and self-confident in using mathematical language and techniques to reason deductively. Mathematics equips learners with knowledge, skills and attitudes necessary to enable them to succeed in an era of rapid technological growth and socio-economic development.

#### **Objectives**

Mathematics helps learners to:

- perform mathematical operations involving rational and irrational numbers;
- apply basic mathematical concepts, principles and processes to real life experience;
- solve problems using appropriate mathematical concepts and procedures;
- relate patterns and relationships, using mathematical language like formulae, algebraic expressions and figures;
- gather and interpret statistical data in order to draw conclusions and make predictions.

### **1.43.14 Science and Elementary Technology (SET)**

#### **Rationale**

This integrated subject is offered at primary level. The subject provides a very good foundation for the study of science subjects in the post-primary setting. Most importantly, it cultivates a positive attitude to science and gives learners opportunities to experience the excitement of working as a scientist. It provides opportunities for them to use integrated concepts, skills and processes to carry out investigations and to explain phenomena around them.

#### **Objectives**

Science and Elementary Technology helps learners to:

- demonstrate an understanding of basic scientific phenomena of living and non-living things in their immediate environment;
- use and experiment with a range of scientific and technological tools and equipment and draw appropriate conclusions;
- apply elementary scientific and ICT concepts to real life experiences and to problem solving;
- demonstrate awareness and concern for the environmental conservation and sustainability and act accordingly;
- advocate for personal, family and community health, hygiene and nutrition;
- demonstrate the emotional capacity and life skills required to make responsible decisions and choices especially in relation to their personal behaviour, nutrition, hygiene and fatal diseases including HIV and AIDS and malaria.

### **1.43.15 Biology**

#### **Rationale**

Biology is the study of life and it plays a crucial role in our everyday existence. Biology has many applications, both in the natural environment and in health and education. Studying biology develops an understanding of living systems and of how to apply learning in direct ways to maintain the health of humans, animals and plants. Biology enables us to understand relationships between living organisms and what is beneficial and what is harmful. Technological advances in new areas, such as DNA and genetics have made this varied discipline more exciting than ever.

#### **Objectives**

Biology helps learners to:

- Analyse 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;
- use ICT skills effectively to enhance learning and communication;
- demonstrate awareness and concern for the environment, conservation and sustainability and act accordingly;
- Advocate for personal, family and community health, hygiene and nutrition.
- demonstrate the emotional capacity and life skills required to make responsible decisions and choices especially in relation to their personal behaviour, reproductive health and hygiene and fatal diseases including HIV and AIDS and malaria;
- Develop motor skills to perform a variety of physical activities for leisure.

### **1.43.16 Chemistry**

#### **Rationale**

Chemistry is an important subject that is beneficial to learners and to society. It provides answers to many problems faced by our modern society by empowering students to be creative, innovative and to use independent approaches to solve

problems. Chemistry is a worthwhile subject too because it prepares students for the real world. It provides skills that guide the construction of theories and laws that help to explain natural phenomenon and manage the environment. The study of chemistry in secondary prepares a potential future scientist who is able to join and excel in science courses in higher education.

### **Objectives**

Chemistry helps learners to:

- analyse 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, analyse, evaluate, and interpret without prejudice and hence make reasonable decision;
- use principles of scientific methods and experimental techniques to solve specific problems in daily life;
- develop attitudes on which scientific investigations depend, such as curiosity, honesty, persistence, critical thinking, willingness to suspend judgment and tolerance of uncertainty;
- demonstrate appreciation and awareness of the scientific, social, economic, environmental and technological implications of chemistry.

### **1.43.17 Physics**

#### **Rationale**

Physics can be regarded as the most fundamental of the natural sciences. Physics has made significant contributions to advances in new technologies through an understanding of scientific phenomena and theories critical to the development of new products that have dramatically transformed modern-day society. These include television, computers, domestic appliances and nuclear weapons. Advances in thermodynamics have led to industrialization and advances in mechanics inspired by the development of calculus.

### **Objectives**

Physics helps learners to:

- use and experiment with a range of scientific and technological tools and equipment and draw appropriate conclusions;
- analyse and explain scientific phenomena relating to real life experience;
- observe natural phenomena, describe observations, investigate and describe the principles and laws which govern the phenomena;
- implement practical activities in laboratories and make appropriate use of scientific equipment, information and communications technology to gather and analyse of data;
- utilize the scientific method to formulate and test hypotheses based on scientific observation.

### **1.43.18 ICT (Information and Communication Technology)**

#### **Rationale**

ICT exposes learners to various technological tools including computers, Internet, broadcasting technologies (radio and television), telephony and others to enable them to access, manipulate and provide information. The subject provides basic computing skills and exposes learners to common application software such as word processing, spreadsheets, presentation and geographical information systems to assist the individual in his/her daily life. The internet is the basic foundation through which individuals gain access to the world of communication, research and innovation.

#### **Objectives**

ICT helps learners to:

- become citizens who are technology-skilled for the socio-economic development of the nation;
- have a solid foundation of technological understanding to integrate into society and the world of work;
- organise and manipulate information using common application software namely word processing, internet, spreadsheet, presentation, graphics and multimedia;
- manipulate spatial data using geographical information systems;
- develop basic computational thinking and logical reasoning by instructing computer through computer programming ;
- become familiar with the use of ICT tools and the impact of ICT in daily life;
- use communication and research techniques by combining skills, attitudes and values;
- demonstrate life skills, entrepreneurial skills, communication, research, practical problem solving, observation, creativity and innovation in everyday life.

### **1.43.19 Computer Science**

#### **Rationale**

With the ICT curriculum for Ordinary Level, learners gain basic knowledge and skills that enable them to be familiar with the computer as a tool for everyday life. The computer science curriculum for the Advanced Level Science combination is built on this prerequisite. Computer science is intended to produce graduates prepared for both the labour market and higher education studies. Computer Science provides important computational skills of value in a range of activities and professions alongside computer-specific learning. Programming is a central component of computer science which uses a wide range of algorithms in problem solving and creativity.

#### **Objectives**

Computer Science helps learners to:

- apply computational thinking, logical and algorithmic precision to contribute significantly to GDP Growth by improving government services, business efficiency and productivity for long term and sustainable economic competitiveness;
- use computer ergonomically to avoid health related risk;

- 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);
- apply the stages of the software development life cycle (i.e., problem definition, analysis, design, testing, implementation, maintenance);
- 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 small network;
- create and capture images, audio, videos; edit them using appropriate software;
- demonstrate the life skills, entrepreneurial skills, communication, research, practical problem solving, observation, creativity and innovation in everyday life.

### **1.43.20 Agriculture**

#### **Rationale**

Agriculture as both an applied science and an art is the pillar of our nation's economy, despite the insufficiency of arable land. Hence it is important to resort to modern agricultural techniques in order to reach self-reliance in food production and make farming commercially viable. Increasing the agricultural knowledge, skills and attitudes of the Rwandan population beyond the level of basic education is therefore vital.

#### **Objectives**

Agriculture helps learners to:

- demonstrate basic knowledge, skills and attitudes appropriate to modern farming practice;
- demonstrate the ability to cultivate a variety of subsistence and cash crops;
- successfully rear domestic animals;
- comprehend and successfully apply the processes from the planting to the harvesting of crops;
- preserve both crops and animal products.

### **1.43.21 Home Science**

#### **Rationale**

This interdisciplinary field prepares learners for the most important aspects in their lives, caring for their homes and families as well as providing a firm foundation for their career. Home science is an activity-oriented subject equally important for both males and females, which enables them to improve the quality of their personal and professional life and to contribute to society.

#### **Objectives**

Home Science helps learners to:

- live richer and more purposeful lives;

- acquire comprehensive knowledge and positive attitudes towards family health (both physical and psychological), nutrition, child care, home decoration, clothing, care for the elderly and risk management;
- be prepared for home making with appropriate values and appreciation of the principles for a good family life;
- demonstrate the emotional capacity and life skills required to make responsible decisions and choices especially in relation to their personal behaviour, reproductive health and hygiene and fatal diseases including HIV and AIDS and malaria;
- be responsible parents, and manage personal and family resources well.

### **1.43.22 Fine Art and Crafts**

#### **Rationale**

Arts and Craft equips learners with knowledge, skills and attitudes necessary to enable them to develop abilities such as creative thinking, decision-making, problem-solving and vision articulation as well as a wide variety of social skills including communication, sharing and appreciation that will help them to succeed in an era of rapid technological growth and socio-economic development. A mastery of Arts and Crafts develops learners' freedom of expression and engages them in imitation, observation, memorisation, imagination and experimentation. These are all important in building a foundation for creativity and originality and in practical problem-solving.

#### **Objectives**

Arts and Crafts helps learners to:

- express ideas, emotions and feelings that cannot be expressed through language alone;
- communicate fluently and effectively in at least one artistic discipline;
- apply both imagination and rational thinking to the making of art;
- appreciate the value of reflection and critical judgment in creative work;
- present and perform art publicly, with confidence, pride, and distinction.

### **1.43.23 Music, Dance and Drama**

#### **Rationale**

Music, dance and drama are performing arts that provide a valuable channel for human expression and experience. The sounds of instruments and songs stimulate a human response that is not only heard, but also awakens and touches emotions. Responses to musical experiences span sensory, gross motor, fine motor, cognitive, communicative, and social. As such, music, dance and drama teach about life and living, about thoughts and feelings, and about self and others as well as providing opportunities for students to be creative and to understand, enjoy and appreciate them for life. Music develops critical thinking skills that are applicable to all disciplines requiring creative solutions. Concepts, facts, and higher order thinking skills are all connected through musical concepts. Experiencing music, dance and drama through listening, composing, and performing provides students with a means to acquire knowledge and to communicate through the language of the senses.

## **Objectives**

Music, Dance and Drama helps learners to:

- express ideas and emotions and feelings that they cannot express through language alone;
- communicate fluently and effectively in at least one artistic discipline;
- apply both imagination and rational thinking to the making of music, dance or drama;
- appreciate the value of reflection and critical judgment in creative work;
- present and perform art publicly, with confidence, pride, and distinction;
- use artistic literacy as a natural enhancement to learning other subjects;
- describe the historical and cultural origins of different music, dance and drama and as well as their social significance;
- explain how world cultures have been historically influenced and shaped by the arts and understand the ways in which the arts contribute to contemporary life.

### **1.43.24 Physical Education**

#### **Rationale**

People of all ages benefit from physical activity. They can improve their health by engaging in a moderate amount of physical activity on a regular basis. Regular participation in physical activity establishes lifelong habits that are key to maintaining a healthy lifestyle by avoiding cardiovascular disease, overweight or obesity and poor diet. Greater health benefits can be achieved by increasing the amount of physical activity through changing the duration, frequency, or intensity of such efforts. Physical education and sports events can be used to bring about social or global cohesion, conflict resolution and reconciliation and peace keeping.

#### **Objectives**

Physical Education helps learners to:

- develop the physical, social, emotional and intellectual aspects;
- develop personal competencies in a variety of individual and collective sports;
- perform an appropriate range of movement skills in a variety of contexts;
- encourage a sense fair play and team spirit through participation and competition;
- develop personal competence in the athletic skills of running, jumping and throwing;
- develop personal competence in a range of gymnastic movements;
- appreciate movement and the use of the body as an instrument of expression and creativity;
- interact and co-operate sensitively with others, regardless of cultural or social background or special needs;
- demonstrate positive attitudes and values towards, physical activity and its contribution to lifelong health-related fitness, thus preparing the child for the active and purposeful use of leisure time;
- develop personal competence in the games skills of sending, receiving and travelling using a variety of equipment, and to apply these skills in games situations.



## IMPLEMENTATION OF THE CURRICULUM

The change to a competence-based curriculum is about transformation, ensuring that learning is deep, enjoyable and habit-forming, leading to high standards and levels of achievement.

### 1.44 Teaching and Learning Pedagogy

Teachers need to shift from traditional methods of instruction and adopt participatory and interactive methods that engage young people in the learning process, both in groups and as individuals. This ensures that learning is active, participative and engaging rather than passive, and that it is personalised, addressing learners' individual needs and expectations.

This learner-centred approach should involve diverse learning experiences, including but not limited to individual, paired and group work, oral questioning, discussions, debates, role play, presentations, projects, practical work, investigations, problem-solving, assignments, field visits, tests and quizzes.

### 1.45 Language of Learning

According to the national policy, English is the language of instruction from P4 onwards. It is therefore essential that the standard of English of every teacher is brought to the necessary level of proficiency for them to teach effectively. While teachers of English have a major responsibility in this respect, every teacher from the beginning of upper primary must have a high level of expertise in English in addition to their own particular specialist subject(s).

### 1.46 Inclusion

The nation's commitment to the education of learners with special educational needs is well articulated by the Ministry of Education and is consistent with Article 40 of the Constitution of Rwanda 2003. The national ambition to achieve middle income status depends upon all Rwandans having the attributes they need to make a significant contribution as productive citizens. This will only be possible if every young person, whatever their ability, completes school and is challenged and enabled to achieve at the highest possible level.

It is therefore critical that the curriculum is inclusive, ensuring that no-one is denied the opportunity to maximize their learning and to succeed. It must bring out the best from all abilities, from the highly gifted to those with learning difficulties. Equally, the curriculum must be accessible to learners with sensory impairments and to those with disabilities.

Thus the strategy is to provide ways of making the full curriculum accessible to every learner, rather than having lower expectations of those with impairments and disabilities. Most countries ensure that, as far as possible, these students study in mainstream schools with appropriate aids, equipment and facilities to enable them to study the same curriculum as everyone else.

Students with more severe impairments and disabilities who have to attend special facilities rather than mainstream schools should also have access to the full curriculum. The curriculum should only be adapted for those young people for whom the severity of their learning difficulties makes access to the full curriculum impossible. Those with impairments and disabilities unrelated to their ability to learn should not be denied the opportunity the National Curriculum provides everyone else.

Another important element of inclusion is the underlying message the curriculum gives through the use of stereotypical images and promotion of attitudes counter to the principles of inclusion and equality.

The vision of the National Gender Policy and Girls' Education policies is to set the Rwandan society free from all forms of gender-based discrimination and to see both men and women participate fully and benefit equitably from development processes. Gender equality is one of the cross-cutting issues so that subject teaching across the curriculum will contribute to advancing equal opportunities for women and girls. Textbooks and other teaching materials must avoid content with traditional stereotypes of men and women having their potential and their destiny determined by their gender. Teaching and assessment strategies must ensure that no learner is placed at a disadvantage on grounds of gender or special needs. Good practice in terms of inclusion is an important element of teacher training, both pre-service and in-service.

#### **1.47 Teaching and Learning Resources**

All textbooks for the new curriculum are designed taking account the detailed specifications provided to the publishers. Learning activities in the textbooks should not only focus on subject knowledge but should also provide opportunities for learners to meet higher level learning objectives and to develop skills, attitudes and generic competences.

In addition to the Teachers' Guides produced by the publishers to accompany the textbooks, there are Teachers' Guides to the National Curriculum syllabi. These provide subject teachers with advice and guidance on effective strategies for teaching their subjects and for optimising students' progress in terms of subject knowledge, skills, attitudes and competences. They offer valuable advice on assessment for learning, continuous assessment and the assessment of competences.

Printed textbook, digital textbook and advanced digital content procurement for the new curriculum must be based upon criteria relating to proper alignment to the syllabus content, quality and competence focus of learning activities, age-appropriateness, learner-friendliness, readability, presentation and appropriateness of suggested approaches to assessment. Schools select the textbook which best suits their students and their teachers.

The learner-centred approach required by the new curriculum demands a variety of teaching and learning resources in addition to the textbook. Digital content is an integral part of these materials which implies the use of digital textbooks and enhanced

digital materials including interactive digital content, simulators, videos, audios and educational applications.

The focus must be on:

- ensuring the availability of infrastructure that is critical to successfully integrate ICTs at all levels of education;
- obtaining copyrights of digital textbooks and advanced electronic material;
- Creating and developing Rwanda-specific national electronic content, in all subjects, for the long term to be used as supplementary material for the new curriculum;
- Enabling teachers to use open educational resources, create electronic content, and share knowledge experiences and practices using technology;
- Creating a centralized digital library/repository of digital learning material to be accessed by all schools with capabilities of adaptive learning, teacher /student collaboration, performance and usage tracking;
- Using subject specific educational applications to support students;
- Ensuring that learners and educators are empowered to encounter internet-related risks to privacy and content quality;
- Using ICTs as a tool to design tests and testing tools incorporating ICT based student assessment tools.

The implementation of the new curriculum integrated with ICT implies diversity of learning and teaching materials and should ensure the effective use of all ICT tools namely computers, the Internet, broadcasting technologies, portable devices including mobile phone to improve the quality by preparing current generation of students equipped with 21st century skills for a workplace where ICT tools are more present.

#### **1.48 Guidance and Counseling for Students**

The need for young people to have clear, reliable and accessible advice and guidance with respect to learning pathways, potential careers, employment or self-employment has not changed with the implementation of the new curriculum.

The purpose of guidance and counseling services is to assist learners in self-examination and self-evaluation in order to make them aware of the relationship between personal qualities and academic achievement on the one hand and career pathways and opportunities for the world of work on the other. Counseling services will include dialogue between the teacher and the learner so that there is an understanding of appropriate attitudes and personal behaviour for learners to achieve their ambitions.

One of the aims of the new curriculum is to ensure that young people's skills are better matched to the needs of the Rwandan, regional and global labour market. The competence focus of the curriculum is intended to ensure that students gain these skills. There is also a greater emphasis on developing entrepreneurship so that young people

are better prepared for taking the option of becoming self-employed, a sector in which Rwanda has traditional strength.

Just as the curriculum must be fully inclusive, advice and guidance must ensure that young people of all abilities, including the most gifted and those with learning difficulties and disabilities, are helped to find the most appropriate path.

With these improved skill levels available, a high quality advice and guidance service has the potential to provide a streamlined link from education to employment and hence to deliver what the economy needs. In order to facilitate effective and efficient career awareness and exploration for all learners, within a school, a counselling portfolio will be established and teachers will be trained to offer professional career advice and guidance relating to the following:

- assisting learners in making informed decisions about career pathways and their education;
- making learners aware of how social factors, behaviour and personal attitudes can affect their level of achievement;
- encouraging learners to maintain portfolios detailing accomplishments related to academic performance;
- developing competence in self-management and in educational, occupational and career planning;
- devising remedial strategies to address underachievement and support for those with learning difficulties.

#### **1.49 Monitoring and Evaluation**

As with every new initiative, the implementation of the new curriculum will be carefully monitored so that any barriers to success can be identified and rapidly addressed. At agreed intervals the impact of the curriculum will be evaluated. Responsibility for monitoring and evaluation lies at every level of the education system from individual teachers through to the Ministry of Education.

The following principles apply to the monitoring framework for the implementation of the curriculum:

- monitoring indicators are to be collected and reported annually, through existing structures: schools, sector and district quality assurance or inspection units;
- the indicators will focus on learning and teaching methodology, assessment approaches, utilization of instructional materials and the intended impact on the overall learning process;
- the national department in charge of quality assurance or inspection will be responsible for the coordination of monitoring activities and ensuring regular evaluation of the monitoring reports;
- in the initial stages the focus of monitoring and evaluation will necessarily be based upon students' and teachers' perceptions of the impact of the curriculum on learning and attitudes to learning. Once the curriculum has been in operation for a full cycle it will be possible to judge the impact of the curriculum by comparing outcomes using hard outcome measures.

So initially the focus will be on the extent to which the curriculum:

- engages learners;
- presents all learners with an appropriate degree of challenge;
- motivates learners to strive for higher levels of performance;
- increases learners' sense of responsibility and of community;
- builds students' confidence in their learning skills and positive attitudes to learning;

and the extent to which:

- teachers feel they have the skills to deliver the new curriculum;
- students and teachers value the new textbooks as aids to teaching and learning;
- once learners have completed a full cycle their performance can be compared with those achieved prior to the introduction of the new curriculum.

### 1.50 Phasing of Implementation

The implementation of the curriculum will be structured so that learners study the complete three year programme in each stage of schooling before they sit the new national examinations aligned to the new curriculum. Hence the year of implementation follows the same pattern in each stage, as follows:

Grade Level	2016	2017	2018
Pre-School (all grades)			
P1			
P2			
P3			National assessment
P4			
P5			
P6			National examinations
S1			
S2			
S3			National examinations
S4			
S5			
S6			National examinations

Learners who started a particular stage before 2016 will complete that stage following the existing curriculum and will sit national examinations accordingly.

This phased introduction has a number of implications. It provides a timeframe so that strategies can be put in place for:

- the teacher training programme;
- the phased delivery of the new textbooks;
- new national examinations to be prepared;
- school inspectors to be trained for their role aligned to the new curriculum;
- school heads and management to be trained;
- schools can be equipped and have resource for teaching a competence-based curriculum.

## **ANNEXES**



## ANNEX 1: SUBJECTS AND WEEKLY TIME ALLOCATION FOR A- LEVEL COMBINATIONS

### Science combinations

#### A. Physics – Chemistry – Mathematics (PCM)

Subject	Weight (%)	Number of Periods (1 period = 40 min.)		
		S4	S5	S6
<b>I. Core subjects</b>				
Physics	16	7	7	7
Chemistry	16	7	7	7
Mathematics	16	7	7	7
General Studies and Communication skills	7	3	3	3
Entrepreneurship	13	6	6	6
Sub-total 1		30	30	30
<b>II. Elective subjects: Schools can choose 1 subject</b>				
• Kinyarwanda	9	4	4	4
• French	9	4	4	4
• English	9	4	4	4
• Kiswahili	9	4	4	4
<b>Subtotal 2</b>		<b>34</b>	<b>34</b>	<b>34</b>
<b>III. Co-curricular activities (Compulsory)</b>				
Religious activities	4	2	2	2
Sports/ Clubs	4	2	2	2
Computer/library	4	2	2	2
Free periods	11	5	5	5
<b>Total number of periods per week</b>	<b>100</b>	<b>45</b>	<b>45</b>	<b>45</b>
<b>Total number of hours per week</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>Total number of hours per year (39 weeks)</b>		<b>1170</b>	<b>1170</b>	<b>1170</b>



## B. Biology - Chemistry – Geography combination (BCG)

Subject	Weight (%)	Number of Periods (1 period = 40 min.)		
		S4	S5	S6
<b>I. Core subjects</b>				
Biology	16	7	7	7
Chemistry	16	7	7	7
Geography	16	7	7	7
General studies and communication Skills	7	3	3	3
Entrepreneurship	13	6	6	6
Subsidiary Mathematics	7	3	3	3
<b>Sub-total 1</b>		<b>33</b>	<b>33</b>	<b>33</b>
<b>II. Elective subjects: Schools can choose 1 subject</b>				
• Kinyarwanda	9	4	4	4
• French	9	4	4	4
• English	9	4	4	4
• Kiswahili	9	4	4	4
<b>Sub total 2 periods</b>		<b>37</b>	<b>37</b>	<b>37</b>
<b>III. Co-curricular activities (Compulsory)</b>				
Religious activities	4	2	2	2
Sports/ Clubs	4	2	2	2
Computer/library	4	2	2	2
Free periods	4	2	2	2
<b>Total number of periods per week</b>	<b>100</b>	<b>45</b>	<b>45</b>	<b>45</b>
<b>Total number of hours per week</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>Total number of hours per year (39 weeks)</b>		<b>1170</b>	<b>1170</b>	<b>1170</b>

### C. Physics- Chemistry-Biology combination (PCB)

Subjects	Weight (%)	Number of Periods (1 period = 40 min.)		
		S4	S5	S6
<b>I. Core subjects</b>				
Physics	16	7	7	7
Chemistry	16	7	7	7
Biology	16	7	7	7
General studies and Communication Skills	7	3	3	3
Entrepreneurship	13	6	6	6
Subsidiary Mathematics	7	3	3	3
Sub-total 1/ number of periods		33	33	33
<b>II. Elective Subjects: Schools can choose one subject</b>				
• Kinyarwanda	9	4	4	4
• French	9	4	4	4
• English	9	4	4	4
• Kiswahili	9	4	4	4
<b>Sub total 2/ number of periods</b>		<b>37</b>	<b>37</b>	<b>37</b>
<b>III. Co-curricular activities (compulsory)</b>				
Religious activities	4	2	2	2
Sports /Clubs	4	2	2	2
Computer/library	4	2	2	2
Free Periods	4	2	2	2
<b>Total number of periods per week</b>	<b>100</b>	<b>45</b>	<b>42</b>	<b>42</b>
<b>Total number of hours per week</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>Total number of hours per year (39 weeks)</b>		<b>1170</b>	<b>1170</b>	<b>1170</b>

#### D. Mathematics-Physics-Geography combination (MPG)

Subjects	Weight (%)	Number of Periods (1 period = 40 min.)		
		S4	S5	S6
<b>I. Core subjects</b>				
Mathematics	16	7	7	7
Physics	16	7	7	7
Geography	16	7	7	7
General studies and Communication Skills	7	3	3	3
Entrepreneurship	13	6	6	6
<b>Sub-total 1/ number of periods</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>II. Elective Subjects: Schools can choose one subject</b>				
• Kinyarwanda	9	4	4	4
• French	9	4	4	4
• English	9	4	4	4
• Kiswahili	9	4	4	4
<b>Sub-total 2/ number of periods</b>		<b>34</b>	<b>34</b>	<b>34</b>
<b>III. Co-curricular activities (compulsory)</b>				
• Religious activities	4	2	2	2
• Sports /Clubs	4	2	2	2
• Computer/library	4	2	2	2
• Free periods	11	5	5	5
<b>Total number of periods per week</b>	<b>100</b>	<b>45</b>	<b>45</b>	<b>45</b>
<b>Total number of hours per week</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>Total number of hours per year (39 weeks)</b>		<b>1170</b>	<b>1170</b>	<b>1170</b>

### E. Mathematics-Economics-Geography combination (MEG)

Subject	Weight (%)	Number of Periods (1 period = 40 min.)		
		S4	S5	S6
<b>I. Core subjects</b>				
Mathematics	16	7	7	7
Economics	16	7	7	7
Geography	16	7	7	7
General Studies and Communication Skills	7	3	3	3
Entrepreneurship	13	6	6	6
<b>Sub-total 1/ number of periods</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>II. Elective Subjects: Schools can choose one subject</b>				
• Kinyarwanda	9	4	4	4
• French	9	4	4	4
• English	9	4	4	4
• Kiswahili	9	4	4	4
<b>Sub-total 2/ number of periods</b>		<b>34</b>	<b>34</b>	<b>34</b>
<b>III. Co-curricular activities (compulsory)</b>				
• Religious activities	4	2	2	2
• Sports /Clubs	4	2	2	2
• Computer/library	4	2	2	2
• Free Periods	11	5	5	5
<b>Total number of periods per week</b>	<b>100</b>	<b>45</b>	<b>45</b>	<b>45</b>
<b>Total number of hours per week</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>Total number of hours per year (39 weeks)</b>		<b>1170</b>	<b>1170</b>	<b>1170</b>

## F. Maths- Computer Science - Economics (MCE)

Subject	Weight (%)	Number of Periods (1 period = 40 min.)		
		S4	S5	S6
<b>I. Core subjects</b>				
Mathematics	16	7	7	7
Computer Science	16	7	7	7
Economics	16	7	7	7
General Studies and Communication Skills	7	3	3	3
Entrepreneurship	13	6	6	6
<b>Sub-total 1/ number of periods</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>II. Elective Subjects: Schools can choose one subject</b>				
• Kinyarwanda	9	4	4	4
• French	9	4	4	4
• English	9	4	4	4
• Kiswahili	9	4	4	4
<b>Sub-total 2/ number of periods</b>		<b>34</b>	<b>34</b>	<b>34</b>
<b>III. Co-curricular activities (compulsory)</b>				
• Religious activities	4	2	2	2
• Sports /Clubs	4	2	2	2
• Computer/library	4	2	2	2
• Free Periods	11	5	5	5
<b>Total number of periods per week</b>	<b>100</b>	<b>45</b>	<b>45</b>	<b>45</b>
<b>Total number of contact hours per week</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>Total number of hours per year (39 weeks)</b>		<b>1170</b>	<b>1170</b>	<b>1170</b>

## G. Mathematics – Physics – Computer Science (MPC)

Subject	Weight (%)	Number of Periods (1 period = 40 min.)		
		S4	S5	S6
<b>I. Core subjects</b>				
Mathematics	16	7	7	7
Physics	16	7	7	7
Computer Science	16	7	7	7
General Studies and Communication Skills	7	3	3	3
Entrepreneurship	13	6	6	6
<b>Sub-total 1/ number of periods</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>II. Elective Subjects: Schools can choose one subject</b>				
• Kinyarwanda	9	4	4	4
• French	9	4	4	4
• English	9	4	4	4
• Kiswahili	9	4	4	4
<b>Sub-total 2/ number of periods</b>		<b>34</b>	<b>34</b>	<b>34</b>
<b>III. Co-curricular activities (compulsory)</b>				
• Religious activities	4	2	2	2
• Sports/ Clubs	4	2	2	2
• Computer/library	4	2	2	2
• Free Periods	11	5	5	5
<b>Total number of periods per week</b>	<b>100</b>	<b>45</b>	<b>45</b>	<b>45</b>
<b>Total number of hours per week</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>Total number of hours per year (39 weeks)</b>		<b>1170</b>	<b>1170</b>	<b>1170</b>

## H. Mathematics-Chemistry-Biology Combination (MCB)

Subject	Weight (%)	Number of Periods (1 period = 40 min.)		
		S4	S5	S6
<b>I. Core subjects</b>				
Mathematics	16	7	7	7
Chemistry	16	7	7	7
Biology	16	7	7	7
General Studies and Communication Skills	7	3	3	3
Entrepreneurship	13	6	6	6
<b>Sub-total 1/ number of periods</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>II. Elective Subjects: Schools can choose one subject</b>				
• Kinyarwanda	9	4	4	4
• French	9	4	4	4
• English	9	4	4	4
• Kiswahili	9	4	4	4
<b>Sub-total 2/ number of periods</b>		<b>34</b>	<b>34</b>	<b>34</b>
<b>III. Co-curricular activities (compulsory)</b>				
• Religious activities	4	2	2	2
• Sports /Clubs	4	2	2	2
• Computer/library	4	2	2	2
• Free Periods	11	5	5	5
<b>Total number of periods per week</b>	<b>100</b>	<b>45</b>	<b>45</b>	<b>45</b>
<b>Total number of hours per week</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>Total number of hours per year (39 weeks)</b>		<b>1170</b>	<b>1170</b>	<b>1170</b>

## Humanities combinations

### A. History-Economics-Geography combination (HEG)

Subjects	Weight (%)	Number of Periods (1 period = 40 min.)		
		S4	S5	S6
<b>I. Core subjects</b>				
History	16	7	7	7
Economics	16	7	7	7
Geography	16	7	7	7
General Studies and Communication Skills	7	3	3	3
Entrepreneurship	13	6	6	6
Subsidiary Mathematics	7	3	3	3
<b>Sub-total 1/ number of periods</b>		<b>33</b>	<b>33</b>	<b>33</b>
<b>II. Elective subjects: Schools can choose 1 subject</b>				
• Kinyarwanda	9	4	4	4
• French	9	4	4	4
• English	9	4	4	4
• Kiswahili	9	4	4	4
<b>Sub total 2/ number of periods</b>		<b>37</b>	<b>37</b>	<b>37</b>
<b>III. Co-curricular activities (compulsory)</b>				
Religious activities	4	2	2	2
Sports /Clubs	4	2	2	2
Computer/library	4	2	2	2
Free Periods	4	2	2	2
<b>Total number of periods per week</b>	<b>100</b>	<b>45</b>	<b>45</b>	<b>45</b>
<b>Total number of hours per week</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>Total number of hours per year (39 weeks)</b>		<b>1170</b>	<b>1170</b>	<b>1170</b>



## B. History-Economics-Literature combination (HEL)

Subjects	Weight (%)	Number of Periods (1 period = 40 min.)		
		S4	S5	S6
<b>I. Core subjects</b>				
History	16	7	7	7
Economics	16	7	7	7
Literature in English	16	7	7	7
General studies and Communication Skills	7	3	3	3
Entrepreneurship	13	6	6	6
Subsidiary Mathematics	7	3	3	3
<b>Sub-total 1/ number of periods</b>		<b>33</b>	<b>33</b>	<b>33</b>
<b>II. Elective subjects: Schools can choose 1 subject</b>				
• Kinyarwanda	9	4	4	4
• French	9	4	4	4
• English	9	4	4	4
• Kiswahili	9	4	4	4
<b>Sub total 2/ number of periods</b>		<b>37</b>	<b>37</b>	<b>37</b>
<b>III. Co-curricular activities (compulsory)</b>				
Religious activities	4	2	2	2
Sports /Clubs	4	2	2	2
Computer/library	4	2	2	2
Free Periods	4	2	2	2
<b>Total number of periods per week</b>	<b>100</b>	<b>45</b>	<b>45</b>	<b>45</b>
<b>Total number of hours per week</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>Total number of hours per year (39 weeks)</b>		<b>1170</b>	<b>1170</b>	<b>1170</b>

### C. Literature in English-Economics-Geography combination (LEG)

Subject	Weight (%)	Number of Periods (1 period = 40 min.)		
		S4	S5	S6
<b>I. Core subjects</b>				
Literature in English	16	7	7	7
Economics	16	7	7	7
Geography	16	7	7	7
General Studies and Communication Skills	7	3	3	3
Entrepreneurship	13	6	6	6
Subsidiary Mathematics	7	3	3	3
<b>Sub-total 1/ number of periods</b>		<b>33</b>	<b>33</b>	<b>33</b>
<b>II. Elective subjects: Schools can choose 1 subject</b>				
• Kinyarwanda	9	4	4	4
• French	9	4	4	4
• English	9	4	4	4
• Kiswahili	9	4	4	4
<b>Sub total 2/ number of periods</b>		<b>37</b>	<b>37</b>	<b>37</b>
<b>III. Co-curricular activities (compulsory)</b>				
Religious activities	4	2	2	2
Sports/ Clubs	4	2	2	2
Computer/library	4	2	2	2
Free Periods	4	2	2	2
<b>Total number of periods per week</b>	<b>100</b>	<b>45</b>	<b>45</b>	<b>45</b>
<b>Total number of hours per week</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>Total number of hours per year (39 weeks)</b>		<b>1170</b>	<b>1170</b>	<b>1170</b>

#### D. History-Geography –Literature in English combination (HGL)

Subject	Weight (%)	Number of Periods (1 period = 40 min.)		
		S4	S5	S6
<b>I. Core subjects</b>				
History	16	7	7	7
Geography	16	7	7	7
Literature in English	16	7	7	7
General Studies and Communication Skills	7	3	3	3
Entrepreneurship	13	6	6	6
<b>Sub-total 1 /number of periods</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>II. Elective subjects: Schools can choose 1 subject</b>				
• Kinyarwanda	9	4	4	4
• French	9	4	4	4
• English	9	4	4	4
• Kiswahili	9	4	4	4
<b>Sub total 2/ number of periods</b>		<b>34</b>	<b>34</b>	<b>34</b>
<b>III. Co-curricular activities (compulsory)</b>				
Religious activities	4	2	2	2
Sports/ Clubs	4	2	2	2
Computer/library	4	2	2	2
Free Periods	11	5	5	5
<b>Total number of periods per week</b>	<b>100</b>	<b>45</b>	<b>45</b>	<b>45</b>
<b>Total number of hours per week</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>Total number of hours per year (39 weeks)</b>		<b>1170</b>	<b>1170</b>	<b>1170</b>

## E. Religious E – History- Literature in English (REHL)

Subject	Weight (%)	Number of Periods (1 period = 40 min.)		
		S4	S5	S6
<b>I. Core subjects</b>				
Religious Education	16	7	7	7
History	16	7	7	7
Literature in English	16	7	7	7
General Studies and Communication Skills	7	3	3	3
Entrepreneurship	13	6	6	6
<b>Sub-total 1/ number of periods</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>II. Elective subjects: Schools can choose 1 subject</b>				
• Kinyarwanda	9	4	4	4
• French	9	4	4	4
• English	9	4	4	4
• Kiswahili	9	4	4	4
<b>Sub total 2/ number of periods</b>		<b>34</b>	<b>34</b>	<b>34</b>
<b>III. Co-curricular activities (compulsory)</b>				
• Religious activities	4	2	2	2
• Sports/ Clubs	4	2	2	2
• Computer/library	4	2	2	2
• Free Periods	11	5	5	5
<b>Total number of periods per week</b>	<b>100</b>	<b>45</b>	<b>45</b>	<b>45</b>
<b>Total number of hours per week</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>Total number of hours per year (39 weeks)</b>		<b>1170</b>	<b>1170</b>	<b>1170</b>

## F. Religious E – Geography- Literature in English (REHL)

Subject	Weight (%)	Number of Periods (1 period = 40 min.)		
		S4	S5	S6
<b>I. Core subjects</b>				
Religious Education	16	7	7	7
Geography	16	7	7	7
Literature in English	16	7	7	7
General Studies and Communication Skills	7	3	3	3
Entrepreneurship	13	6	6	6
<b>Sub-total 1/ number of periods</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>II. Elective subjects: Schools can choose 1 subject</b>				
• Kinyarwanda	9	4	4	4
• French	9	4	4	4
• English	9	4	4	4
• Kiswahili	9	4	4	4
<b>Sub total 2/ number of periods</b>		<b>34</b>	<b>34</b>	<b>34</b>
<b>III. Co-curricular activities (compulsory)</b>				
• Religious activities	4	2	2	2
• Sports/ Clubs	4	2	2	2
• Computer/library	4	2	2	2
• Free Periods	11	5	5	5
<b>Total number of periods per week</b>	<b>100</b>	<b>45</b>	<b>45</b>	<b>45</b>
<b>Total number of hours per week</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>Total number of hours per year (39 weeks)</b>		<b>1170</b>	<b>1170</b>	<b>1170</b>

## Languages combinations

### A. Literature in English–French- Kinyarwanda (LFK)

Subject	Weight (%)	Number of Periods (1 period = 40 min.)		
		S4	S5	S6
<b>I. Core subjects</b>				
Literature in English	16	7	7	7
French	16	7	7	7
Kinyarwanda	16	7	7	7
General Studies and Communication Skills	7	3	3	3
Entrepreneurship	13	6	6	6
<b>Sub-total 1/ number of periods</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>II. Elective subjects: Schools can choose 1 subject</b>				
• English	9	4	4	4
• Kiswahili	9	4	4	4
<b>Sub total 2/ number of periods</b>		<b>34</b>	<b>34</b>	<b>34</b>
<b>III. Co-curricular activities (compulsory)</b>				
Religious activities	4	2	2	2
Sports /Clubs	4	2	2	2
Computer/library	4	2	2	2
Free Periods	11	5	5	5
<b>Total number of periods per week</b>	<b>100</b>	<b>45</b>	<b>45</b>	<b>45</b>
<b>Total number of hours per week</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>Total number of hours per year (39 weeks)</b>		<b>1170</b>	<b>1170</b>	<b>1170</b>

## B. Literature in English –Kiswahili-Kinyarwanda (LKK)

Subject	Weight (%)	Number of Periods (1 period = 40 min.)		
		S4	S5	S6
<b>I. Core subjects</b>				
Literature in English	16	7	7	7
Kiswahili	16	7	7	7
Kinyarwanda	16	7	7	7
General Studies and Communication Skills	7	3	3	3
Entrepreneurship	13	6	6	6
<b>Sub-total 1 /number of periods</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>II. Elective subjects: Schools can choose 1 subject</b>				
• French	9	4	4	4
• English	9	4	4	4
<b>Sub total 2/ number of periods</b>		<b>34</b>	<b>34</b>	<b>34</b>
<b>III. Co-curricular activities (compulsory)</b>				
Religious activities	4	2	2	2
Sports /Clubs	4	2	2	2
Computer/library	4	2	2	2
Free periods	11	5	5	5
<b>Total number of periods per week</b>	<b>100</b>	<b>45</b>	<b>45</b>	<b>45</b>
<b>Total number of hours per week</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>Total number of hours per year (39 weeks)</b>		<b>1170</b>	<b>1170</b>	<b>1170</b>

### C. Literature in English –Kiswahili- French (LKF)

Subject	Weight (%)	Number of Periods (1 period = 40 min.)		
		S4	S5	S6
<b>I. Core subjects</b>				
Literature in English	16	7	7	7
Kiswahili	16	7	7	7
French	16	7	7	7
General Studies and Communication Skills	7	3	3	3
Entrepreneurship	13	6	6	6
<b>Sub-total1/number of periods</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>II. Elective subjects: Schools can choose 1 subject</b>				
• Kinyarwanda	9	4	4	4
• English	9	4	4	4
<b>Sub total 2/ number of periods</b>		<b>34</b>	<b>34</b>	<b>34</b>
<b>III. Co-curricular activities (compulsory)</b>				
Religious activities	4	2	2	2
Sports/ Clubs	4	2	2	2
Computer/library	4	2	2	2
Free Periods	11	5	5	5
<b>Total number of periods per week</b>	<b>100</b>	<b>45</b>	<b>45</b>	<b>45</b>
<b>Total number of hours per week</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>Total number of hours per year (39 weeks)</b>		<b>1170</b>	<b>1170</b>	<b>1170</b>





## **ANNEX 2: SUBJECT OVERVIEWS**

### **PRE-PRIMARY OVERVIEWS**

#### **SIX LEARNING AREAS**

1. DISCOVERY OF THE WORLD
2. NUMERACY
3. PHYSICAL DEVELOPMENT AND HEALTH
4. CREATIVE ARTS AND CULTURE
5. LANGUAGE AND LITERACY: KINYARWANDA AND ENGLISH
6. SOCIAL AND EMOTIONAL DEVELOPMENT

## LEARNING AREA 1: DISCOVERY OF THE WORLD

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES			<i>Final Readiness Competencies<sup>2</sup></i>
		GRADE 1 (3- 4 years)	GRADE2 (4-5 years)	GRADE3 (5-6 years)	
<b>People and communities</b>	<b>My family</b>	<p>Talk about him/her self; main parts of the body.</p> <p>Talk about members of the nuclear family and their names.</p> <p>Talk about the home.</p>	<p>Talk about importance of senses.</p> <p>Describe the relationships in the extended family members.</p> <p>Distinguish different parts of the house and related equipment.</p> <p>Distinguish Clothes, select clothes in relation to weather conditions.</p>	<p>Describe the relationships in the extended family members.</p> <p>Discover different parts of the body.</p> <p>Discover similarities and differences between themselves and others and demonstrate an understanding that people have different needs, interests, preferences and beliefs which should be respected.</p> <p>Distinguish different parts of the home and the house as well as related equipment.</p>	<p><i>Describes self as a person, other family members, and relationships within the child's extended family.</i></p> <p><i>Show an understanding of difference/similarities with others.</i></p>
	<b>My village and</b>	=====	Talk about their	Tell the name of their	<i>Talk about their home</i>

<sup>2</sup> "Final Readiness Competencies" summarize and integrate specific competencies for the 3 age/grade levels. This reflects the reality that many children will not attend 3 years of preprimary. Whether they do or not, these summary competencies are the desired outcomes before primary school entry.

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES			<i>Final Readiness Competencies<sup>2</sup></i>
		GRADE 1 (3- 4 years)	GRADE2 (4-5 years)	GRADE3 (5-6 years)	
	<b>My country</b>		home village.	country and president's name.  Recognize the Rwanda national flag.  Perform the national anthem.	<i>village and country.</i>
	<b>Food and drinks</b>	Identify familiar types of food and drinks.	Find out a variety of food and drinks produced from plants.	Find out a variety of food and drinks produced from animals.  Show the importance of having healthy food and drinks to the human body.  Observe hygiene when handling food and drinks.	<i>Talk about familiar types of food and drinks produced from plants and animals.</i>  <i>Demonstrate an understanding on observing hygiene when handling food and drinks</i>
	<b>Occupations and institutions</b>	Talk about people, facilities, materials & activities found in the school and the church.  Tell the importance of a	Talk about people and materials found in the Hospital/health center, at the market and shop.  Tell the importance	Describe the people and materials found in Hotels/restaurant, bank Tell the importance of a bank, and a hotel.  Contribute to the domestic economy	<i>Describes various occupations and institutions in the community and the importance of these for community life.</i>

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES			<i>Final Readiness Competencies<sup>2</sup></i>
		<b>GRADE 1 (3- 4 years)</b>	<b>GRADE2 (4-5 years)</b>	<b>GRADE3 (5-6 years)</b>	
		school and a church.	of a hospital, a market and shop.	Identify the importance of different occupations in the community.	
	<b>Means of transport and communication</b>	Talk about common means of transport by road.  Talk about familiar means of communication plus letter and newspapers.	Talk about different means of transport by water and air.	Distinguish means of transport.  Demonstrate awareness about safety measures related to transport.  Demonstrate ability to use familiar communication tools.	<i>Distinguish means of transport.</i>  <i>Demonstrate awareness about safety measures related to transport.</i>  <i>Demonstrate ability to use familiar communication tools</i>
	<b>Special times/events and peoples' culture and beliefs</b>	Talk about special events within the family (birthday, naming & wedding)	Describe special faith-based events.	Show an increased understanding of their culture and demonstrate appreciation of cultural activities.	<i>Describe in their words family and faith based events.</i> <i>Show an increased understanding of their culture &amp; appreciate cultural activities.</i>
<b>LIVING THINGS</b>	<b>Plants</b>	Talk about plants found within their environment.	Identify different parts of plants and talk about their use in everyday life.	Develop an understanding of the requirements of plant growth.  Take care of plants.	<i>Talk about plants found in their environment, their different parts and use.</i>

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES			<i>Final Readiness Competencies<sup>2</sup></i>
		GRADE 1 (3- 4 years)	GRADE2 (4-5 years)	GRADE3 (5-6 years)	
					<i>Show an understanding of requirements of plant growth and take care of plants.</i>
	<b>Animals</b>	Identify animals found in the home environment (domestic).  Talk about importance of animal found in the home environment.	Talk about wild animals found in their environment.	Talk about aquatic animals.  Talk about the different living areas of animals.	<i>Identifies and describes various kinds of domestic and wild animals and their importance.</i>
<b>PHYSICAL FEATURES</b>	<b>Water</b>	Identify the uses of water in the home and school environment.	Explore the sources of water in their environment.	Show an understanding of the importance of drinking clean water and make proper use of water in everyday activities.	<i>Identify the use and source of water; show an understanding of drinking clean water and proper use of it in everyday life.</i>

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES			<i>Final Readiness Competencies<sup>2</sup></i>
		GRADE 1 (3- 4 years)	GRADE2 (4-5 years)	GRADE3 (5-6 years)	
	<b>Weather</b>	Identify different weather conditions.	Describe different weather conditions.	Explain implication of different weather conditions.  Predict different weather conditions based on present observations.	<i>Identify and record weather conditions and predict them based on present observation.</i>
	<b>Sources of light</b>	Identify the different natural sources of light.	Classify the different artificial sources of light.	Distinguish natural from artificial sources of light.  Justify the need of light in everyday life.  Appreciate the role of God in creation of natural sources of light.	<i>Distinguish natural from artificial sources of light.  Justify the need of light.  Appreciate the role of God in creation of natural sources of light.</i>
	<b>Natural and built environment</b>	Distinguish different texture of soil.	Identify features of the environment (hills, valleys, mountains and volcanoes).  Effects of wind, air and water.	Discover some elements of built environment: roads, houses, bridges, etc.  Talk about environment protection.	<i>Identify and describe different aspects of the natural and man-made environment.  Play a role in environment protection.</i>
<b>TECHNOLOGY</b>	<b>Computer</b>	=====	Show interest in	Use ICT hardware for	<i>Create technological</i>

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES			<i>Final Readiness Competencies<sup>2</sup></i>
		GRADE 1 (3- 4 years)	GRADE2 (4-5 years)	GRADE3 (5-6 years)	
	<b>games and technological toys</b>		technological toys (sound, image and movement toys).	games (CD player, music, movement, and sound and image toys).  Create and use technological toys from local materials.	<i>toys from local materials and play with them.</i>



## LEARNING AREA 2: NUMERACY

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES			<i>Final Readiness Competencies</i>
		GRADE 1 (3- 4 years)	GRADE2 (4-5 years)	GRADE3 (5-6 years)	
NUMBERS	<b>Classifying</b>	Sort and pair objects according to a given criterion.	Sort and pair objects according to two criteria.	Sort, pair and order a variety of objects with different attributes and explain the criteria they have used.	<i>Classify (sort, pair, order) a variety of objects using multiple criteria such as color, shape, and texture.</i>
	<b>Counting</b>	Count through songs and games.	Count, read and write numbers from 1 up to 5.	Count from 1 to 10.  Read and write numbers from 1 to 10.  Match numerals with the objects they represent.	<i>Count from 1 to 10; read and write numerals from 1 to 10.  Match numerals with the number of objects.</i>
	<b>Operations</b>	=====	=====	Add concrete/semi-concrete objects, the answer does not exceeding 10.	<i>Add concrete/semi-concrete objects, the answer does not exceeding 10.</i>
		=====	=====	Subtract a given number of objects within the range of 10	<i>Subtract a given number of objects within the range of 10</i>
		=====	=====	Share up to 10 concrete objects	<i>Share up to 10 concrete objects</i>

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES			<i>Final Readiness Competencies</i>
		GRADE 1 (3- 4 years)	GRADE2 (4-5 years)	GRADE3 (5-6 years)	
				without remainder and explain how it was done.	<i>without remainder and explain how it was done.</i>
MEASUREMENT	<b>Weight, Length, capacity and size</b>	Compare two objects in terms of heavy and light; big and small; short and tall.	Compare more than two objects in terms of capacity; heavy and light; big and small; short and tall.  Compare heavy and light objects in their environment	Order objects according to their length, size, capacity and weight and talk about it.	<i>Compare and order objects in terms of their length, capacity, size and weight. Talk about them using appropriate comparison vocabulary.</i>
	<b>Time</b>	Talk about their daily routine.	Recognize days of the week through songs and rhymes.  Use time related vocabulary: today, yesterday, tomorrow.	Describe daily and weekly activities done.  Understand the importance of a proper management of time.	<i>Recognize and describe days of the week and weekly activities. Understand the importance of proper time management.</i>
	<b>Money</b>	Recognize money (coins and notes) among other objects.	Use money related vocabulary in games: sell, buy, expensive, shop, cheap, pay, change.	Distinguish coins from 1 to 100 Rwf based on symbols and representations.  Buy items using coins up to 100 Rwf.	<i>Use appropriately money related vocabulary, distinguish coins and show an understanding about the</i>

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES			<i>Final Readiness Competencies</i>
		GRADE 1 (3- 4 years)	GRADE2 (4-5 years)	GRADE3 (5-6 years)	
				Talk about the importance of money in everyday life.  Keep money safely.	<i>importance of money and keep it safely.</i>
SHAPE AND DIRECTIONS	Lines and shapes	=====	Draw and talk about different lines.  Make shapes using real objects.	Draw and talk about shapes.  Discover similarities and differences between shapes in the environment.	<i>Make, draw, talk about, and compare different geometric shapes.</i>
	Space and Directions	Use prepositions of place to describe position of an object: in front of / behind, on /under.	Respond appropriately to simple oral instructions using prepositions.	Use appropriate prepositions to locate objects and places.	<i>Use appropriate prepositions to locate objects and places.</i>
Patterns		=====	Make simple patterns following a given model.	Make simple patterns following a given model.  Find out patterns in the environment in everyday life.	<i>Show an increased ability to make patterns following a given model.</i>  <i>Find out patterns in the environment in everyday life.</i>

### LEARNING AREA 3: PHYSICAL DEVELOPMENT AND HEALTH

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES			<i>Final Readiness Competencies</i>
		<b>GRADE 1 (3- 4 years)</b>	<b>GRADE2 (4-5 years)</b>	<b>GRADE3 (5-6 years)</b>	
<b>GROSS AND FINE MOTOR MOVEMENTS</b>	<b>Gross motor movement</b>	Move freely with confidence.	Experiment with different ways of moving.	Move with coordination, control and confidence.	<i>Move with coordination, control, and confidence</i>
	<b>Fine motor movement</b>	Manipulate objects and materials by picking up small objects.	Handle writing tools and other objects with increasing control.	Handle objects, materials, and tools with coordination, control and confidence.	<i>Handle objects, materials, and tools with coordination, control and confidence.</i>
<b>HEALTH AND SELF-CARE</b>	<b>Hygiene</b>	Develop good habits of hygiene with supervision.	Can manage some Hygiene practices independently and request help when needed.	Manage basic hygiene practices Show an understanding of good health and hygiene practices and how they can contribute to good health.	<i>Manage basic hygiene practices independently.</i>  <i>Show an understanding of good health and hygiene practices.</i>
	<b>Nutrition</b>	Tell adults when hungry, tired.	Recognize fresh food from food that has turned bad.	Show an understanding of the importance of eating variety of food.	<i>Communicate own need for food and rest to others; demonstrate understanding of eating fresh, varied, healthy food.</i>
	<b>Diseases</b>	Identify and talk about frequent diseases.	Identify the causes of frequent diseases.	Show an increasing awareness of basic illnesses/ diseases and	<i>Show an increasing awareness of basic illnesses, their</i>

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES			<i>Final Readiness Competencies</i>
		GRADE 1 (3- 4 years)	GRADE2 (4-5 years)	GRADE3 (5-6 years)	
				adopt precautions to avoid the spreading (at home and at school).	<i>transmission, and adopt precautions to avoid their spreading.</i>
	<b>Self-care</b>	Demonstrate ability to take care of self and his property.	Show an increased understanding of risky behaviors.	Use personal care routines and practices and talk about the importance of self-care.	<i>Use personal care routines and practices and take care of his/her property.</i>

#### LEARNING AREA 4: CREATIVE ARTS AND CULTURE

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES			Final Readiness Competencies
		GRADE 1 (3- 4 years)	GRADE2 (4-5 years)	GRADE3 (5-6 years)	
VISUAL ARTS	<b>Drawing</b>	Explore and experiment with art materials from their environment.	Use a wide variety of art material and techniques in a creative way.	Use simple tools and techniques to create an art work and express their feels and thoughts.	<i>Explore and use varied art materials and techniques to create art works and express feelings and thoughts about their creations.</i>
	<b>Construction</b>	Assemble different material from their environment to create familiar objects.	Put pieces together to make a whole, learning whole-part relationship.	Demonstrate an increased ability to construct with a purpose in mind and appreciate their product.	<i>Construct a whole from pieces with a purpose in mind and appreciate their product.</i>
	<b>Modeling</b>	Differentiate art materials which have different textures.	Show increased ability in modeling activities that require eye-hand coordination.	Produce shape of different objects of the environment by modeling.  Talk about their creative work.	<i>Produce shape of different objects of the environment by modeling; and talk about their work.</i>
	<b>Craft</b>	Discover a variety of craft products available in their environment.	Produce crafted materials using simple technique (beading, weaving, paper folding, cutting, gluing and tearing).	Create functional objects using a variety of local material and simple techniques.  Appreciate their work and peers 'work.	<i>Create functional objects using a variety of local material and simple techniques.  Appreciate their work</i>

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES			<i>Final Readiness Competencies</i>
		GRADE 1 (3- 4 years)	GRADE2 (4-5 years)	GRADE3 (5-6 years)	
MUSIC, DANCE AND CULTURE	<b>Familiar songs and dances</b>	Listen and perform familiar songs from home environment.	Sings and moves creatively to rhythms/music around them.	Reproduce Rwandan songs and dances Create their own songs and dances.	<i>Listen to and perform varied songs and dances, including those from home and the Rwandan culture; create own songs and dance.</i>
	<b>Music instruments</b>	Explore different sources of sounds in their environment.	Explore different musical instruments in their environment.	Play musical instruments used in their culture (drums, shaker, jingles).  Produce simple musical instruments using locally available materials.	<i>Explore and play musical instruments used in their culture. Produce musical instruments using local materials.</i>

**LEARNING AREA 5: LANGUAGE AND LITERACY – KINYARWANDA**

TOPIC AREA	SUB-TOPIC AREA	COMPETENCES			<i>Final Readiness Competencies</i>
		GRADE 1 (3- 4 years)	GRADE2 (4-5 years)	GRADE3 (5-6 years)	
<b>Oral comprehension and expression</b>	<b>Listening</b>	<p>Listen to and carry out short simple instructions.</p> <p>Listen to very short and simple stories and answer questions on them.</p>	<p>Listen to and carry out instructions involving more than one action.</p> <p>Listen to short stories and answering questions on them.</p> <p>Recognize an unknown spoken word and ask a question.</p>	<p>Listen to and carry out instructions involving several actions.</p> <p>Give due attention and behave appropriately while listening to long stories.</p>	<p><i>Listen to and carry out instructions involving several actions</i></p> <p><i>Give due attention and behave appropriately while listening to short and long stories; answer questions related to the stories.</i></p>
	<b>Speaking</b>	<p>Tell and retell simple stories to describe events, their experiences, and observations.</p>	<p>Create and tell a story of their own.</p>	<p>Use many words and vocabularies to describe feelings, experiences and observations. Demonstrate an increased ability to express complex ideas and thoughts.</p>	<p><i>Retell stories; tell own stories using varied vocabulary; express complex ideas and feelings in language.</i></p>



TOPIC AREA	SUB-TOPIC AREA	COMPETENCES			<i>Final Readiness Competencies</i>
		GRADE 1 (3- 4 years)	GRADE2 (4-5 years)	GRADE3 (5-6 years)	
				Participate in discussion.	
		Reciting short simple poem or songs	Transmit a short message given in direct speech.	Repeat short poems, singing fluently and telling simple stories that demonstrate understanding.  Demonstrate appropriate attitude while speaking to different people with confidence.	
	<b>Understanding sounds and words</b>	=====	Recognize different sounds from hidden sources.  Distinguish sounds syllables in different words.  Identify the beginning sounds of familiar words.	Create new words by substituting sounds.  Identify repeated sounds or repeated words in sentences.	<i>Create new words by substituting sounds, identify repeated sounds or words in sentences.</i>

TOPIC AREA	SUB-TOPIC AREA	COMPETENCES			<i>Final Readiness Competencies</i>
		GRADE 1 (3- 4 years)	GRADE2 (4-5 years)	GRADE3 (5-6 years)	
<b>Written comprehension and expression</b>	<b>Knowing about books and print</b>	<p>Hold a book and turn pages correctly.</p> <p>Identify where a word begins and ends.</p> <p>Reading pictures.</p>	<p>Identify where the text starts and ends on each page.</p> <p>Differentiate pictures from text.</p> <p>Match familiar written words with related pictures.</p> <p>Demonstrate awareness that print carries meaning.</p>	<p>Use pictures for comprehension and invent own stories.</p> <p>Identify book's identity.</p> <p>Make predictions based on titles and pictures.</p> <p>Ask questions and make comments on the story being read.</p>	<i>Demonstrate understanding of concepts of print; invent own stories; make predictions, ask questions, and comment on stories being read.</i>
	<b>Knowing about alphabet</b>	<p>Experiment with writing tools to draw lines towards various directions.</p>	<p>Demonstrate an increased ability to control writing tools. Use imaginative drawing to pass messages.</p> <p>Identify letters of own name and familiar words</p> <p>Copy letters of own name in correct sequence.</p> <p>Match uppercase and lowercase letters in print format.</p>	<p>Read all letters of Kinyarwanda alphabet.</p> <p>Write correctly all lowercase letters in print format.</p> <p>Copy in print format words in lowercase letters and in correct sequence of letters.</p>	<i>Read all letters of Kinyarwanda alphabet and write correctly all lowercase letters in print format. Copy in print format words in lowercase letters and in correct sequence of letters.</i>

TOPIC AREA	SUB-TOPIC AREA	COMPETENCES			<i>Final Readiness Competencies</i>
		GRADE 1 (3- 4 years)	GRADE2 (4-5 years)	GRADE3 (5-6 years)	
			Write uppercase letters in print format by joining together different lines		

**LEARNING AREA 6: LANGUAGE AND LITERACY/ ENGLISH**

<b>TOPIC AREA</b>	<b>SUB-TOPIC AREA</b>	<b>GRADE 1 (3-4)</b>	<b>GRADE2 (4-5)</b>	<b>GRADE3 (5-6)</b>	<b><i>Final Readiness Competencies</i></b>
<b>Oral comprehension and expression</b>	<b>Listening.</b>	Respond appropriately to simple oral instructions	Listen to short favorite songs, rhymes and picture stories and react appropriately	Listen to stories with increasing attention and dramatize simple and short stories.	<i>Listen to and follow simple oral instructions, attend to and dramatize simple English language stories.</i>
	<b>Speaking</b>	Use and respond appropriately to simple greetings and farewells.	Use a polite language in situations of different forms of communications: <ul style="list-style-type: none"> <li>- Makes and gives apologies;</li> <li>- Thanks and responds to thanks given by others;</li> <li>- Present wishes to people</li> <li>- Congratulates people;</li> <li>- Makes requests;</li> <li>- Says no sometimes</li> </ul>	Expresses feelings through songs rhymes and poems	<i>Use a polite language in situations of different forms of communication and express feelings through rhymes and poems.</i>
		-----	-----	Use simple present and present progressive tenses	<i>Use simple present and present progressive tenses in</i>

TOPIC AREA	SUB-TOPIC AREA	GRADE 1 (3-4)	GRADE2 (4-5)	GRADE3 (5-6)	<i>Final Readiness Competencies</i>
				in oral communication to answer questions	<i>oral communication to answer questions</i>
		-----	-----	Use demonstrative in oral communication	<i>Use demonstratives in oral communication</i>
		-----	-----	Use possessives in oral communication	<i>Use possessives in oral communication</i>
		-----	-----	Use prepositions in oral communication	<i>Use prepositions in oral communication</i>
		Use concepts and some vocabularies gained through themes/songs	Use concepts and some vocabularies gained through themes/songs	Use concepts and some vocabularies gained through themes/songs	<i>Use concepts and some vocabularies gained through themes, songs, games</i>
<b>Written comprehension and expression</b>	<b>Reading</b>	=====	=====	=====	=====
	<b>Writing</b>	=====	=====	=====	=====

## LEARNING AREA 7: SOCIAL AND EMOTIONAL DEVELOPMENT

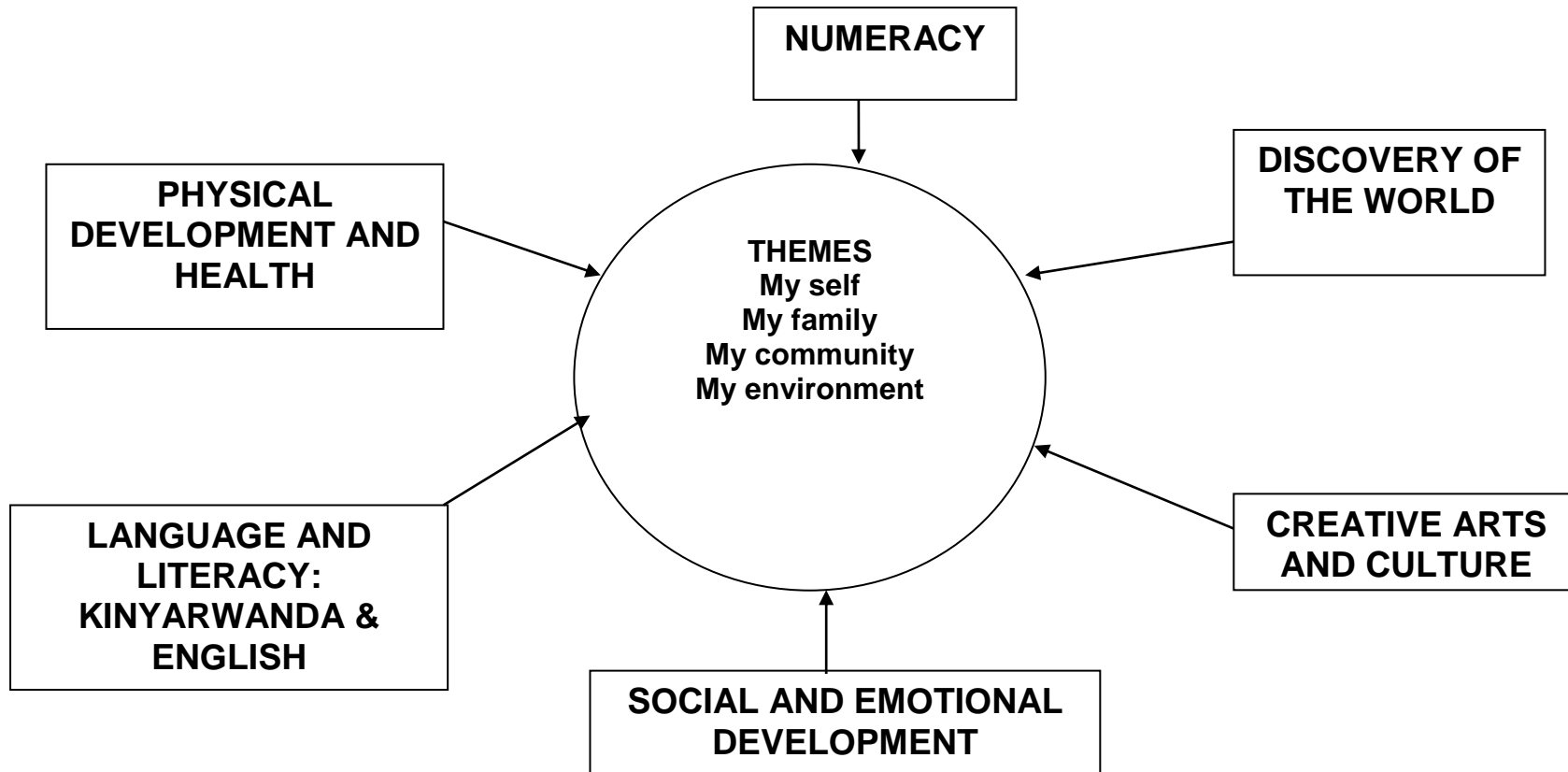
TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES			<i>Final Readiness Competencies</i>
		GRADE 1 (3-4)	GRADE2 (4-5)	GRADE3 (5-6)	
<b>SELF KNOWLEDGE AND EMOTIONAL CONTROL</b>	<b>Self-knowledge</b>	Talk about personal identity: names, likes and dislikes in games, environment and possessions.	Talk about how s/he feels	Talk about wishes, needs, and thoughts.	<b><i>Demonstrate knowledge of identity, feelings, and thoughts</i></b>
	<b>Self-control</b>	Identify personal needs and recognise the needs of others  Ability to show healthy emotion (happy, sad, afraid, anxious...)	Recognise and accept to cooperate with others.  Start to recognize that people are different	Follow general instructions, at school and at home.  Show self confidence in activities  To show patience in what s/he wants is not immediately available	<b><i>Show emotions appropriately; accept and cooperate with others; demonstrate confidence and self-regulation.</i></b>

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES			<i>Final Readiness Competencies</i>
		GRADE 1 (3-4)	GRADE2 (4-5)	GRADE3 (5-6)	
RELATIONSHIP WITH OTHERS	<b>Cooperation</b>	Demonstrate readiness to be with other children and play with them	<p>To play with others in group</p> <p>To show due concern for personal safety and that of others and that of others.</p> <p>To recognize that some acts and words can hurt others and avoid them</p>	<p>To cooperate with others in various activities and games mu</p> <p>Show ability to resolve misunderstandings with age-mates.</p> <p>To comfort those s/he has hurt and apologise to them</p>	<i>Engage cooperatively with other children; demonstrate empathy and concern for others' personal and emotional safety; demonstrate ability to resolve conflicts with peers.</i>
	<b>Proper conduct</b>	To show due regard and care for those s/he lives with	Show ability to like, respect and trust companions and friends ,	To conduct herself/himself properly towards other children and adults under various circumstances	<i>Demonstrate appropriate conduct and respect toward family, friends, and others in various situations.</i>

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES			<i>Final Readiness Competencies</i>
		GRADE 1 (3-4)	GRADE2 (4-5)	GRADE3 (5-6)	
APPROACHES TO LEARNING	Initiative and curiosity	Explore materials and activities in the familiar environment	Demonstrate initiative in taking on new experiences and challenges	Engage in a wide range of self-chosen experiences; show curiosity through actions and words.	<b><i>Choose and engage in activities; demonstrate curiosity about familiar and new experiences.</i></b>
		Focus on familiar activities for extended periods; keep trying with adult support.	Demonstrate sustained engagement in a range of activities; persist even in a frustrating activity.	Demonstrate sustained engagement in a range of activities even if distracted; show persistence during more-challenging learning activities.	
	Concentration and persistence				<b><i>Engage in learning activities for extended periods of time; persist in face of challenge or frustration.</i></b>



**THE THEMATIC APPROACH TO EXPLOIT LEARNING AREAS**



## Distribution of themes

Themes	Grade 1	Grade 2	Grade 3
1. My self; My body	Introduction of self Main parts of the body	Senses	Different part of the body
1. My family	My nuclear family	Extended Relatives in the extended family Clothes	Extended Relatives in the extended family
3. Food and drinks	Familiar food and drinks	Food and drinks from plants	Food and drinks from animals
4. Cultural and religious events; national holidays	Special events in family	Faith-based events	Cultural events
5. My home	Main Parts of the home	Main Parts of the house	Equipment in the home and the house
6. Institutions and Occupations	My school My church	Shop Market Hospital	Occupations in my community
7. Plants	Plants from our garden	Parts of plants and their importance	Requirements for plants growth
8. Animal	Domestic animals	Wild animals and insects	Aquatic animals
9. Water	Importance of water at home and school	Sources of water	Uses of water
10. Sources of light	Natural sources of light	Artificial sources of light	Light in our everyday life
11. Means of transport	Means of transport by road	Means of transport by air and water	Different means of transport
12. Communication	Familiar means of communication	Means of communication	Different means of communication



## **LOWER PRIMARY SUBJECT OVERVIEWS**

1. SOCIAL AND RELIGIOUS STUDIES
2. KINYARWANDA
3. ENGLISH
4. MATHEMATICS
5. SCIENCES AND ELEMENTARY TECHNOLOGIES
6. CREATIVE ARTS: MUSIC, DANCE AND DRAMA, FINE ARTS AND CRAFTS
7. PHYSICAL EDUCATION AND SPORTS

Social Studies P1-P3

Ibyigwa	Ibyigisho	Ubumenyigiro		
		Umwaka wa 1	Umwaka wa 2	Umwaka wa 3
Umuryango	- Urugo n'ishuri	<ul style="list-style-type: none"> <li>● Gusobanukirwa imiterere y'urugo abamo ,abagize umuryango we n'amasano bafitanye, inshingano z'abagize umuryango we</li> <li>●Gusobanukirwa</li> <li>● Gusobanukirwa</li> <li>● Gusobanukirwa umuryango muto</li> <li>●Kugaragaza ibiranga ishuri rye</li> </ul>	<ul style="list-style-type: none"> <li>●Gusobanukirwa abayobozi b'ishuri n'inshingano zabo n'amategeko n'inshingano zaburi wese</li> </ul>	
	Umuryango muto n'umuryango mugari		<ul style="list-style-type: none"> <li>● Gusobanura abagize umuryango mugari kugeza kuri sekuruza</li> </ul>	<ul style="list-style-type: none"> <li>●Kugaragaza akamaro ko kubahiriza inshingano mu muryango n'ingaruka zo kutabyubahiriza</li> </ul>
	-Umudugudu -Akagari -Umurenge		<ul style="list-style-type: none"> <li>● Gusobanura ibiranga umudugudu n'akagari atuyemo.</li> </ul>	<ul style="list-style-type: none"> <li>●Gusobanura ibiranga umurenge we n'aho uherereye ku ikarita y'akarere</li> <li>● Gusobanura ibintu by'ingenzi biboneka mu murenge we , akamaro kabyo n'uburyo bwo kubibungabunga</li> </ul>
Umuco w'amahoro		<ul style="list-style-type: none"> <li>● Kugaragaza uko abantu</li> </ul>	<ul style="list-style-type: none"> <li>● Gusobanura</li> </ul>	<ul style="list-style-type: none"> <li>● Gusobanukirwa uburenganzira</li> </ul>

Ibyigwa	Ibyigisho	Ubumenyigiro		
		Umwaka wa 1	Umwaka wa 2	Umwaka wa 3
<b>n'uburenganzira bwa muntu</b>		babana mu mahoro mu rugo no ku ishuri  <ul style="list-style-type: none"> <li>● Kwitwara ku buryo bugararagaza uko abantu bafashanya</li> <li>● Gusobanura uburyo bwo gusangira no gusaranganya n'akamaro kabyo</li> </ul>	uburenganzira bwe kubwubahiriza no kubuharanira  <ul style="list-style-type: none"> <li>● Kugaragaza ibikorwa byimakaza umuco w' amahoro</li> </ul>	bwe n'uko yakwirinda ihohoterwa
<b>Imyitwarire iboneye</b>		<ul style="list-style-type: none"> <li>● Kugira no kugaragaza imyitwarire iboneye mu rugo</li> </ul>	<ul style="list-style-type: none"> <li>● Gutandukanya, kugira no kugaragaza imyitwarire iboneye aho ari ho hose</li> </ul>	<ul style="list-style-type: none"> <li>● Kugira no kugaragaza imyitwarire iboneye aho ari ho hose no mu bihe bitandukanye</li> </ul>
<b>Imibereho myiza</b>	<b>Isuku</b>	<ul style="list-style-type: none"> <li>● Kugira isuku y'umubiri, y'imyambaro, mu rugo no ku ishuri.</li> </ul>	<ul style="list-style-type: none"> <li>● Kugira isuku y'amazi, ibiribwa n'ibinyobwa.</li> <li>● Gusobanura ingaruka zo kutagira isuku</li> </ul>	<ul style="list-style-type: none"> <li>● Gusobanura akamaro k'isuku aho atuye, ku ishuri n'ingaruka z'umwanda.</li> </ul>
	<b>Uburere mbonerabitsina n'imyororokere</b>	<ul style="list-style-type: none"> <li>● Gusobanukirwa n'imyanya myibarukiro</li> </ul>	<ul style="list-style-type: none"> <li>● Gutahura ibikorwa bibi bibangamira imyanya myibarukiro</li> </ul>	<ul style="list-style-type: none"> <li>● Gusobanura uko basukura imyanya myibarukiro n'uko birinda ihohoterwa rishingiye ku gitsina</li> </ul>
	<b>Indwara</b>	<ul style="list-style-type: none"> <li>● Gusobanukirwa indwara zandura n'izitandura</li> </ul>	<ul style="list-style-type: none"> <li>● Kugaragaza imyitwarire iboneye mu kwirinda indwara zitandura</li> </ul>	<ul style="list-style-type: none"> <li>● Gutandukanya indwara zandura no gusobanura uko bazirinda</li> </ul>

Ibyigwa	Ibyigisho	Ubumenyingingiro		
		Umwaka wa 1	Umwaka wa 2	Umwaka wa 3
	<b>Ubumuga</b>		<ul style="list-style-type: none"> <li>●Gusobanukirwa n'ubumuga no kugaragaza uburenganzira bw'abafite ubumuga</li> </ul>	<ul style="list-style-type: none"> <li>● Gusobanura amoko y'ubumuga ikibutera no kugaragaza uko yabwirinda</li> </ul>
<b>Ubukungu</b>	<b>Ibyangombwa nkenerwa mu buzima</b>	<ul style="list-style-type: none"> <li>●Gusobanukirwa n'ibyangombwa by'ibanze mu muryango no kubicunga neza</li> </ul>	<ul style="list-style-type: none"> <li>●Gusobanukirwa n'ibikorwa bituma abagize umuryango babona ibyo bakenera , inzitizi bahura nazo n'ingaruka zo kutabibona</li> </ul>	
	<b>Amafaranga</b>	<ul style="list-style-type: none"> <li>● Gusobanukirwa n'ibyo abantu batangaho amafaranga n'agaciro kabyo.</li> </ul>	<ul style="list-style-type: none"> <li>● Gusobanura uko amafaranga akoreshwa mu gukenura umuryango</li> </ul>	<ul style="list-style-type: none"> <li>●Gusobanura imikoreshereze myiza y 'amafaranga, akamaro ko kwizigamira n'ingaruka zo kutizigamira</li> </ul>
	<b>Umutungo bwite</b>	<ul style="list-style-type: none"> <li>●Gucunga neza umutungo bwite</li> </ul>		<ul style="list-style-type: none"> <li>● Gukoresha neza no kubungabunga umutungo w'umuryango n'uw'ishuri</li> </ul>
	<b>Umutungo rusange</b>		<ul style="list-style-type: none"> <li>●Kugaragaza umutungo rusange uri mu mudugudu no mu kagari</li> </ul>	<ul style="list-style-type: none"> <li>● Gukoresha neza no kubungabunga umutungo rusange uri mu murenge</li> </ul>

Ibyigwa	Ibyigisho	Ubumenyigiro		
		Umwaka wa 1	Umwaka wa 2	Umwaka wa 3
Uburere mbonera gihugu	Ibirango by'igihugu.	<ul style="list-style-type: none"> <li>• Kuririmba neza indirimbo yubahiza igihugu</li> </ul>	<ul style="list-style-type: none"> <li>• Gushushanya no gusobanura amabara agize ibendera ry'igihugu</li> </ul>	<ul style="list-style-type: none"> <li>• Gusobanura akamaro k'ibirango by'igihugu</li> </ul>
	Imiyoborere myiza.	<ul style="list-style-type: none"> <li>• Kugaragaza abayobozi b'umuryango n'inshingano zabo</li> <li>• Kugaragaza abayobozi b'ishuri n'inshingano zabo</li> </ul>	<ul style="list-style-type: none"> <li>• Kugaragaza abayobozi bumudugudu n'inshingano zabo</li> </ul>	<ul style="list-style-type: none"> <li>• Kugaragaza abayobozi b' Akagari ab'umurenge n'inshingano zabo</li> </ul>
Ubumenyi bw'isi	Amarekezo	<ul style="list-style-type: none"> <li>• Kuranga ikintu n'ahantu</li> <li>• Kugaragaza ibintu biboneka mu nzira iva cyangwa ijya ku ishuri no kwirinda ibyamuteza ibyago</li> </ul>	<ul style="list-style-type: none"> <li>• Gukoresha amerekezo aranga ahantu n'ibintu</li> </ul>	<ul style="list-style-type: none"> <li>• Kuranga ahantu h'ingenzi akoresheje ikarita y'umurenge</li> </ul>
	Ibidukikije	<ul style="list-style-type: none"> <li>• Gusobanukirwa ibikikije urugo n'akamaro kabyo</li> <li>• Gusobanukirwa ibikikije Ishuri</li> </ul>	<ul style="list-style-type: none"> <li>• Kugaragaza ibyiza byo kwita ku bidukikije aho umuntu atuye</li> </ul>	<ul style="list-style-type: none"> <li>• Gusobanura akamaro ko kwita ku bidukikije biboneka mu murenge</li> </ul>
	Abaturage	<ul style="list-style-type: none"> <li>• Gusobanukirwa n'abagize umuryango we</li> </ul>	<ul style="list-style-type: none"> <li>• Gusobanukirwa bagenzi be bigana mu ishuri</li> </ul>	<ul style="list-style-type: none"> <li>• Gusobanura imiturire mu mudugudu no mu murenge wabo</li> <li>• Gutandukanya imirimo inyuranye ikorerwa mu murenge no kugaragaza uruhare rw'umuryango n'urw'ikigo cy'ishuri muri iyo mirimo.</li> </ul>



Ibyigwa	Ibyigisho	Ubumenyingingiro		
		Umwaka wa 1	Umwaka wa 2	Umwaka wa 3
	<b>Ubwikorezi</b>	<ul style="list-style-type: none"> <li>•Gukoresha neza umuhanda</li> </ul>	<ul style="list-style-type: none"> <li>•Gusobanura uburyo butandukanye bwo gutwara abantu n'ibintu n'akamaro kabwo</li> </ul>	<ul style="list-style-type: none"> <li>• Gusobanura uburyo bukoreshwa mu gutwara abantu n'ibintu mu murenge</li> <li>• Gusobanukirwa ibimenyetso by'ingenzi byo ku muhanda</li> </ul>
	<b>Itumanaho</b>	<ul style="list-style-type: none"> <li>• Gusobanukirwa ibikoresho by'itumanaho n'akamaro kabyo</li> </ul>	<ul style="list-style-type: none"> <li>• Gusobanura uburyo butandukanye bw'itumanaho n'akamaro karyo</li> </ul>	<ul style="list-style-type: none"> <li>• Gusobanukirwa ibikoresho by'itumanaho n'akamaro karyo</li> </ul>
<b>Amateka</b>	<b>Ibintu by'ingenzi byaranze amateka y'uRwanda n'akarere kacu</b>	<ul style="list-style-type: none"> <li>• Gusobanura amasano y'abagize umuryango we n'amateka y'ingenzi Yawuranze</li> </ul>	<ul style="list-style-type: none"> <li>• Gusobanura amateka y'aho atuye nay'ishuri rye</li> </ul>	<ul style="list-style-type: none"> <li>• Gushushanya umurongo ndangagihe</li> <li>• Gusobanura amateka yaranze umurenge we</li> </ul>

## RELIGIOUS STUDIES P1-P3

### 1. CHRISTIAN EDUCATION OVERVIEW

TOPIC AREA	SUBTOPIC AREA	COMPETENCES			
		Primary 1	Primary 2	Primary 3	
Holy scripture and beliefs	Creation and revelation	Understand and explain the belief in God as the Creator of all things and be able to say why it is important to respect all of His creatures.	Explain the creation story of how man was created in God's image and should behave accordingly.	Explain God's message to humankind after the Creation as told in the Bible and how to reflect this in daily life.	
	Origin of Sins	Explain the Original Sin and its consequences to Adam and Eve.	Begin to develop an understanding of the concept of sin in general.	Outline why it is right to abhor sin and show how to repent.	
	Salvation of Humankind Christian Worship			Point out how best to overcome the roots of sin.	Explain how to show positive values at school and at home through words and actions.
			Show an understanding of and start to put into practice some basic virtues as exemplified in the Bible by those who put their trust in God.	Narrate plan for salvation through the call of Abraham.	Demonstrate personal faith in Jesus the Merciful Redeemer of humankind.
			Recognize God's plan to redeem humankind	Narrate how God saved the Israelites from Egypt.	Strive to live virtuously and to be patient in times of trial (Job).
			Begin to lead a virtuous life according to the teachings	Explain God's love for the Israelites was	

		and life of Jesus Christ.	demonstrated in the Wilderness on their exodus to Canaan.	
			Explain God's role in the selection of leaders for Israel.	
			Try to show a complete love of God and fellow human beings.	
<b>Spiritual and moral Family and Peace</b>	<b>Family peace and values</b>	Begin to pray on a daily basis using basic Christian prayers.		Show respect for prayer and practice it in daily personal life.
		Begin to understand the sacrament of the Eucharist and participate in congregational prayer.		
		Explain how exercise (of physical and spiritual that contribute to the building of inner peace and harmony).	Analyse pictorial and audio messages aimed at building spiritual well-being and describe their impact.	Demonstrate love, friendliness, and tolerance in spiritual peace building.
				Fully explain the consequences of self-isolation, discrimination and loneliness on spiritual peace and well-being.

		<b>Specific topics for Catholics</b>	<b>Specific topics for Catholics</b>	<b>Specific topics for Catholics</b>
		Recognize the meaning of the Sign of the Cross and be able to explain some basic prayers simply.	Begin to recite the prayer of the Christian Creed and be able to explain its main articles of faith.	Be able to explain the different parts of Holy Mass and appreciate its importance.
			Begin to explain the importance of the sacraments Baptism and Penance.	
		<b>Specific topics protestant and seventh day Adventist</b>	<b>Specific topics protestant and seventh day Adventist</b>	<b>Specific topics protestant and seventh day Adventist</b>
				Discuss the activities that were done in the Temple.

## 2. ISLAMIC RELIGIOUS STUDIES P1-P3

Topic area	Subtopic area	Competences		
		Primary 1	Primary 2	Primary 3
Holy scriptures and Beliefs	Tawhiid	Memorise and recite by heart the basic values and beliefs of Islam (The pillars of Islam and its fundamental beliefs)	Know and respect God as the Creator of humankind and all things: living and non-living.	Cite and explain the names of God as references to His divine attributes
	Qur'an	Be able to correctly read some simple Suras (verses).	Memorise and recite Suras by heart.	Memorise, recite by heart and explain the meaning of Sura.
	Fiq'hi	Memorise and recite by heart the teachings governing Islamic religious practices (hygienic practices during prayer, ...)	State the teachings of other prophets Muhammad.	Memorise and recite clearly and accurately the Arabic alphabet.
	History of Islam	Be able to recall and recite the life of God's Prophet Muhammad.	Describe the life of other God's prophets (ABRAHAM MOSES JESUS).	Explain and be able to recite the obligations governing Islamic religious practices in congregational prayer.

Topic area	Subtopic area	Competences		
		Primary 1	Primary 2	Primary 3
<b>Moral and spiritual values</b>	<b>Morality (Imam)</b>	Demonstrate love towards others in the family and the community as well as protecting the environment through individual actions and words.	Demonstrate good manners and moral behaviour (thanksgiving to God, repentance and avoidance of sin) through individual actions and words.	Demonstrate good moral behaviour and manners towards others in the family and the community through individual actions and words.

### KINYARWANDA OVERVIEW P1-P3

ICYIGWA	ICYIGISHO	Ibyo umunyeshuri azaba ashobora gukora		
		Umwaka wa mbere	Umwaka wa kabiri	Umwaka wa gatatu
UBUSHOBOZI BWO GUKORESHA URURIMI MU MVUGO	<b>Kumva</b>	Kumva ibibazo byoroheje, amabwiriza, ibiganiro, inkuru, ubutumwa bugufi kandi agasubiza.	Kumva ibibazo, ibiganiro, inkuru, imivugo migufi, n'amakuru aberanye n'ikigero agezemo kandi agasubiza.	Kumva neza ibiganiro, inkuru, ibitekerezo bitangwa mu mvugo ku nsanganyamatsiko zimenyerewe n'amakuru ajyanye n'ikigero cye, kandi agasubiza agaragaza ko yasobanukiwe n'ingingo z'ingenzi zikubiyemo.
	<b>Kuvuga</b>	Kuvuga yatura neza ibijyanye n'ubuzima bwe bwa buri muni, abara udukuru tworoheje, cyangwa asubiza ibibazo byoroheje.	Kuvuga adategwa, asubiza ibibazo cyangwa asobanura ibyo ahura na byo abara udukuru tworoheje, asubiramo utuvugaga tugufi cyangwa asubiza ibibazo byoroheje.	Kuvuga yatura neza ibyazo, abara inkuru, atondagura imivugo cyangwa asubiza ibibazo.

ICYIGWA	ICYIGISHO	Ibyo umunyeshuri azaba ashobora gukora		
		Umwaka wa mbere	Umwaka wa kabiri	Umwaka wa gatatu
UBUSHOBOZI BWO GUKORESHA URURIMI MU NYANDIKO	<b>Gusoma</b>	Gutahura, gusobanukirwa no gusoma aranguruye inyuguti z'ikinyarwanda, amagambo, interuro n'udukuru tugufi bigizwibhekane bikunze gukoreshwa, amagambo amaze kumenya, cuangwa interuro zoroheje.  Gusobanura ibitekerezo by'ingenzi bikubiye mu nkuru yoroheje yasomewe.		Gutahura no gusoma aranguruye ibihokane, bidakunze gukoreshwa, amagambo cyangwa interuro zoroheje.  Gusoma imyandiko migufi yoroheje ivuga ku biraho muri iki gihe, ku byahise, cyangwa ku byo yihimbiye bitabayeho.  Gutahura no gusobanura ibiranga abavugwa mu nkuru, ibivugwa mu nkuru mu magambo make.
	<b>Kwandika</b>	Kwandukura inyuguti n' amagambo adakosa, no kwandika amwe mu magambo atayareba.	Kwandika interuro zoroheje no kunoza umukono usomeka yandika inyuguti uko bikwiye.	Gutegura no kwandika ubutumwa bugufi mu mukono unozze yubahiriza utwatumwe dukunze gukoreshwa.



ICYIGWA	ICYIGISHO	Ibyo umunyeshuri azaba ashobora gukora		
		Umwaka wa mbere	Umwaka wa kabiri	Umwaka wa gatatu
UBUMENYI MU MIKORESHEREZE Y'URURIMI	<b>Gutahura amagambo, imiterere yayo n'imyandikire yayo</b>	Gutahura no gukoresha inyuguti arema imigemo n'amagambo mu Kinyarwanda, no gutahura uburyo bwo kubihuza asoma aranguruye cyangwa avuga yatura neza.	Gutahura no gukoresha inyuguti arema imigemo n'amagambo mu Kinyarwanda, no gutahura uburyo bwo kubihuza asoma aranguruye cyangwa avuga yatura neza.	Gukoresha ubumenyi bafite ku miterere no ku turango tw'amagambo y'ikinyarwanda, kugira ngo barusheho gusoma neza, batature neza inyuguti zigize ijamba, no kwiyunguka amagambo mashya.
	<b>Imiterere n'imitunganyirize y'interuro n'umwandiko</b>			Gukoresha amategeko y'ibanze y'ikibonezamvugo ku rwego rw'imyubakire y'amagambo n'interuro, hamwe n'imikoshereze y'utwatuzo.

## ENGLISH OVERVIEW P1-P3

Topic area	Sub-Topic area	Learning Objectives		
		P1	P2	P3
Oral understanding and expression	Listening	<p>Understand a few familiar spoken simple words and phrases.</p> <p>Appreciate simple stories rhymes, and poems when read aloud.</p>	<p>Understand a range of familiar spoken words and phrases interpreting gestures.</p>	<p>Listen carefully and identify the main points from a short spoken message made up of familiar English words and expressions.</p> <p>Interpret gestures, and other signals and cues.</p>
	Speaking	<p>Ask and answer simple questions including in short dialogues.</p>	<p>Answer simple questions and give basic information in role play using gestures.</p>	<p>Ask and answer simple questions and talk about their interests with others.</p>
	Tools for listening and talking		<p>Value others' contributions and use theses to build on thinking.</p>	<p>Encourage others to contribute and acknowledge that they have the right to hold a different opinion.</p>

Topic area	Sub-Topic area	Learning Objectives		
		P1	P2	P3
Written understanding and expression	Reading	Recognize and read aloud some common and familiar English words and simple phrases.	Understand and read more complex vocabulary and phrases including some unfamiliar words with support  Begin to read simple story books with support, answer questions and  Retell the story in their own words.	Read a variety of familiar and some unfamiliar words and simple sentences independently. Interpret the main points from short written texts and respond to simple written questions  Choose their books of interest and explain what they like about them.
	Writing	Copy simple common and familiar words, label drawings and begin to write some from memory.	Compose simple sentences using a model using familiar vocabulary.	Compose short sentences in response to simple questions using expressions already learnt to give a clear message.

Topic area	Sub-Topic area	Learning Objectives		
		P1	P2	P3
Knowledge of the language	Grammar	Use simple English vocabulary, language structures, phrases, sounds and conventions of prints already learned.	Build on prior knowledge of English vocabulary, language structures, phrases, sounds and conventions of prints.	Communicate simple English sentences using additional vocabulary, language structures and conventions of prints already learned.

### MATHEMATICS OVERVIEW P1-P3

IMBUMBANYIGISHO	INYIGISHO	UBUSHOBOZI		
		UMWAKA WA MBERE	UMWAKA WA KABIRI	UMWAKA WA GATATU
<b>IBARA N'AMATEGEKO YARYO</b>	<b>Imibare Ishyitse</b>	Kubara, gusoma, kwandika, gutondeka no kugereranya neza imibare ishyitse kuva 0 - 99.	Kubara, gusoma, kwandika, gutondeka no kugereranya atibeshya imibare ishyitse kuva 100 - 999	Gutandukanya imibare y' igiharwe n'imibare itari igiharwe Kubara, gusoma, kwandika, gutondeka no kugereranya atibeshya imibare ishyitse kuva 1000 - 9999
		Gukoresha neza kandi byihuse amategeko y'ibara(+, -, x, :) mu mibare ishyitse y'imibarwa 2. -Guterana no gukuramo mu mutwe. Urugero: Mbare +, - Gukoresha neza ikimenyetso cya bingana (=) mu myitozo yo guteranya no gukuramo	Gukoresha neza kandi byihuse amategeko y'ibara (+, -, x, :) mu mibare ishyitse y'imibarwa 3. Guteranya, gukuramo, gukuba no kugabanya mu mutwe imibare y' imibarwa 3. Urugero: Mbare +, -, X	Gukoresha neza kandi byihuse amategeko y'ibara (+, -, x, :) mu mibare ishyitse y'imibarwa 4 Gukoresha amategeko y' ibara mu mutwe ku mibare y' imibarwa 4 Urugero: Mbare +, -, X, :
		Gushaka imibare ibura mu rukurikirane rw'ibara no gusobanura uko iyo imibare iboneka ku mibare y'umubarwa 1 cyangwa 2	Gushaka imibare ibura mu rukurikirane rw'ibara no gusobanura uko iyo imibare iboneka ku mibare y' Imibarwa 3.	Gushaka imibare ibura mu rukurikirane rw'ibara no gusobanura uko iyo mibare iboneka ku mibare y'imibarwa 4.

	<b>Imigabane</b>	Kumenya no Kwerekana kimwe cya kabiri na kimwe cya kane cy' ikizima Gukora ikizima hifashishijwe imigabane y'ibintu bifatika no gukoresha neza imigabane mu buzima busanzwe	Kwerekana , kwandika no gusoma kimwe cya kabiri na kimwe cya kane cy' ikizima no gukoresha neza imigabane mu buzima busanzwe	Gusoma, kwandika no gushushanya neza imigabane itarenze ikizima kimwe icyita kitarenze 10 no gukoresha neza imigabane mu buzima busanzwe
				Kugereranya, guteranya no gukuramo imigabane ihuje icyita kitarenze 10 Gushaka umugabane w'umubare ushyitse wifashisha ibishushanyo no gukoresha neza imigabane mu buzima busanzwe
<b>INGERO N' N' AMAFARANGA</b>	<b>INGERO Z'UBUREBURE</b>	Gupima no Kugereranya uburebure bw' ibintu binyuranye bitarenza m10 Kugaragaza aho metero ikoreshwa mu buzima bwa buri munsu Gukora imyitozo n' amahurizo kuri metero ajyanye n'ubuzima busanzwe, yo guteranya no gukuramo	Gupima no Kugereranya uburebure bw' ibintu binyuranye muri m , cm na dm Kugaragaza aho cm ikoreshwa mu buzima bwa buri munsu Kugaragaza isano no guhindura ingero z'uburebure kuva kuri m ujya kuri dm na cm Gukora imyitozo n' amahurizokuri m, dm na cm	Kumenya ingero zose z' uburebure n'aho zikoreshwa mu buzima busanzwe: Km, hm, dam, m, dm,cm na mm Gupima no kugereranya uburebure hifashishijwe metero Kugaragaza isano no guhindura ingero z'uburebure uva ku runini ujya ku ruto Gukora imyitozo n'amahurizo ku ngero z' uburebure

			<p>Kugereranya no gupima uburemere bw' ibintu binyuranye bitarenza kg 1</p> <p>Kwandika no gusoma ingero z'uburemere muri kg no kugaragaza aho kg ikoreshwa mu buzima busanzwe Gukora imyitoto n'amahurizo kuri kg ajyanye n'ubuzima busanzwe (guteranya no gukuramo – imibare y'umubarwa 1 cyangwa 2) gusobonura impamvu hakoreshwa ingero mu gupima</p>	<p>Kugereranya no gupima uburemere bw' ibintu binyuranye muri kg (uburemere burenze kg1) Gukora imyitoto kuri kg Gukora imyitoto n'amahurizo kuri kg ajyanye n'ubuzima busanzwe(guteranya no gukuramo imibare y'imibarwa 3 no gusobonura impamvu hakoreshwa ingero mu gupima</p>
			<p>Kugereranya no gupima muri litiro ibikoresho binyuranye. Gukora imyitoto n'amahurizo kuri litiro mu guteranya no gukuramo Gusobonura impamvu hakoreshwa ingero mu gupima</p>	<p>Kugereranya no gupima ingano y' ibintu binyuranye muri l,dl na ml Kwandika no gusoma ingero z'ibitembabuzi (l, dl na cl)no kugaragaza aho zikoreshwa mu buzima busanzwe Gukora imyitoton' amahurizo ku ngero z'ibitembabuzi Gusobonura impamvu hakoreshwa ingero mu gupima</p>

		Gutondeka no kugereranya ibice by'ingenzi by' umunsi no gutoranya ibintu by'ingenzi bikorwa muri buri gice cy'umunsi Gukurikiranya iminsi y' icyumweru no gutanga ingero z' ibintu bikorwa mu minsi inyuranye y'icyumweru.	Gukurikiranya iminsi y'icyumweru n'amezi y'umwaka Gusoma isaha yuzuye n'isaha ibura cyangwa irengaho iminota 30 ku isaha y' inshinge n' iy' imibare	Gusoma isaha yuzuye , ibura cyangwa irenga iminota 30 n' iminota 15 ukoresheje isaha y'inshinge n'iy 'imibare no guha agaciro gukoresha neza igihe Gukurikiranya amezi y' umwaka n'umubare w'iminsi ya buri kwezi Gukoresha indangaminsi
	<b>AMAFARANGA</b>	Gutandukanya no kuvunja amafaranga y'u Rwanda kuva ku F1 - F100 Guteranya , gukuramo gukora amahurizo ku mafaranga.	Gutandukanya no kuvunja amafaranga y'u Rwanda kuva kuri F100 - F1000 Kugaragaza agaciro k'amafaranga y'u Rwanda no gukoraho amahurizo y'ubuzima busanzwe	Gutandukanya no kuvunja amafaranga y'u Rwanda kugeza kuri F 5000 Kugaragaza agaciro k'amafaranga y' u Rwanda, gukoraho amahurizo y'ubuzima busanzwe
<b>Alijeburi</b>	<b>Urukurikirane rw' ibara</b>	Gushaka umubare ubura mu iteranya n' ikuramo ku mibare itarenze 99	Gushaka umubare ubura mu iteranya n' ikuramo ku mibare itarenze 999	Gushaka umubare ubura mu iteranya, ikuramo, ikuba n' igabanya ku mibare itarenze
	<b>Amatsinda y' ibintu</b>	Gukora amatsinda y' ibintu bifatika no kugaragaza indangagaciro yo gukorera hamwe.	Gutandukanya amatsinda y' ibintu binyuranye no kugaragaza indangagaciro yo gukorera hamwe.	Guha amazina amatsinda anyuranye hakurikijwe ibiyagize kugaragaza indangagaciro yo gukorera hamwe
	<b>Igishushanyo cy'ingano (Graphic representation)</b>	Kwerekana ingano y' ibintu hakoreshejwe igishushanyo Gusesengura no	Gusoma no gusobanura amakuru atangwa n' igishushanyo Gusesengura no gukora	Gusoma no gusobanura amakuru atangwa n' igishushanyo Gusesengura no Gukora



		gusobanura amakuru atangwa n' igishushanyo cy' ingano	amahurizo yoroheje ajyanye n'igishushanyo cyatanzwe	amahurizo yoroheje ajyanye n'igishushanyo cyatanzwe
<b>Ibyerekezo n' Amashushongero</b>	<b>Ibyerekezo</b>	Kuranga aho ibintu biherereye		
	<b>Imirongo</b>	Kumenya no gutandukanya Imirongo ahereye ku byo areba.	Gushushanya amoko y' imirongo no kuyagaragaza ku mashusho yatanzwe	Gutandukanya imirongo iteganye, ikorana inguni,inyuranamo no gutanga ingero z'aho iboneka mu buzima busanzwe
	<b>Imfuruka</b>		Kumva uko imfuruka iboneka Kwerekana imfuruka ku bikoresho byo mu ishuri Gushushanya imfuruka no gutanga ingero z' aho imfuruka ziboneka mu buzima busanzwe	Gutandukanya amoko y' ingenzi y' imfuruka: ifunganye,igororotse, iyagutse Kumva itandukaniro ry' imfuruka Gushushanya imfuruka no gutanga ingero z' aho dusanga imfuruka mu buzima busanzwe
	<b>Amashushongero</b>	Kumenya no gutandukanya kare n'urukiramende mu yandi mashusho	Kumenya, gushushanya no kuranga urukiramende,Kare na mpandeshatu Gushushanya no gukoresha umuzenguruko wa kare, urukiramende na mpandeshatu mu buzima busanzwe	Gushushanya no kuranga amashusho: kare, urukiramende,mpandeshatu n' uruziga Gutandukanya amoko ya mpandeshatu no kugaragaza ingero zo mu buzima busanzwe

## SCIENCE AND ELEMENTARY TECHNOLOGIES OVERVIEW P1-P3

Imbumbanyigisho	Ubushobozi		
	Umwaka wa mbere	Umwaka wa kabiri	Umwaka wa gatatu
<b>Ibikoresho, ibikinisho n' imfashanyigisho</b>	○ Gusobanura umumaro w'ibikoresho biboneka ku ishuri no mu rugo	○ Gukoresha no gufata neza ibikoresho biboneka ku ishuri no mu rugo	
	○ Gukora ibikinisho / ibikoresho / imfashanyigisho mu mpapuro, mu birere, mu bikenyeri, mu bikarito, udufuniko tw'amacupa mu duti no mu ibumba	○ Gukora ibikinisho / ibikoresho / imfashanyigisho mu mpapuro, mu bikenyeri, mu duti ,mu bikarito muri parasitike no mu ibumba	○ Gukora ibikinisho / ibikoresho / imfashanyigisho mu ndodo, mu bitambaro, mu byatsi mu birere mu mpapuro mu bikarito mu mikwege ndetse no ibumba
<b>Ikoranabuhanga mu isakazabumenyi</b>	○ Kurondora ibikoresho byinjiza cyangwa bisohora amajwi n'amashusho n'ibyandika no gukoresha telefoni, radiyo na tereviziyo	○ Gutandukanya ibice by' inyuma bya mudasobwa no kubungabunga imikoreshereze ya mudasobwa	○ Gukoresha telefoni mu kwinjiza, kohereza, kubika no kubikura amakuru
	-	-	○ Kunoza imikoreshereze y'urwandikiro rwa mudasobwa (typing turtle) n' imyandikire ukoresheje mudasobwa (writing activity)
	-	-	○ Kunoza ifatwa ry' mashusho n'amajwi (record activity)
<b>Ubumenyi bw'Ibidukikije</b>	○ Gusobanukirwa amasooko amoko n'akamaro by' amazi ○ Gushobora kumesa imyambaro yoroheje no kuronga ibiribwa bibisi		○ Gutegura no kubika amazi yo kunywa

Imbumbanyigisho	Ubushobozi		
	Umwaka wa mbere	Umwaka wa kabiri	Umwaka wa gatatu
		<ul style="list-style-type: none"> <li>○ Kuvumbura ukubaho k'umwuka , gusobanura ibiwuranga, umuyaga n'akamaro kawo; gutandukanya amoko y'umuyaga, ingaruka zawo no kuzirinda.</li> </ul>	
		<ul style="list-style-type: none"> <li>○ Kuvumbura akamaro k'ubutaka, ibyangiza ubutaka n'ingaruka z'amazi k'ubutaka</li> </ul>	<ul style="list-style-type: none"> <li>○ Gutandukanya amoko y'ubutaka n'ibice byabwo; amoko y'isuri n'uburyo bwo kuyi burinda</li> </ul>
	<ul style="list-style-type: none"> <li>○ Gutandukanya inyamaswa zo mu rugo (zororwa) n'izo mugasozi (zitororwa) zo mu karere ishuri ryubatse mo ,akamaro kazo n'ibice bigize udusimba duto</li> </ul>	<ul style="list-style-type: none"> <li>○ Gutandukanya ibyumviro by'umubiri w'umutu, kubisukura no kurondora umumaro wabyo</li> </ul>	<ul style="list-style-type: none"> <li>○ Kugaragaza amagufa n'imikaya by'ingenzi bigize umubiri w'umuntu</li> </ul>
	<ul style="list-style-type: none"> <li>○ Gutandukanya ibimera bihingwa n'ibyimeza biri mu karere ishuri ryubatse mo</li> </ul>	<ul style="list-style-type: none"> <li>○ Gutandukanya ibice binyuranye by'ikimera n'umumaro wabyo no gushyira ibihingwa mu matsinda hakurikijwe akamaro kabyo</li> </ul>	<ul style="list-style-type: none"> <li>○ Gutandukanya amoko y'ibihingwa bigenewe kuribwa (ibinyamisogwe, ibinyabijumba, ibinyampeke)</li> </ul>
	<ul style="list-style-type: none"> <li>○ Gutandukanya amoko y'imyanda (ibora &amp; itabora) Gusukura ahadukikije n'umumaro wabyo</li> </ul>		-
<b>Umubiri w'umuntu</b>	<ul style="list-style-type: none"> <li>○ Gutandukanya ibice by'inyuma by'umubiri w'umuntu n'umumaro wabyo no kubigirira isuku.</li> </ul>	<ul style="list-style-type: none"> <li>○ Gutandukanya ibyumviro by'umubiri w'umutu, kurondora umumaro wabyo ndetse no kubisukura</li> </ul>	-

Imbumbanyigisho	Ubushobozi		
	Umwaka wa mbere	Umwaka wa kabiri	Umwaka wa gatatu
	-	<ul style="list-style-type: none"> <li>o Gusobanura isano iri hagati y'ingingo (ubuhiniro), imikaya n'amagufa n'uko bifatwa neza</li> </ul>	<ul style="list-style-type: none"> <li>o Kugaragaza amagufa n'imikaya bigize umubiri w'umuntu</li> </ul>
Ingufu		<ul style="list-style-type: none"> <li>o Kuvumbura inkomoko y'urumuri, 'ubushyuhe n' uko habaho ibicuucu ; gusobanura ihuriro / isano riri hagati y'inkomoko y'urumuri n'inkomoko y'ubushyuhe; gutandukanya no gusobanura akamaro n'ingaruka by'urumuri n'iby'ubushyuhe</li> </ul>	<ul style="list-style-type: none"> <li>o Kuvumbura amoko atandukanye y'ingufu no gukoresha igipimo cy'ubushyuhe</li> </ul>
	<ul style="list-style-type: none"> <li>o Kuvumbura ibikoresho bikoresha amashanyarazi n'umumaro wayo</li> <li>o Gushobora kuvumbura ibyago bikomoka ku mashanyarazi no kubyirinda</li> </ul>	<ul style="list-style-type: none"> <li>o Kuvumbura ingufu za rukuruzi (sumako), ibiziranga no kuvumbura ibikururwa n'ibidakururwa na zo</li> </ul>	<ul style="list-style-type: none"> <li>-Kuvumbura amoko atandukanye y'ingufu</li> </ul>

**CREATIVE ARTS: MUSIC, DANCE AND DRAMA; FINE ARTS AND CRAFTS P1-P3**

**1. MUSIC AND DRAMA**

IMBUMBANYIGISHO	ICYIGISHO	Ubushobozi		
		Umwaka wa 1	Umwaka wa 2	Umwaka wa 3
Kunoza Muzika	<b>Kuririmba</b>	Kuririmba indirimbo wigana ibivugwamo.  Kuririmba hubahirizwa injyana igendeye ku miyego y'ibanze.	Guherekeresha indirimbo amashyi n'ibikoresho byoroheje bivuzwa.	Kuririmba indirimbo gakondo nyarwanda n'izo mu mico y'ahandi hubahirizwa injyana zazo.
	<b>Gucuranga ibikoresho bya muzika</b>	Guherekeresha indirimbo amashyi.	Kuririmba indirimbo gakondo nyarwanda ziherekejwe n'umudiho.	Guherekeresha indirimbo n'imbyino ibikoresho gakondo bivuzwa: ingoma n'ibinyuguri.
<b>Kujora</b>		Gutandukanya indirimbo hakurikijwe igihe n'aho ziririmbwa.	Kugereranya injyana zitandukanye z'indirimbo nyarwanda.	Kugereranya indirimbo zifite ibitero n'inyikirizo

## 2. FINE ARTS AND CRAFTS P1-P3

IMBUMBANYIGISHO	INYIGISHO	Ubushobozi		
		Umwaka wa mbere	Umwaka wa kabili	Umwaka wa gatatu
Ubugeni Mberajisho	Gushushanya Ibitayega	Gutangira gushushanya ukoresheje akaboko udategwa iby'ibanze	Kugaragaza ibitekerezo bye agendeye kubyo abona cyangwa yitekerereje	Gushushanya akurikije ibitekerezo bye n'ibyo yibuka akabisangiza abandi
	Gushushanya Ibidukikije bifite ubuzima	Gukora intego zoroheje no guhanga ibinyampande hifashishjwe ibidukikije	Gushushanya intego n' ibinyamande	Kugerageza kwerekana amashusho hifashishijwe intego zidasanzwe.
	Gushushanyisha amarangi	Kwimenyereza gukoresha ibikoresho byabugenewe bifite intego zoroheje	Kugerageza kuvanga amabara no kuyakoresha	Kwimenyereza gukoresha uruvange rw'amarangi hagamije no kuyakuramo isura ibereye ijisho.
	Gutera ishusho, amabara n'imitako	Kugerageza gutera amashusho akoreshejwe ibikoresho binyuranye, urugero: iponji, imifuniko, n'ibibabi, igiceri...	Kwimenyereza gukora imitako inyuranye mu miterere no mu mirereyayo	Guhanga imitako inyuranye hakoreshejwe ibikoresho bitera amashusho

IMBUMBANYIGISHO	INYIGISHO	Ubushobozi		
		Umwaka wa mbere	Umwaka wa kabili	Umwaka wa gatatu
Ubukorikori	<b>Ububumbyi</b>	Kugerageza gukoresha ibumba n'icyondo amashusho mu mubyimba ufatika	Kwimenyereza gukoresha uburyo butandukanye ibintu: icyungo, ikirahure, ugikombe	Gukora amashusho anyuranye mu ibumba afite imiterere itandukanye
	<b>Ibihishasura</b>	Kugerageza guhindura isura yiby asanzwe abona.	Kwimenyereza guhindura isura y'iby asanzwe abona mu ibumba, impapuro, ibirere	Gukoresha uburyo bunyuranye mu gihindura isura
	<b>Ububoshiyi</b>	Kugerageza gukoresha indodo zitandukanye (ibirere, imigwegwe, ubuhivu, imivumu, ubuhura).	Kugerageza gukoresha indodo zinyuranye mu buryo butandukanye ku bintu.	Kwimenyereza kuboha ibintu bitandukanye.
	<b>Ibikinisho no Kuremekanya</b>	Kugerageza gukora ibikinisho biri mu matsinda anyuranye	Gukomeza kugerageza ibikinisho mu bikoresho bitandukanye	Kwifashisha ibikoresho binyuranye ukora ibikinisho muhindurangano
	<b>Gutaka imyenda no Gufuma</b>	Kugerageza kumenya amoko atandukanye y'ibitambaro, uburyo bikoreshwa n'ibikoresho byifashishwa.	Kwimenyereza ibikoresho binyuranye bikoreshwa urugero, imakasi, indodo	Gukomeza kwimenyereza gukoresha ibikoresho binyuranye ndetse n'amabara

**PHYSICAL EDUCATION OVERVIEW P1-P3**

Icyigisho	Icyigwa	Ubushobozi		
		Umwakawa 1	Umwaka wa 2	Umwaka wa 3
<b>Imiyego n'Igororangingo</b>	<b>Imyitoto n'imikino iteza imbere umubiri</b>	Gushyushya no kunanura umubiri by'ibanze.	Gushyushya no kunanura umubiri biringaniye binyuze mu mikino.	Gukora imyitoto y'ibanze y' igororangingo ryo kubutaka Gukora imyitoto bahindura icyerekezo n'umuvuduko.
		Gushira impungenge, guhindura icyerekezo no kwigengesera nta kugongana.	Kwirengera no kwigengesera.	Kumenyera gushira impungenge, kwigengesera no kwirengera.
	<b>Imyitoto n'imikino iteza imbere Imiyego n'ihuzangiro</b>	Gukora Imyitoto yo kugendera ku mirongo iboneye.	Kugendera kuri gahunda bahindura icyerekezo bahuza n'injyana.	Kugendera kuri gahunda bakurikije amabwiriza bahawe.
<b>Imikino inyuranye</b>	<b>Tekiniki z'imikino inyuranye</b>	Kwimenyereza imikin oy'ibanze mu kunaga, gusama no kwiruka.	Gukoresha imyitoto iteza imbere ubumenyiringiro Guteza imbere umuco wo kwakira ibyavuye mu mukino.	Gutezaimbere uburyobwokwiru kaumuvuduko, gusama, kunaga no gusimbuka. Kudunda umupira asiganwa n'abandi.
		Kwiruka intera ngufi basimburana, bakorana mu ntoki.	Kwiruka intera ngufi basimburana, bahererekanya agati.	Kumenyera guhererekanya agati biruka intera yisumbuye Gushorera umupira ugamije gutera mu izamu.
	<b>Gukinira mu makipe</b>	Gukina imikino yoroheje igaragaza ubufatanye.	Gukinira mu makipe bakurikiza amategeko yoroheje.	Kumva no gukurikiza amabwiriza y'imikino mu makipi Gutanga no gusama umupira



				biruka Guterera kure umupira uboneza mu izamu
<b>3. Ubuzima n'imibereho myiza</b>		Gukina batabangamirana.	Kumvaneza akamaro k'isuku ku buzima bw'umuntu.	Gusobanukirwa akamaro k'imyitoto ngororangingo ku buzima bwabo.

## **UPPER PRIMARY SUBJECT OVERVIEWS**

1. SOCIAL AND RELIGIOUS STUDIES
2. KINYARWANDA
3. ENGLISH
4. FRENCH
5. MATHEMATICS
6. SCIENCES AND ELEMENTARY TECHNOLOGIES
7. CREATIVE ARTS: MUSIC, DANCE AND DRAMA, FINE ARTS AND CRAFTS
8. PHYSICAL EDUCATION AND SPORTS

**SOCIAL STUDIES OVERVIEW P4-P6**

Topic area	Topic	Sub topic	COMPETENCIES		
			P 4	P 5	P 6
		<ul style="list-style-type: none"> <li>- <b>Village</b></li> <li>- <b>Cell</b></li> <li>- <b>Sector</b></li> <li>- <b>District</b></li> <li>- <b>Province</b></li> <li>- <b>Country</b></li> </ul>	Compare socio - economic activities of their district with neighboring Districts.	Describe his/her province and its districts.	Draw and interpret Rwanda administrative map, East Africa and African maps.
		<b>Nuclear and extended family</b>	Explain equity and equality in the family.	Explain complementarities in the society and its importance.	Recognize the importance of equity and equality in the society.
	<b>Relationship</b>	<b>Peace</b>	Recognize the importance of basic human rights and need for respect and tolerance.	Justify the importance of social cohesion and conflict management.	Discuss relationship among people in Rwanda, things that led to conflict and how to avoid them.
		<b>Acceptable behavior</b>	Develop and demonstrate acceptable behavior with peers (no excess)	Explain peer pressure and its consequences.	Discuss different ways of promoting acceptable behavior and ways of dealing with negative peer pressure
	<b>Health and</b>	<b>Hygiene and</b>	Demonstrate hygiene	Explain the	Carry out hygienic practices

Topic area	Topic	Sub topic	COMPETENCIES		
			P 4	P 5	P 6
	wellbeing	sanitation	practices and cleanliness of the environment.	importance of keeping our province clean.  Explain the importance of proper hygiene of private parts.	during puberty.
		Sexual behavior and Reproductive health	Identify gender based violence and sexual abuse practices.	Discuss how to handle sexual desires /peer pressure.	Discuss risky behavior.  Discuss different ways of delaying sex.
		Diseases	Demonstrate appropriate skills to prevent water borne diseases and malaria.	Demonstrate appropriate skills to prevent TB, HIV/AIDS and STIs.	Describe chronic diseases.
	Wealth	Needs and Wants	Analyse how the environment helps family members to satisfy their needs.	Make a simple family budget and develop a culture of resource management.	Recognize the importance of government, nongovernmental and international organizations in the development of the country
		Money	Participate in activities that increase savings.	Recognize the importance of saving.	Describe the importance of family and national budget.  Describe factors of

Topic area	Topic	Sub topic	COMPETENCIES		
			P 4	P 5	P 6
					development and their contribution to national economy.
		<b>Activities generating income</b>	Recognize the importance of tourism, trade and employment in the development of the country.	Explain the importance of cooperatives in the development of the country.	Justify the importance of natural resources and industries in the development of the country.
		<b>Social services and facilities</b>	Explain the importance of public assets and places.	Explain the importance social services facilities in our province.	Describe ways of protecting and preserving public place and assets in our country.
	<b>Civics and Governance</b>	<b>National symbols</b>	Describe the national symbols.	Explain the meaning of each element of national flag and national coat of arms.	Describe different national symbols.
		<b>Leadership</b>	Discuss the district leadership.	Explain factors that contribute to good leadership and governance.	Describe organs of government and their duties.
					Describe qualities and values of a good Rwandan citizen.
				Describe characteristics contributions and categories	

Topic area	Topic	Sub topic	COMPETENCIES		
			P 4	P 5	P 6
					of heroes in Rwandan.
	<b>Direction and location</b>	<b>Basic cardinal points</b>	Locate important places in the District, using the District map.	Locate important places in the Province, using the Provincial map.	Locate different places using longitudes and latitudes and determine time zones.
	<b>Human and economic geography</b>	<b>Tourism, Trade and employment</b>	Describe the importance of tourism trade and employment of the district.		Describe the linkage between environment and sustainable development.  Explain the importance and ways of conserving natural resources.
	<b>Environmental geography</b>	<b>Flora</b>	Describe Flora in their district.	Recognize environmental components and their importance in our province.	Locate physical features of Rwanda, East Africa and Africa on Rwanda, East Africa and African maps.
		<b>Fauna</b>	Describe Fauna in their district.	Describe climate seasons and its effects in his/her province.	Describe different type of climate.  Explain and impact of climate change.
		<b>Weather</b>	Describe weather in our district.		
	<b>Demography</b>	<b>Population</b>	Discuss the population census and its importance.  Explain population	Suggest measure that can be taken to regulate population growth. Describe the	Describe major ethnic groups, causes and effects of migration.

Topic area	Topic	Sub topic	COMPETENCIES		
			P 4	P 5	P 6
			increase and needs.	settlement in Rwanda.	
	<b>Infrastructures</b>	<b>Transport and communication</b>	Distinguish the types and means of communication.	Describe the importance of transport and communication in our province.	Describe communication services and transport networks in Rwanda and in the region.
<b>History</b>	<b>History of Rwanda and the region</b>	<b>Main elements for History of Rwanda and the region</b>	<p>Describe Rwanda traditional beliefs, crafts and relationship among Rwandese.</p> <p>Describe Rwanda pre-colonial social, political, and economic organization.</p>	<p>Describe traditional trade and agriculture in pre-colonial Rwanda.</p> <p>Discuss the arrival and of foreigners during Rwanda pre-colonial period.</p>	<p>Describe causes of colonialism, reactions and impact of resistance to colonialism in Rwandan and East Africa.</p> <p>Rwanda's' road to independence.</p> <p>Explain factors that led to 1994 Tutsi Genocide against the Tutsi.</p> <p>Discuss main elements of EA history.</p>

## RELIGIOUS STUDIES OVERVIEW P4-P6

### 1. CHRISTIAN EDUCATION P4-P6

Topic area	Subtopic area	Competencies		
		Primary 4	Primary 5	Primary 6
Holy scripture and beliefs	Creation and revelation	Explain how to respect and protect God's creatures on a daily basis.	Choose and evaluate some parts of the Bible and reflect upon its contents as the true word of God to humanity.	Interpret the accounts of the means that God used to reveal himself to humanity.
	Salvation of Humankind Christian Worship	Explain the plan of salvation through the call of Israelite people Explain the plan of salvation through the call of Israelite people.	Show respect for and trust in God following the example of Abraham, David and The Virgin Mary.	Appreciate the unity of God in three personas as the foundations of Christianity and be able to articulate this clearly.
		Appreciate and understand the prophecies and annunciation of the coming of the Saviour (Isaiah, Psalms, John the Baptist).	Explain the life of the first Christian community and expansion of the Gospel after the Pentecost events.	
		Explain the divine nature of the Church as the Body of Christ and participate actively in its mission.	Demonstrate the relationship between faith, grace and good work in regard to the salvation.	
		Perform works of charity and live according to Jesus' Example on a daily basis.	Perform charitable acts and contribute to the wellbeing of others in society through thought, word and deed.	Manifest positive attitudes values and self-control in the social relations as a Christian (choosing a friend, sexuality, AIDS).



Topic area	Subtopic area	Competencies		
		Primary 4	Primary 5	Primary 6
Spiritual and moral Family and Peace	Family peace and values			Demonstrate how best to protect all creatures in order to safeguard peace and justice in the world and be able to explain such actions.
		<b>Specific topics for Catholics</b>	<b>Specific topics for Catholics</b>	<b>Specific topics for Catholics</b>
		<b>Specific topics protestant and seventh day Adventist</b>	<b>Specific topics protestant and seventh day Adventist</b>	<b>Specific topics protestant and seventh day Adventist</b>
		Interpret Jeremiah and Daniel's prophecies.	Explain the moral and spiritual teachings of some parable.	Explain the celebration of the Sabbath.

## 2. ISLAMIC RELIGIOUS STUDIES OVERVIEWS P4-P6

TOPIC AREA	SUBTOPIC AREA	COMPETENCES		
		Primary 4	Primary 5	Primary 6
<b>Holy scriptures and Beliefs</b>	<b>Tawhiid</b>	Be able to select and discuss some verses of the Qur'an and hadiths.	Appreciate submissiveness to Allah as a necessary means to Grace and be able to explain it fully.	Assess and fully explain the attributes of God
	<b>Qur'an</b>	State and explain specific chapters and some verses of the Qur'an.	Discuss the grave sins in Islamic faith and the various ways in which they can be avoided.	Examine and comment upon some chapters of the Qur'an.
	<b>Fiq'hi</b>	Explain the different steps in Islamic worship services and what each step signifies.	Explain and comment upon some verses and then Appreciate the importance of the first three pillars of Islam.	Write and explain Arabic words in the Qur'an.
	<b>History of Islam</b>	Summarise Hadiths as sources of the Islamic faith.	Illustrate the major events of Islam in its expansion.	Perform some recommended hygienic practices on a daily basis, justifying their importance whilst doing so.
<b>Moral and spiritual values</b>	<b>Morality ( Imam)</b>	Demonstrate good moral behaviour and manners towards others according to the Qur'an and hadiths teachings	Practice the recommended behaviour show how best to avoid prohibited behaviour	Solve conflict in daily life and show positive behaviour marked by social values

KINYARWANDA OVERVIEW P4-P6

ICYIGWA	ICYIGISHO	Ibyo umunyeshuri azaba ashobora gukora		
		Umwaka wa kane	Umwaka wa gatanu	Umwaka wa gatandatu
UBUSHOBOZI BWO GUKORESHA URURIMI MU MVUGO	<b>Kumva</b>	Kumva neza ibitekerezo abwiwe cyangwa asomewe bikubiye mu myandiko migufi inyuranye, no gusubiza ibibazo abajijweho.	Kumva neza ibitekerezo abwiwe cyangwa asomewe bikubiye mu myandiko irimo amagambo amwe n’amwe mashya akoreshejwe ku bintu amenyereye	Kumara umwanya yumva ibitekerezo abwirwa cyangwa asomerwa, cyangwa akurikiranye ubutumwa bunyuzwa mu mafirime no bitangazamakuru binyuranye.
	<b>Kuvuga</b>	Kuvuga yatura neza kandi ashize amanga mu gihe asubiz ibibazo, mu gihe agaragaza ibitekerezo bye, cyangwa abara inkuru yiatye ku bamuteze amatwi.  Kuvuga mu magambo make ibyo yumvise.	Kuvuga ashize amanga mu gihe yungurana ibitekerezo n’abandi, avuga imiterere y’abantu, iy’ahantu cyangwa avuga ibyabaheho.  Kubaza ibibazo bihwitse kugira ngo arusheho gusobanukirwa n’ibitekerezo yumvise abe yagira n’icyo yongeraho.	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 biganiri mpaka, mu ikinamico no gukinira imbere y’abantu b’ibyiciro bitandukanye.

ICYIGWA	ICYIGISHO	Ibyo umunyeshuri azaba ashobora gukora		
		Umwaka wa kane	Umwaka wa gatanu	Umwaka wa gatandatu
UBUSHOBOZI BWO GUKORESHA URURIMI MU NYANDIKO	<b>Gusoma</b>	<p>Gusoma imyandiko migufi mu ijwi riranguruye, adategwa yubahiriza injyana, utwatuzo n'iyitsa.</p> <p>Gusoma ibyonyi yihitiyemo no kugaragaza ibyo akunda.</p> <p>Guhuza ibitekerezo bikubiye mu bice binyuranye y'umwandiko, agamije kubona amakuru akeneye.</p>	<p>Gusoma adategwa, yubahiriza injyana, n'utwatuzo.</p> <p>Gusobanukira imyandiko inyuranye ifite uburebure butandukanye, irimo inkuru, imivugo, inyandiko, urutonde rw'abantu n'ibintu.</p>	<p>Gusoma adategwa imyandiko miremire ibara inkuru z'ibiriho cyangwa byabayeho, n'ibara inkuru z'ibihimbano, agasobanura insanganyamatsiko z'ingenzi zirimo.</p> <p>Gusobanura ibiranga ururimi rukoresha mu nyandiko bitewe n'ikigamijwe, nko kumvikanisha igitekerezo, gutambutsa inyigisho cyangwa gususurutsa.</p>
	<b>Kwandika</b>	<p>Kwandika imyandiko migufi ibara inkuru z'ibiriho cyangwa byabayeho, n'ibara inkuru z'ibihimbano, yubahiriza amategeko y'ibanze y'imyandikire n'imyubakire y'interuro iboneye.</p>	<p>Kwandika, interuro z'urusobe n'imyandiko migufi, irimo inkuru, imivugo, inyandukuro, amabwiriza n'ibisobanuro, no gukora incamake zoroheje, no kubisuzuma agamije kunoza ireme ryabyo.</p>	<p>Kwandika imyandiko miremire irimo inkuru, imivugo, udukinamico, raporo, ibisobanuro, inyandikomvugo, akoresheje imvugo zinyuranye kandi yubahiriza amategeko y'imyandikire, imyubakire y'interuro n'imiterere iboneye</p>

ICYIGWA	ICYIGISHO	Ibyo umunyeshuri azaba ashobora gukora		
		Umwaka wa kane	Umwaka wa gatanu	Umwaka wa gatandatu
		Gusuzuma ibyanditswe kunoza ireme ryabyo, akosora imyandikire kandi akoresha amagambo aboneye.		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.
		Gukoresha ubumenyi bafite ku miterere no ku turango tw'amagambo y'ikinyarwanda, kugira ngo barusheho gusoma neza, batature neza inyuguti zigize ijamba, no kwiyunguka amagambo mashya.	Kwiyungura amagambo, kurushaho gusoma neza, no kwandika neza akoresheje ubumenyingiro afite ku myubakire y' amagambo (imiterere n'uturango by'amagambo), no kwitabaza imfashanyigisho zose zamufasha mu kwiyungura ubumenyi.	Kwiyungura amagambo, kurushaho gusoma neza, no kwandika neza akoresheje ubumenyingiro afite ku myubakire y' amagambo (imiterere n'uturango by'amagambo), no kwitabaza imfashanyigisho zose zamufasha mu kwiyungura ubumenyi.

ICYIGWA	ICYIGISHO	Ibyo umunyeshuri azaba ashobora gukora		
		Umwaka wa kane	Umwaka wa gatanu	Umwaka wa gatandatu
		Gukoresha amategeko y'ibanze y'ikibonezamvugo ku rwego rw' imyubakire y'amagambo n'interuro, hamwe n'imikoshereze y'utwatuzo.	Gukoresha amategeko y'ibanze y'ikibonezamvugo ku rwego rw'imyubakire y'amagambo, interuro, imyandiko, hamwe n'uturango tw'ingeri zinyuranye z'imyandiko.	Gukoresha amategeko y'ibanze y'ikibonezamvugo ku rwego rw'imyubakire y'amagambo, interuro, imyandiko, hamwe n'uturango tw'ingeri zinyuranye z'imyandiko.

## ENGLISH SUBJECT OVERVIEW P4-P6

Topic area	Sub-Topic area	Competences		
		P4	P5	P6
Oral understanding and expression	Listening	Listen attentively and identify the main points and some of the details from a spoken message made up of familiar words and expressions in simple sentences.	Listen attentively and identify the main points and opinions in spoken messages made up of familiar and unfamiliar material from various contexts.	Differentiate present, past and future events in a range of spoken materials.
	Speaking	Take part in a simple conversation and debate expressing opinions and making relevant contributions.	Talk about a topic of choice and present their findings to others including expressing opinions.	Give a short talk and present ideas and findings, expressing opinions and answering simple questions using a variety of structures. Ask questions to clarify and seek information
	Tools for listening and talking	Ensure that everyone has an opportunity to contribute.		Give their point of view in an orderly manner.

Topic area	Sub-Topic area	Competences		
		P4	P5	P6
Written understanding and expression	Reading	Identify the main points and some details from short written texts in familiar contexts and deal with questions across a range of subjects.	Summarise the main points and opinions in written texts from various contexts and across a range of subjects.	Distinguish between present, past and future events in a range of texts and subjects.
		Identify their favorite characters from read stories and explain why they like them.	Read fluently respecting rhythm and punctuation. Understand and explain a wide variety of texts of varying length including narratives, poems, notes, lists etc.  Summarise stories they have read explaining their likes and dislikes.	
	Writing	Construct short texts on familiar topics adapting language already learnt.	Write short descriptive texts on a range of familiar topics using more complex sentences.	Write longer texts giving and seeking information and opinions using a variety of structures, using different tenses



Topic area	Sub-Topic area	Competences		
		P4	P5	P6
Knowledge of the language	Grammar	Enriching and communicate detailed English sentences using more vocabulary, language structures and conventions of prints already learned.	Enhance and communicate more detailed English sentences using vocabulary, language structures and conventions of prints already learned.	Communicate complex sentences using advanced English vocabulary, language structures and conventions of prints already learned.

## FRENCH OVERVIEW P4-P6

Domaine de communication	Sous domaines de communication	Compétences		
		4 <sup>ème</sup> année	5 <sup>ème</sup> année	6 <sup>ème</sup> année
<b>Compréhension et expression orales</b>	<b>Ecouter</b>	Comprendre les formules courantes de salutations, les expressions simples de politesse, de simples consignes, de courtes phrases en parlant de lui-même et des autres.	Comprendre une série de questions courantes, de consignes et de phrases à travers des dialogues clairement articulés parlant de sa famille, de ses amis et de son environnement immédiat.	Comprendre de conversations courtes et petits extraits de langage courant décrivant les gens, les lieux, ainsi que les événements de tous les jours.
	<b>Parler</b>	Employer les formules courantes de politesse, répondre brièvement aux questions avec des mots simples ou de courtes phrases.	Demander et donner une simple information sur soi, sa famille, ses amis et son environnement immédiat. -Exprimer ses opinions personnelles étant d'accord ou pas d'accord.	Participer dans de courtes conversations de 3 ou 4 interlocuteurs et faire une courte description des gens, des lieux, et des événements de tous les jours.
<b>Compréhension et expression écrites</b>	<b>Lire</b>	Lire à haute voix et d'une manière expressive les mots simples et les phrases courtes tirés du contexte familial.	Lire à haute voix et d'une façon expressive de textes descriptifs courts contenant des expressions courantes.	Lire à haute voix et d'une façon expressive de descriptions courtes et de textes narratifs et comprendre les idées principales.
	<b>Ecrire</b>	Recopier les mots.	Compléter un.	Rédiger un paragraphe.

Domaine de communication	Sous domaines de communication	Compétences		
		4 <sup>ème</sup> année	5 <sup>ème</sup> année	6 <sup>ème</sup> année
		courants et les expressions courtes relevant de la vie de tous les jours.	formulaire simple et écrire un texte descriptif de deux ou trois phrases sur des sujets familiers.	court de trois ou quatre phrases simples décrivant les personnes, les lieux et les événements de tous les jours.
Connaissances de la langue	Vocabulaire	Identifier et employer le vocabulaire de base Comprendre les mécanismes des sons et des lettres du français Comprendre les mécanismes des sons et des lettres du français afin de les prononcer et les articuler correctement Respecter les règles de l'orthographe et de l'emploi des lettres majuscules.		
	Grammaire	Identifier et utiliser le présent de l'indicatif et de l'impératif. Accorder en genre et en nombre. Respecter la structure de la phrase française de base.		

## MATHEMATICS OVERVIEW P4-P6

TOPIC AREA	SUB-TOPIC AREA	COMPETENCES		
		PRIMARY 4	PRIMARY 5	PRIMARY 6
<b>NUMBERS AND OPERATIONS</b>	<b>Whole numbers</b>	Extend counting, reading, writing, ordering and place value of whole numbers up to 100 000.	Extend counting, reading, writing, ordering and place value of whole numbers up to 1 000 000.	Learn period names—million, billion—so students can read numbers of any size.
	<b>Operations on whole numbers</b>	Add and subtract whole numbers up to 100 000, multiply by a two digit number, divide by a single digit number.	Extend addition, subtraction, division and multiplication to larger numbers.	Select appropriate calculation strategies when solving problems.
	<b>Integers (negative and positive numbers)</b>	Extend the number line to include negative numbers in practical contexts (e.g. counting, selling and buying, etc.)	Extend addition and subtraction to negative integers in practical contexts.	Extend multiplication and division of integers.
	<b>Factors and multiples</b>		Prime factorization  Introduce indices (exponents), notation for repeated factors  Uniqueness of prime	Extend indices

TOPIC AREA	SUB-TOPIC AREA	COMPETENCES		
		PRIMARY 4	PRIMARY 5	PRIMARY 6
			factorization.  LCM and GCF.  Divisibility tests for 2, 3, 4, 5, 6, 8, 9, 11.	LCM and GCF when solving problems.
	<b>Types of numbers</b>	Recognize and find squares and exact square roots.  Identify and list even and odd numbers.  Calculate and use LCM.	Identify prime numbers and apply the fundamental theorem of arithmetic (prime factorization is unique).  Extend the use of LCM and GCF (HCF).	
<b>FRACTIONS &amp; PROPORTIONAL REASONING</b>	<b>Equal and unequal fractions</b>		Calculate and use equivalent fractions in practical contexts.	Understand fractions as the outcome of division and apply them in daily life situations.
	<b>Addition, subtraction, multiplication and division of fractions</b>	Add, subtract, fractions with same denominators.  Multiply and divide fractions by a whole	Add, subtract, fractions with different denominators.	Multiply, and divide fractions with different denominators.

TOPIC AREA	SUB-TOPIC AREA	COMPETENCES		
		PRIMARY 4	PRIMARY 5	PRIMARY 6
		number.		
	<b>Decimal fractions</b>	Extend use of place value to decimals with up to 2 decimal places.	Read, write, and compare decimals with up to 3 places. Converting fractions to decimals and <i>vice versa</i> . Matching fractions and decimals.	Use place value to convert decimals to fractions.
	<b>Addition, subtraction, multiplication and division of decimal fractions</b>	Perform addition and subtraction on decimal numbers.	Perform multiplication and division on decimal numbers.	Calculate mixed operations of decimal fractions.
	<b>Ratios, proportions and percentages</b>		Apply direct proportion in practical contexts (e.g. scale drawing, three times as big).	Apply ratio and proportion and percentages in practical contexts (e.g. three times as much, proportional mixtures).
<b>METRIC MEASUREMENTS</b>	<b>Length</b>	Convert between related units and use decimal representations up to 2d.p.	Select appropriate measures and units when solving problems, including intervals, interpreting decimal representations up to 3d.p.	Convert between the units of volume, capacity and mass.
	<b>Capacity</b>			
	<b>Mass</b>			

TOPIC AREA	SUB-TOPIC AREA	COMPETENCES		
		PRIMARY 4	PRIMARY 5	PRIMARY 6
	<b>Surface and land measurements</b>	Understand area as the 2D space enclosed by a boundary, and use square units (e.g. cm <sup>2</sup> , m <sup>2</sup> ).		
	<b>Time</b>	Tell time.  Convert between digital and clock face representations of time.	Solve real life problems that involve finding time intervals, converting between units as required.	Solve problems that relate to different time zones (e.g. Rwanda and America).  Solve simple problems involving time, distance and speed (e.g. moving bodies).
	<b>Money &amp; financial applications</b>	Perform role play of buying and selling Understand concept of buying and selling and appreciate the importance of accuracy and honesty.	Understand the important role of money in our lives Sources of money: where money comes from Budgeting what comes in and what goes out, and setting priorities Understand various ways to transfer money: ATM, cheque, cash, mobile-money	Solve problems involving saving (simple interest only) and understand the importance of saving.

TOPIC AREA	SUB-TOPIC AREA	COMPETENCES		
		PRIMARY 4	PRIMARY 5	PRIMARY 6
			<p>Saving (protecting) and borrowing money; borrowing is not free</p> <p>Understand that there are different currencies</p> <p>Convert currencies in practical contexts.</p>	
<b>ALGEBRA</b>	<b>Number sequences</b>	Describe and generate number patterns following a rule (e.g. start at 5 and go up in 3s).	<p>Use simple sequences that include fractions and decimals (e.g., 0, 1½, 3, 4½, 6, 7½..., or 0, 0.5, 1, 1.5, 2, 2.5...)</p> <p>Extend number patterns to sequences like 5, 8, 11, 14, 17, sequences with constant ratio (1, 2, 4, 8, 16...), sequences with regularly changing differences (e.g., 1, 3, 6, 10, 15..., each difference one greater than the one before) 1, 3, 7, 15, 31, 63...</p>	<p>Generalise a rule for the nth term in a linear sequence e.g.</p> <p>3, 7, 11, ..., <math>4n - 1</math></p> <p>Establish that expressions are equivalent e.g.</p> <p><b><math>3(n - 2) + n + 5 = 4n - 1</math></b></p>



TOPIC AREA	SUB-TOPIC AREA	COMPETENCES		
		PRIMARY 4	PRIMARY 5	PRIMARY 6
	<b>Algebraic expressions, Equations and inequalities</b>	Analyse the concept of like and unlike terms Solve missing number problems involving addition and subtraction.	Extending collection of like terms. Substitution into algebraic expressions (e.g., $5 + 3n$ , which generates 5, 8, 11, 14...) (e.g., if $a = 5$ and $b = 8$ , what is the value of $2a - b$ ?) Solve missing number problems involving multiplication and division.	Extending collection of like terms and substitution Form and solve simple algebraic equations and inequalities.
<b>GEOMETRY</b>	<b>Lines and angles</b>	Identify types of lines and angles.  Use a (protractor) to measure angles.	Recognise and use the angle properties of parallel and perpendicular lines. Understand angles formed by intersecting lines. Bisection of angles using folding.  Constructing angles using compass and ruler.  Know and understand the angle sum of a triangle.	Use bearings and compass points and analyse the relationship between them.  Understand how to use the angle sum of a triangle to determine the interior angles of regular polygons.

TOPIC AREA	SUB-TOPIC AREA	COMPETENCES		
		PRIMARY 4	PRIMARY 5	PRIMARY 6
	<b>2D and 3D shapes and properties</b>	Use geometric properties, including symmetry, to sort shapes.	Interpret and construct scale drawings.	Construct polygons using a protractor, a ruler and pair of compasses.  Design nets to make cuboids and prisms.
	<b>Measurements of 2D and 3D shapes</b>	Calculate perimeter and area of quadrilaterals.	Calculate circumference of a circle.  Calculate volume of cubes and cuboids.	Calculate area of a circle, surface area of cuboids and surface area of a cylinder.  Calculate volume of a cylinder.
<b>STATISTICS AND ELEMENTARY PROBABILITY</b>	<b>Collecting data</b>	Collect data appropriate to a question or problem, distinguishing between qualitative and quantitative data.	Decide how to collect data to answer a question or problem.  Collect data from random events.	Collect data using tally charts.
	<b>Representing data</b>	Represent information using tables and bar graphs.	Represent experimental data using a bar graph or line graph.	Represent data presented in a frequency table.
	<b>Interpreting data</b>	Interpret and extract information from tables	Use data to make decisions about likelihood e.g. what is the most likely cause of death	Solve problems using data represented in pie charts.

TOPIC AREA	SUB-TOPIC AREA	COMPETENCES		
		PRIMARY 4	PRIMARY 5	PRIMARY 6
		and bar graphs.	in Rwanda?	
	<b>Probability of events/experiments</b>	Through experience of playing games of chance, decide whether or not they are fair.	Conduct experiments to decide how likely something is to happen.  Design a fair game of chance.	Order events in terms of likelihood.

## SCIENCE ELEMENTARY TECHNOLOGIES (SET) OVERVIEW P4-P6

TOPIC AREA	COMPETENCES		
	P4	P5	P6
<b>Tools and Objects production</b>	Apply appropriate use and maintenance of agricultural tools.	Apply appropriate use and maintenance of tools used: in carpentry in masonry	Apply appropriate use and maintenance of tools used: in mechanics; in blacksmith Classify and use simple machines according to the position of the load, fulcrum and effort.
	Make simple utility objects (e.g. basket, wood spoon) and learning materials (geometrical figures: triangle, rectangle and square).	Make simple utility objects (e.g.: toy bicycle, car and house; basket ) and learning materials geometrical figures: rhombus, parallelogram and trapeze).	Make toys and utility objects using a range of techniques and materials (e.g.: toy bicycle, dolls basket, mat, fiber trays) and learning materials (geometrical figures: solids or regular polygons), crocheting, sewing.
<b>ICT</b>	Explain common ICT terminology and differentiate Sugar and Gnome user interface.	Apply principles in storage and files management.	Manage folders and files in Gnome.
	Perform write activity.	Perform write activity.	Apply Write, Edit, Save, Retrieve and format text in Abiword.
	Explore paint environment and perform paint activity		
	Apply file management in the journal.	Explain and apply browse activity and the use-mail account.	Explore and Use search engines.
	Design and construct geometric shapes in	Design and construct geometric shapes in Turtle art activity	Design and construct geometric shapes in Turtle art activity (irregular

TOPIC AREA	COMPETENCES		
	P4	P5	P6
	<p>Turtle art activity (lines square, rectangle, circle).</p> <p>Apply principles in creating animations (objects).</p>	<p>(parallelogram, rhombus, trapezium Regular polygons).</p> <p>Create dialogue and apply its animations in scratch.</p>	<p>polygons).</p> <p>Design different projects in scratch.</p> <p>Explore and use Etoys environment.</p>
<b>Our Environment</b>	<p>Explain properties and importance of air and effects of wind as well as sound in surrounding environment.</p> <p>Choose good soil and prevent it from erosion.</p> <p>Classify the animals according to their locomotion, feeding and reproduction mode.</p> <p>Explain and practice effective management of animals (Rabbit keeping).</p> <p>Demonstrate stages of germination and establish the relationship between parts of plants and their function.</p>	<p>Explain importance of water, effect of rain water on environment and good general water management practice.</p> <p>Prepare the soil for cultivation and use fertilizers.</p> <p>Explain and practice effective management of animals (Goat keeping).</p> <p>Explain the importance of plants and afforestation' effects in the environment.</p>	<p>Explain the phenomenon of air pollution and apply its management.</p> <p>Explain and practice effective management of animals (goat and cows).</p> <p>Describe the parts of a flower and explain the process of sexual and asexual reproduction in plants.</p> <p>Apply garbage collection techniques and separate hazardous, organic and recyclable waste materials.</p>

TOPIC AREA	COMPETENCES		
	P4	P5	P6
<b>The Human Body</b>	<p>Explain the structure, function and maintenance of the human sensory organs.</p> <p>Describe the human skeleton and explain its functions and maintenance.</p> <p>Identify and explain the functions and maintenance of muscles.</p>	<p>Explain different stages of digestion and prepare a balanced diet.</p> <p>Practice hygiene and recognize sexual characteristics and responsible behaviour.</p>	<p>Describe and explain the functioning of the circulatory system, its hygiene and maintenance</p> <p>Explain the mechanism of respiration</p> <p>Explain the function of male and female genital organs; the prevention, transmission and treatment of STIs and HIV and state ways of preventing pregnancy.</p>
<b>Energy</b>	<p>Explain properties and importance of sound in surrounding environment.</p>	<p>Demonstrate the existence of light; explore its properties and transmission according to intensity.</p> <p>Construct, manage an electric circuit and explain its importance.</p>	<p>Use of energy and its transformations from one form to another.</p> <p>Explain and demonstrate the existence of magnetic forces and magnetic field.</p>
<b>Materials and state of matter</b>		<p>Classify materials according to their properties in metals and non-metals, and calculate their density.</p>	<p>Demonstrate and explain changes of state of matter.</p>

## CREATIVE ARTS OVERVIEWS P4-P6

### A. MUSIC AND DRAMA

Topic Area	Sub/Topic Area	Competences		
		Primary 4	Primary 5	Primary 6
Performing music	<b>Singing</b>	Sing in tune with some expression (slow-fast; loud-soft).	Sing simple lyric songs with some expression (dynamics: piano ( <i>p</i> ) and forte ( <i>f</i> ); male and female voices).  Perform <i>Intore dance</i> according to <i>umurishyo w'ingoma</i> .	Sing simple lyric songs according to musical notation.  Sing ascending and descending C scale beating the simple time.
	<b>Playing instruments</b>	Perform simple accompaniments on instruments that use a limited range of tones (for example <i>umuduri</i> or <i>iningiri</i> ).	Increase/ the range of instruments used in accompanying (for example <i>umwirongi, ikembe</i> , etc).  Apply <i>umurishyo w'ingoma</i> .	Perform simple instrumental pieces (for example <i>ihembe, inanga, etc...</i> ).
<b>Composing Songs and poems</b>	<b>Composition</b>	Compose a short self-praise poem ( <i>icyivugo</i> ) in Kinyarwanda for performing with music.	Compose a short lyric songs in Kinyarwanda language.	Compose a short lyric song in English or French languages.
<b>Appraising</b>		Differentiate modern rhythms from Rwandan traditional ones.	Analyse some lyric songs taking into account the message highlighted.  Suggest and make improvements to their own and other compositions.	Explain why some lyric songs are more liked than others.

## B. . FINE ART AND CRAFTS

Topic Area	Sub-topic Area	Competences		
		Primary 4	Primary 5	Primary 6
Visual Arts	<b>Drawing and Painting.</b> (Still Life ,Nature Study and Color)	<p>Make different compositions through observation, experience &amp; imagination.</p> <p>Draw, display pictures, give individual &amp; group interpretation.</p> <p>Make different pictures using colour.</p>	<p>Explore drawing human figures in different techniques, postures and actions.</p> <p>Compose pictures of various landscapes.</p> <p>Represent various landscapes of different activities.</p>	<p>Create pictures of various objects and activities from a variety of sources including observations and photographs.</p> <p>Experiment with monochrome &amp; create pictures of objects or landscapes using colour.</p> <p>Demonstrate freedom &amp; ability to create various artworks in colour.</p>
	<b>Print-making</b> Colour & Motifs	Experiment with different methods of printing i.e. impression, block etc.	Express more muscle control in creating different patterns and experiment with colour and repeating patterns.	Compose different motifs in abstract & real patterns.
	<b>Graphic Design</b> Calligraphy & Posters	Explore with different calligraphic styles & images.	Experiment with different styles in lettering and images.	Create various texts expressing ideas& use a graphics package to create and manipulate images.
Crafts	<b>Sculpture And Ceramics</b>	Explore with different figures and shapes using various methods i.e. slabs, coils, etc.	Make various forms and shapes in clay from observation and imagination.	Create figures of different shapes and poses using different methods.
	<b>Collage</b>	Express various ideas in making different craftworks using different articles.	<p>Continue to express various ideas with different methods.</p> <p>Use different techniques,</p>	Use a range of media to create collage works.



Topic Area	Sub-topic Area	Competences		
		Primary 4	Primary 5	Primary 6
			colour and textures in making various artworks.	
	<b>Textile Decoration</b> (Embroidery)	Make different craftworks using various materials.	Create different designs i.e. traditional motifs etc.	Create various motifs using different ideas.

## PHYSICAL EDUCATION OVERVIEW P4-P6

Topic Area	Subtopic Area	Competencies		
		Primary 4	Primary 5	Primary 6
Movement and Gymnastics	<b>Motor Control</b>	Perform a range of exercises of circulatory and respiratory systems Develop basic technics in gymnastics activities	Refine their technics in a range of gymnastic activities Improve different exercises of body parts in various positions	Refine and increase their range of participation in gymnastics and other forms of physical activities.
	<b>Body control and balance</b>	Perform a range of actions and agilities with consistency, fluency and clarity of movements.	Design and perform movement and dance sequences that combine a range of movements	Create a simple characters and narrative through movement and dance in response to a range of stimuli
Sports and Games	<b>Individual sports</b>	Apply basic techniques in games requiring kicking,dodging, catching,passing, throwing, shooting and jumping.	Perform variety of motor skills involving a range of games and sports like football, Handball, Basketball, Volleyball, Athletics.?	Extend and apply the techniques for running, jumping, kicking, catching, shooting, throwing, passing, dodging,...in a game situation
	<b>Collective sports</b>	Apply their skills to participate in basic competitive games such as individual, collective sports and traditional games.	Participate as a part of team in group competitions to refine their performance in the various games.	Demonstrate increased defensive and offensive playing strategies in a range of games and competitions.
Health and well being	<b>Diseases prevention</b>	Prevent him/herself and others against HIV/AIDS through games and sports	Prevent against diseases caused by lack of hygiene through games and sports	Understand the importance of a balanced diet andhygiene



## **LOWER SECONDARY SUBJECT OVERVIEWS**

### **CORE SUBJECTS**

1. ENGLISH
2. KINYARWANDA
3. MATHEMATICS
4. PHYSICS
5. CHEMISTRY
6. BIOLOGY AND HEALTH SCIENCES
7. ICT
8. HISTORY AND CITIZENSHIP
9. GEOGRAPHY AND ENVIRONMENT
10. ENTREPRENEURSHIP
11. FRENCH
12. KISWAHILI
13. LITERATURE IN ENGLISH

### **ELECTIVE SUBJECTS**

- RELIGION AND ETHICS
- MUSIC, DANCE AND DRAMA
- FINE ARTS AND CRAFTS
- HOME SCIENCES
- FARMING (AGRICULTURE AND ANIMAL HUSBANDRY)

### **CO-CURRICULAR ACTIVITIES**

- PHYSICAL EDUCATION AND SPORTS

## HISTORY AND CITIZENSHIP OVERVIEWS S1-S3

### 1. HISTORY S1-S3

TOPIC	SUB-TOPC	Competences		
		S1	S2	S3
<b>Collecting And Analysing Historical Sources of Information</b>	<b>Concepts of History and historical research</b>	<p>Explore the definition of History, terms used, and its importance.</p> <p>Find out the general sources used to collect historical information.</p> <p>Research about advantages and disadvantages of different material sources of History.</p>	<p>Examine the complementarities of material, immaterial and electronic sources of History.</p>	
<b>HISTORY OF RWANDA</b>	<b>History of ancient , colonial and post-colonial Rwanda</b>	<p>Explore settlement of interlacustrine region.</p> <p>Describe the origin, organization and expansion of Rwanda.</p> <p>Analyse the pre-colonial civilization of Rwanda.</p>	<p>Explain the causes of German and Belgian colonization.</p> <p>Evaluate the impact of German and Belgian colonization on Rwandan society.</p>	<p>Explain the political, economic, social and cultural changes in the first and the second Republics.</p> <p>Explain the causes and consequences of the Liberation War 1990-1994.</p>
	<b>History of Genocide</b>	<p>Differentiate between genocide and other mass crimes.</p>	<p>Describe the causes and course of genocide against the Tutsi (Planning, execution and stopping of</p>	<p>Examine the consequences of 1994 genocide against the Tutsi and how society</p>

TOPIC	SUB-TOPC	Competences		
		S1	S2	S3
			genocide).	has been re-built.
<b>HISTORY OF AFRICA</b>	<b>History of Ancient Africa</b>	<p>Explore the evidence for the development of humans in Africa.</p> <p>Identify the importance of the early Egyptian civilization to modern civilizations.</p> <p>Identify factors for the development and decline of Trans-Saharan trade.</p> <p>Describe the origin, growth, organisation, abolition and effects of trans-Atlantic Trade.</p>	<p>Examine the political, social and economic organisation of Empires in East and Central Africa (Buganda and Kongo).</p> <p>Describe the organisation and explain the effects of Long distance trade.</p> <p>Explain the origin, causes and effects of Ngoni migration.</p>	
<b>HISTORY OF AFRICA</b>	<b>European exploration, colonization and administrative policies</b>		<p>Examine the main causes and consequences of the exploration in Africa.</p> <p>Analyse the process of European colonization of Africa.</p> <p>Analyse the African response to partition and colonial conquest in Africa.</p>	<p>Identify and define different colonial administrative systems and colonial masters.</p> <p>Explore political and economic colonial reforms and their consequences on African societies.</p>
<b>HISTORY OF AFRICA</b>	<b>De-colonisation</b>			Examine causes and

TOPIC	SUB-TOPC	Competences		
		S1	S2	S3
				effects of decolonisation of Africa. Case study: Ghana, Republic of South Africa.
<b>HISTORY OF THE WORLD</b>	<b>Great Revolutions and world wars</b>		<p>Describe the background of Industrial revolution, its causes and consequences.</p> <p>Describe the technical inventions and their inventors.</p> <p>Discuss the causes and impact of American revolution.</p>	<p>Explain the causes and the consequence of 1789 French Revolution.</p> <p>Describe the causes and consequences of the First and Second world wars.</p>
	<b>The world wars and their consequences</b>			<p>Describe the causes and effects of the first world war.</p> <p>Explain the causes and effects of 1929 economic crisis and the rise of totalitarian regimes in Europe</p> <p>Explain the causes and consequences of Second World war.</p>

## 2. CITIZENSHIP S1-S3

TOPIC	SUB-TOPIC	Competences		
		S1	S2	S3
SOCIETY	<b>Human Rights duties and responsibilities</b>	<p>Explain the principles and concept of human rights</p> <p>Suggest ways of preventing Human Rights violations (Forced labour for Children).</p>	Analyse how Rights are balanced by obligations and duties and relate this to the situation in Rwanda.	<p>Analyse the effectiveness of national and international human rights instruments.</p> <p>Examine ways in which Human Rights can be protected in the context of democracy.</p>
	<b>Democracy and justice</b>	Explain the Democracy and its different forms and principles.	Identify the role and functions of the State and Government.	Compare the democratization process in Rwandan and sub region.
	<b>Unity</b>	Identify oneself differently in reference to Rwanda.	Explain the interdependency and unity in diversity (identities including national identity or Rwandanness/ Ubunyarwanda).	Identify oneself differently in reference to Rwanda and any specific regional grouping in which Rwanda is placed.
	<b>Conflict transformation</b>	Analyse forms and cause of conflicts and violence and their consequences.	Analyse how all people including those with disabilities can live together in harmony.	Assess how the national laws leads to the conflict transformation.
	<b>Dignity and Self-Reliance</b>	Explain the dignity and self –reliance and their implication on Rwandan society.	Identify the hinderances of dignity and self –reliance in Rwandan society.	<p>Examine the factors for national independence:</p> <ul style="list-style-type: none"> <li>• Culture</li> <li>•History</li> </ul>



TOPIC	SUB-TOPIC	Competences		
		S1	S2	S3
				•Economic
	<b>Disability and inclusive education</b>	<p>Explain the concept of disability, types and attitudes towards people with disability</p> <p>Identify oneself differently in reference to Rwanda.</p>	<p>Analyse causes and effects of disabilities and determine measures to prevent them.</p> <p>Explain the interdependency and unity in diversity (identities including national identity or Rwandanness / Ubunyarwanda).</p>	<p>Differentiate special needs education and inclusive education and appreciate impacts of inclusive education</p> <p>Identify oneself differently in reference to Rwanda and any specific regional grouping in which Rwanda is placed.</p>
<b>INDIVIDUAL AND FAMILY</b>	<b>Values attitudes and sources of sexual learning</b>	Describe personal and family values and their relation to sexuality and reproductive health.	Examine the concept of Human Rights related to sexual and reproductive health.	Examine the possible conflicts between family and personal values in relation to sexuality.
<b>INDIVIDUAL</b>	<b>Tolerance and respect</b>	Examine the bias related to disabilities prejudice, stigma, intolerance, harassment, rejection and bullying.	Explain what us stigma, discrimination and bullying and their consequences in society.	Demonstrate how discrimination can be overcome.

## GEOGRAPHY AND ENVIRONMENT OVERVIEW S1-S3

TOPIC AREA	SUBTOPIC AREA	COMPETENCIES		
		S1	S2	S3
Practical geography	Map reading and Photographic interpretation	Determine the importance of geography and the relationship with other subjects. Demonstrate how to use the essential elements of a map.  Draw a sketch map of their school and home environment with help of essential elements of a map	Demonstrate how to measure distances and areas on a map.  Interpret photographs captured at different focus points.  Interpret the relationship between physical and human features on photographs.  Draw sketch diagrams by reduction or enlargement of photographs.	Interpret the relationship between physical and human features on maps.  Draw sketch diagrams by reduction or enlargement of maps.
		Physical Geography	Understanding the earth and universe	Analyse the impact of the earth's position and movements in the solar system.  Describe the geological structure of the earth.
	Relief	Determine the relationship between relief and human activities.	Distinguish different forms of relief features of Rwanda and their relationship with human Activities.	Analyse the impact of different relief features on climate and human activities in Africa and the world.

	<b>Rocks , weathering and soils</b>	Differentiate among types of rocks and their economic use.  Determine the relationship between different types of soils and human activities.	Distinguish among different types of weathering and their relationship with rocks.  Apply appropriate measures of soil conservation and soil erosion control in Rwanda.	Distinguish among major types of soils of Africa.
	<b>Weather and Climate</b>	Demonstrate how to measure various elements of climate, and its influence on human activities.  Classify the major climatic types of the world and their characteristics.	Analyse the climate of Rwanda and how climate change has impacted on it in comparison to other countries.	Compare and contrast the climate of Africa to other continents and the impact of climate on human activities.
	<b>Vegetation</b>	Determine the relationship between vegetation and human activities.	Appreciate the importance of different types of vegetation in Rwanda.	Appreciate the importance of different types of vegetation in Africa.
	<b>Drainage</b>	Analyse the general organization of hydrography and its relationship with human activities.	Analyse the importance of drainage and challenges of obtaining sustainable water in Rwanda and other countries.	Appreciate the importance of water bodies and wetlands in Africa.
	<b>Man and his environment</b>	Propose solutions to the effects caused by catastrophes.	Analyse the factors responsible for environmental degradation and the consequences of excessive use (over-exploitation) for environmental resources.	Evaluate the methods of environmental conservation.

<b>Human and Economic Geography</b>	<b>Population Settlement and Urbanization</b>	Explain general population concepts and settlement patterns (rural and urban).	<p>Discuss the demographic problems of Rwanda and solutions in comparison to other countries.</p> <p>Analyse the impact of early sex on rapid population growth and propose different ways of preventing early sex. Assess the family planning methods in place.</p> <p>Explain the impact of rural and urban settlement on the sustainable development of Rwanda.</p>	<p>Propose solutions to the problems of population growth in Africa in comparison to the rest of the world.</p> <p>Assess the impact of rural and urban settlement on the sustainable development in Africa.</p>
	<b>Economic activities and development studies</b> (Agriculture, Forestry, Fishing, Mining, Energy, Industrialization, Transport, communication, and Trade, tourism and Environmental conservation).	Categorize the types of various economic activities and their importance on development.	<p>Analyse the impact of various economic activities on the sustainable development of Rwanda.</p> <p>Analyse the socio, political and economic relationships that may exist at regional and international level.</p>	<p>Analyse the impact of various economic activities on the sustainable development of Africa.</p> <p>Analyse the development levels of human and economic aspects in some developed and developing countries from Europe, Asia and America.</p>

### ENTREPRENEURSHIP OVERVIEW S1-S3

TOPICS AREA	SUB-TOPICS AREA	COMPETENCES		
		S.1	S.2	S.3
<b>Entrepreneurial Culture</b>	<b>Concept of entrepreneurship</b>	Analyse the desirable characteristics and role of an entrepreneur in Entrepreneurship.	Analyse the role, benefits and challenges of being an entrepreneur.	Manage resources properly.
	<b>Personal development</b>	Evaluate own values, skills, strengths and identify areas for development against common characteristics of entrepreneurs.	Create SMART goals and plan to achieve them.	Make rational career choice.  Communicate effectively in life and business.
	<b>Work in socio-economic development</b>	Analyse the value of work in the society.	Evaluate the role of work in socio-economic development.	Analyse different forms of enterprises.
<b>Business Activity</b>	<b>Concept of Business Activities</b>	Make rational consumption decisions based on ones needs.	Analyse the impact of the different types of markets.	Analyse the importance of various sectors of production in Rwanda's economy.

TOPICS AREA	SUB-TOPICS AREA	COMPETENCES		
		S.1	S.2	S.3
	Taxation		Analyse the roles of taxes in Rwanda.	Examine the role of Rwandan custom procedures.
<b>Financial information and Decision making</b>	Managing finances	Make rational financial decisions.	Prepare a personal budget.	
	“Basic Accounting”	Analyse the importance of accounting to the business.	Record initial accounting entries for a business.	
<b>Business growth and Ethics</b>	Business Growth	Analyse factors that influence business growth.		Plan and manage a business.  Practice business activities that are environmentally friendly.  Apply ethical business practices.
	Standardization	Explain the concept of standardization.	Apply basic concepts of metrology and quality testing.	Explain quality management and certification.

## RELIGION OVERVIEWS S1-S3

### 1. CHRISTIAN RELIGIOUS EDUCATION OVERVIEW

TOPIC AREA	SUBTOPIC AREA	COMPETENCIES		
		Senior 1	Senior 2	Senior 3
<b>Holy Scriptures and belief</b>	<b>Revelation of God and Biblical studies</b>	Explain all ways that God used to communicate himself to Humanity (Creation, Word of God, Jesus Christ).	Identify the attributes of God in his revelation to humanity.	Discern his or her own vocation in life accordingly and make right choices.
	<b>Belief, salvation and history of Christianity</b>	Clarify the major events in the life of Jesus as the Saviour of humanity.	Undertake a comparative study of different religious beliefs in the world and appreciate diversity in order to establish unity.	Explain the events that will mark the end of times and the second coming of Jesus.
		Show good behaviour imitating Jesus' teachings (different parables and miracles).	Assess the various ways in which the beliefs of others are respected.	
<b>Spiritual and moral values</b>	<b>Spiritual growth</b>	Observe the commandments of God and demonstrate how best to live life according to God's will.	Explain the family in God's plan and its responsibilities.	Observe the norms and rules in all situations as the guidance to happiness and peaceful life.
	<b>Faith, worship and society</b>	Respect and protect the creatures and live in peaceful environment.	Participate actively in the mission of the Church following the example of the Apostles after the Pentecost.	Respect God and his creation and examine all views about God's existence.

TOPIC AREA	SUBTOPIC AREA	COMPETENCIES		
		Senior 1	Senior 2	Senior 3
			In daily life, manifest the attitude of denouncing and repenting sins and live well with others.	
Faith and life	Family and Peace	Appreciate the role of respect of one's own hierarchy of values and conscience in promoting inner peace.	Contrast the role of relaxation in promoting inner peace with the effect of stress in hampering inner peace.	Discuss human freedom and conscience as source of inner peace and tranquillity.
	Christian values and social life			Explain and appreciate the nature, purpose and ends of marriage in God's plan.
				Adopt the attitude of respecting and protecting human sexuality through the practice of self-control.
		<b>Specific topic for Catholics</b>	<b>Specific topic for Catholics</b>	<b>Specific topic for Catholics</b>
Liturgy and sacraments	Liturgical celebration	Classify the liturgical year from the Advent to Christmas.	Explain the periods of the catholic liturgical year from the Advent to the Pentecost.	Highlight clearly the major periods of the catholic liturgical year and appraise their importance.
	Sacraments	Explain the importance of the sacrament of Baptism and the sacrament of Penance.	Highlight the spiritual importance of the sacrament of Eucharist as the body Christ.	Highlight the importance of the sanctifying graces of the sacrament of confirmation.



TOPIC AREA	SUBTOPIC AREA	COMPETENCIES		
		Senior 1	Senior 2	Senior 3
			Adopt attitude of receiving Holy communion.	
		<b>Specific topics for Protestant Churches</b>	<b>Specific topics for Protestant Churches</b>	<b>Specific topics for Protestant Churches</b>
Protestant faith	Protestant Doctrine	Highlight major feasts and celebrations in protestant faith.	Make comparative study of Israel's experiences and our faith today.	Fully explain the obligations and responsibilities of the Ministry of Diaconate.
	Protestant worship and practices	Explain the role of the prayer in life and adopt attitude of praying daily.	Assess the obstacles of following Christ fully describing them.	Fully describe different doctrines in protestant churches comparing and contrasting.
				Show the role of the Holy Spirit in the growth and life of the Church.
		Describe the recommended and prohibited activities on Sabbath.	Describe the symbols and conditions of baptism.	Distinguish the two phases of last judgment.

## 2. ISLAMIC RELIGIOUS EDUCATION OVERVIEW

Topic Area	Subtopic Area	Competencies		
		Senior 1	Senior2	Senior 3
Holy Scriptures and beliefs	Tauhiid	Explain all ways that God used to communicate himself to Humanity.	Worship one God and respect His creatures.	Live and practice the 5 pillars of Islam.
	Tarekh	Explore major events in the life of Muhammad and his disciples and imitate the values of them.	Spread Islam wherever he/she is (Daawat) and respect the right of others.	Be hopeful to reach Allah’s kingdom(Aldjanat) and develop good relationship with others.
	Fiq’hi	Exercise the different swalaat practices.	Practice adequately and perfectly all kinds of swalaat.	Offer zakaat according to his/her income and respecting Islamic law(concerning to everyone that gains income).
Spiritual and moral values	Islam and Life Adabu	Respect human rights and practice integral education in family.	Strive for equality of men and women according to the law and to the plan of Allah.  Identify and show major points that constitute the mission of Islam and participate actively in the spread of Islamic faith.	Avoid all kinds of dehumanization, division and fight against terrorism in the world.
		Valorize others, live humility according to the hierarchy.	Live ethical values in the society.	Live under self-mastery of sexuality and avoid adultery between spouses.

## KINYWARWANDA OVERVIEW S1-S3

IMBUMBANYIGISHO	INYIGISHO	Ibyo umunyeshuri azaba ashobora gukora		
		Umwaka wa mbere	Umwaka wa kabiri	Umwaka wa gatatu
<b>UBUSHOBOZI BWO GUKORESHA URURIMI MU MVUGO</b>	<b>Kumva</b>	<p>Kumara umwanya yumva ibitekerezo abwirwa cyangwa asomerwa, cyangwa akurikiranye ubutumwa bunyuzwa mu mafirime, mu bitangazamakuru binyuranye, no mu biganiri mwaruhame.</p> <p>Gushungura amakuru uko bikwiye agaragaza ko yasobanukiwe n'ubutumwa.</p>	<p>Gutahura imyifatire, amarangamutima, n'inze by'ababwirwa, akanamenya icyo ibivugwa bigamije, n'urwego byavuzwemo.</p> <p>Gushungura amakuru uko bikwiye agaragaza ko yasobanukiwe n'ubutumwa.</p>	<p>Gukurikira neza ibivugwa kugira ngo asobanukirwe n'urwego ibintu biri kuvugirwamo, ababwirwa, icyo ibivugwa bigamije, imyifatire n'imbamutima iyo myandiko ivugwa ishobora gutera, dufashe nk'urugero ku myandiko y'ubuvanganzo nyarwanda gakondo bwo muri rubanda.</p> <p>Gushungura amakuru uko bikwiye nko gutoranya mu byo yumvise ijamba ryavuzwe n'undi muntu, kugira ngo yerekane ko yasobanukiwe.</p>
	<b>Kuvuga</b>	<p>Kuvuga adategwa, atanga ibitekerezo bigaragaza uko yumva ibintu kandi atanga ingingo zishyigikira</p>	<p>Kuvuga adategwa, kandi ashize amanga mu gihe agaragaza igitekerezo cye cyangwa avuga uko abona</p>	<p>Kuvuga adategwa, kandi ashize amanga mu gihe avugira ahantu hatandukanye atanga</p>

IMBUMBANYIGISHO	INYIGISHO	Ibyo umunyeshuri azaba ashobora gukora		
		Umwaka wa mbere	Umwaka wa kabiri	Umwaka wa gatatu
		<p>cyangwa zivuguruza ibitekerezo by'abandi ku nsanganyamatsiko zinyuranye.</p> <p>Kwigana abantu batandukanye mu biganiri mpaka, nko kuyobora ibiganiri cyangwa kuvugira mu ruhamwe imbere y'abantu b'ibyiciro bitandukanye.</p>	<p>ibintu, akabikora ku buryo bushimisha kandi bukanyura abandi.</p> <p>Gutanga ibitekerezo bigaragaza uko yumva ibintu kandi atanga ingingo zishyigikira cyangwa zivuguruza ibitekerezo by'abandi ku nsanganyamatsiko zinyuranye.</p> <p>Kugira uruhare mu biganiri mpaka avuga ku nsanganyamatsiko yatoranyijwe.</p>	<p>ibitekerezo bye bwite, akabikora ku buryo busobanutse neza, nta gutera urujijo.</p> <p>Mu biganiri, umunyeshuri aba ashobora gutanga ibitekerezo bifite ireme, kandi bishimishije, yubahiriza igihe, kandi akaba ashobora no guha abandi umurongo ngenderwaho.</p> <p>Kugaragaza ko yifitemo icyizere mu gukoresha imvugo ikwiye cyangwa iboneye, mu gihe ari ngombwa.</p>
<b>UBUSHOBOZI BWO GUKOresha URURIMI MU NYANDIKO</b>	<b>Gusoma</b>	Gusoma adategwa inyandiko zinyuranye, inkuru zishingiye ku biriho cyangwa ibihimbano, no kumva	Gusoma adategwa inyandiko zinyuranye, akumva ibitekerezo by'ingenzi no gutahura imyifatire,	Gusoma no gusesengura inyandiko zinyuranye nk'iy'ubusizi, umudandure, n'ikinamico.  Gutahura ingingo z'ingenzi

IMBUMBANYIGISHO	INYIGISHO	Ibyo umunyeshuri azaba ashobora gukora		
		Umwaka wa mbere	Umwaka wa kabiri	Umwaka wa gatatu
		insanganyamatsiko z'ingenzi, ibitekerezo, ibyabaye, abavugwa mu nkuru n'uturango tw'ururimi rwakoreshejwe, akanitoza gutekereza ku buryo bw'injyaha cyangwa imvahame. Kugendera ku mwandiko mu gihe asobanura ibyo yatahuye.	amarangamutima, n'inzezo by'ababwirwa, akanamenya icyo ibivugwa bigamije, n'urwego byavuzwemo. Gutekereza ku buryo bw'imvahame n'injyaha.  Gutoranya interuro, ijamba n'amakuru ya ngombwa kugira ngo ashigikire ibyo yatahuye n'uburyo we abona ibintu.	no gutoranya amakuru n'inkuro byo kumufasha gushyigikira ibyo yatahuye.  Gukora inshamake ashingiye ku makuru yakuye mu myandiko inyuranye.
	<b>Kwandika</b>	Guhanga imyandiko irambuye ku nsanganyamatsiko zatoranyijwe akurikiranya neza ibitekerezo.  Gukoresha amagambo n'imvugo biboneye yubahiriza amategeko y'imyandikire, imyubakire	Guhanga ku nsanganyamatsiko yihitiyemo imyandiko irambuye, yubatswe neza, igaragara neza, akurikiranya ibitekerezo ku buryo byuzuzanya.  Guhitamo amagambo n'imvugo biboneye	Kumvikanisha neza ibitekerezo bye yandika ku nsanganyamatsiko zitandukanye nko gukora inyandiko ku gitabo yasomye yubahiriza imiterere n'imvugo bibereye iyo nyandiko.  Kwandika atanga ingingo

IMBUMBANYIGISHO	INYIGISHO	Ibyo umunyeshuri azaba ashobora gukora		
		Umwaka wa mbere	Umwaka wa kabiri	Umwaka wa gatatu
		<p>y'interuro, imiterere n'isura y'umwandiko.</p> <p>Kwandika ibitekerezo bye ku buryo bufututse no guhitamo ibyo avuga n'uburyo abivugamo bitewe n'icyo agamije n'abo abwira.</p> <p>Gusubira mu byo yanditse n'ibyo abandi banditse arushaho kubitunganya neza.</p>	<p>yitekerereje we ubwe, akanahitamo uburyo buboneye bwo kwandika bitewe n'abo yandikira n'ibyo agamije no mu gihe ashya ahagaragara ibitekerezo bye.</p> <p>Gusubira mu byo yanditse n'ibyo abandi banditse arushaho kubitunganya neza.</p>	<p>zishyigikira cyangwa zinenga ibitekerezo bikubiye mu nyandiko ntekerezo.</p>
<b>UBUMENYI BW' URURIMI</b>	<b>Iyigamajwi, iyigamvugo n'iyigantego</b>	Gukoresha ubumenyi afite ku miterere n'uturago by'amazina y'ikinyarwanda kugira ngo arushaho gusoma neza no kubahiriza imyandikire iboneye cyangwa kwiyungura amagambo anyuranye y'ururimi rw'Ikinyarwanda.		
	<b>Ikibonezamvugo n'iyiganteruro</b>	Gusobanura no gukoresha amategeko y'ikibonezamvugo yize mu kubaka interuro n'imyandiko.		

## ENGLISH SUBJECT OVERVIEW S1-S3

Topic area	Sub Topic areas	Learning Objectives		
		S1	S2	S3
Oral Understanding and expression	Listening	Listen to and understand the detail in longer pieces of information and recognize different time references and tenses and peoples' points of view.	Recognize attitudes and emotions in spoken passages including some new material.	Understand the gist of a range of authentic passages in familiar contexts.
	Speaking	Initiate and sustain a conversation and give a presentation, answering questions using verbal and non-verbal communication.  Ask questions to seek and clarify information.	Narrate events, tell a story, relate the plot of a book and give opinions about it using verbal and non-verbal communication. Respond to various questions.	Take part in a debate on a chosen theme justifying points of view.  Respond to unprepared questions.
Written understanding and expression	Reading	Read longer texts and recognize different time references and peoples' points of view selecting sentences and phrases to support their view. Use context, and knowledge of grammar to work out meaning.	Read texts including some new material and recognize attitudes and emotions selecting sentences and phrases to support their views.  Use context and knowledge	Read and understand a range of texts involving more complex language, analyzing meaning and summarizing in speech or writing.

			of grammar to work out meaning.	
	Writing	<p>Write texts, simple reports, articles or stories on real and imaginary topics.</p> <p>Link sentences and paragraphs, structure ideas and adapt previously learned language for own purposes Convey opinions and points of view.</p>	<p>Compose formal and informal texts in appropriate style on a variety of topics expressing opinions and personal viewpoints.</p> <p>Edit and redraft work to improve accuracy.</p>	<p>Communicate ideas on a range of topics and in an appropriate style of writing for the task.</p> <p>Argue and justify a point of view.</p>
Knowledge of language	Vocabulary	<p>Understand and use knowledge of English vocabulary.</p> <p>Recognise the sounds and letters and how they work together to read aloud and speak clearly.</p>	Use knowledge of sound patterns and features of words in English and other languages to improve spellings and build new vocabulary.	Develop vocabulary through the use of reference materials including dictionary and a range of subject texts.
	Grammar	Communicate information texts using a variety of vocabulary, language structures and knowledge of different writing genres.	Compose complex and descriptive texts using a variety of vocabulary, language structures and knowledge of different writing genres.	Construct explanatory and procedural texts using a variety of vocabulary, language structures and knowledge of different writing genres.



## LITERATURE IN ENGLISH S1-S3

TOPIC AREA	LEARNING COMPETENCES		
	S1	S2	S3
<b>Prose:</b>	<p>Enjoy Literature by understanding the differences between fiction and non – fiction and the <b>key aspects</b> (plot character setting and theme) of narrative prose by selecting sentences, phrases and information from texts to support their views.</p>	<p>Communicate personal responses to literary texts referring to <b>key aspects</b> of narrative prose, language, and literary devices to justify their views.</p> <p>Understand the notions of audience and purpose and that texts are written in specific contexts eg historical, social, and political.</p>	<p>Compare and contrast <b>key aspects</b> of narrative prose in chosen texts and explain how atmosphere and style contribute to the meaning and effect of texts.</p> <p>Understand that texts are written and read in in specific contexts and fit into literary traditions.</p>
<b>Poetry</b>	<p>Enjoy Poetry by collecting and reciting a range of traditional songs and simple poems. Know the <b>key elements</b> (ideas, themes, form, structure, language) of poetry.</p> <p>Select phrases and words from poems to support their views</p>	<p>Communicate personal responses to poetry referring to <b>key elements</b>, and poetic devices to justify their views.</p> <p>Understand the notions of audience and purpose and the specific contexts ie historical, social, political that influence the poet</p>	<p>Compare and contrast <b>key elements</b> of poetry in chosen collections/anthologies and explain how style contributes to the meaning and effect.</p> <p>Understand that poems are written and read in in specific contexts and fit into literary traditions.</p>

TOPIC AREA	LEARNING COMPETENCES		
	S1	S2	S3
<b>Drama</b>	Enjoy Drama by participating in simple role plays and show knowledge of the <b>key elements</b> (ideas, themes, plot, character, voice, movement, atmosphere) of drama.	<p>Communicate personal responses to plays referring to <b>key elements</b>, and dramatic techniques to justify their views.</p> <p>Understand the notions of audience and purpose and the specific contexts ie historical, social, political that influence the dramatist.</p>	<p>Compare and contrast <b>key elements</b> of drama in chosen plays and explain how style and technique contribute to the meaning and effect.</p> <p>Understand that plays are written and performed in specific contexts and fit into literary traditions.</p>

## FRENCH OVERVIEW S1-S3

Domaine de communication	Sous-domaine de communication	Compétences		
		1ère année	2ème année	3ème année
Compréhension et expression orales	<b>Ecouter</b>	Ecouter attentivement et comprendre des extraits relativement longs en langage courant et relever les idées principales et les idées secondaires	Ecouter attentivement et comprendre des chansons, des poèmes et extraits des messages oraux sur des sujets variés tirés dans des situations familières comprenant des événements passés, présents -comprendre et retenir les idées principales et secondaires ainsi que les différents points de vue	-Ecouter attentivement durant une longue durée et comprendre de petits extraits des textes narratifs courts, portant sur des sujets variés relatant des événements du passé, du présent et future -comprendre et retenir les points essentiels et quelques détails spécifiques
	<b>parler</b>	Echanger des informations sur des situations familières, formuler et partager des opinions.	Participer activement aux conversations et jeux de rôles en se référant aux expériences récentes aussi bien qu'aux projets d'avenir, activités de tous les jours, aux préférences et opinions.	-Prononcer un petit discours et participer à des conversations et aux jeux de rôles portant sur les actions du passé, le présent et le futur. - Employer des structures grammaticales dans de nouveaux contextes pour améliorer l'expression orale spontanée.

Domaine de communication	Sous-domaine de communication	Compétences		
		1ère année	2ème année	3ème année
Compréhension et expression écrites	Lire	Lire et comprendre de textes courts dans un langage courant, en relevant les idées principales et les idées secondaires et se servir du contexte pour expliquer les mots nouveaux	Lire aisément et de manière expressive les poèmes, les récits, les petits extraits de textes, relatant les faits du passé, du présent et du futur et relever les idées principales et secondaires. Lire et comprendre les dépliants touristiques. Comprendre les préférences et opinions.	Lire et comprendre les textes exprimant différentes opinions et relatant les faits du passé, du présent et du futur. -Relever le message principal et les idées secondaires. Lire librement et des livres au choix et des extraits de textes tirés de la littérature de jeunesse
	Ecrire	Rédiger des textes courts en des phrases simples. formuler et partager des opinions.	Ecrire de courts textes informatifs, descriptifs structurés en paragraphes bien distincts notamment les dépliants portant sur les faits du passé, du présent et du futur, reflétant les préférences et opinions de différents personnages.	
Connaissance de la langue				

Domaine de communication	Sous-domaine de communication	Compétences		
		1ère année	2ème année	3ème année
	<b>Vocabulaire</b>	Former et employer les mots dérivés et composés Exploiter le vocabulaire tirés des textes de genres littéraires variés en utilisant des outils de référence (dictionnaire, grammaire, internet, etc.)	Relever et employer les synonymes, les antonymes. Respecter l'orthographe des syllabes initiales.	Relever et employer les homonymes. Respecter l'orthographe des syllabes finales.
	<b>Grammaire</b>	Employer des phrases composées à l'imparfait, au passé composé au futur simple et respecter l'accord des adjectifs et des participes passés.	Employer différentes catégories grammaticales et les temps du passé (passé composé et passé simple, imparfait) et futur antérieur.	Employer les différents temps du conditionnel et du subjonctif. Comprendre les règles grammaticales et les employer pour identifier et corriger les erreurs (les fautes) pour améliorer leurs expressions.

### KISWAHILI OVERVIEW S1-S3

MADA KUU	MADA NDOGO	UJUZI		
		KIDATO CHA I	KIDATO CHA II	KIDATO CHA III
<b>KUELEWA MAZUNGUMZO NA KUJIELEZA KIMAZUNGUMZO</b>	<b>KUSIKILIZA</b>	<p>Kuelewa maamkizi na mambo mengine muhimu katika mazungumzo rahisi na kufuata maelekezo. Kusikiliza msamiati mbalimbali unaotumiwa katika mazingira ya nyumbani . kusikiliza kwa makini mazungumzo na msamiati unaotumiwa katika mazingira mbalimbali kama masuala ya nchi na kiutawala . uongozi bora, sokoni; mazingira ya usafi; n.k</p>	<p>Kuelewa ujumbe wa muhimu na mambo mengineyo kutoka katika matini za kimazungumzo,rahisi, na nyimbo.</p> <p>Kutambua maoni, kuelewa na kutamka kwa usahihi msamiati muhimu kutokana na shughuli za mazungumzo na majadiliano.</p>	<p>Kuelewa mawazo makuu na mambo mengineyo katika nyimbo, matini ya kimazungumzo, na mazungumzo yanayohusu mada mbalimbali ikiwa ni pamoja na maisha ya kila siku. Kutambua nyakati mbalimbali kwa kutumia vitenzi</p>

MADA KUU	MADA NDOGO	UJUZI		
		KIDATO CHA I	KIDATO CHA II	KIDATO CHA III
	<b>KUZUNGUMZA</b>	<p>Kusalimia watu mbalimbali, kuuliza na kujibu maswali ya msingi yanayohusiana na masuala yanayofahamika. Pia kutumia msamiati rahisi katika mazungumzo ya kila siku.</p> <p>Kuiga matamshi rasmi ya Kiswahili kutokana na matamshi ya sauti za Kiswahili yanayojitokeza katika makundi mbalimbali.</p>	<p>Kushiriki katika mazungumzo yanayohusiana na mada iliyopo. Kuuliza maswali na kuomba watu wengine watoe maoni yao.</p>	<p>Kuwasilisha maelezo mafupi katika mazungumzo yaliyoandaliwa na mwanafunzi mwenyewe kuhusu mtazamo wake akitumia nyakati mbalimbali. Pia kuuliza na kujibu maswali akitumia miundo mbalimbali na kutoa maoni yake.</p>

MADA KUU	MADA NDOGO	UJUZI		
		KIDATO CHA I	KIDATO CHA II	KIDATO CHA III
<b>KUELEWA MAANDISHI NA KUJIELEZA KIMAANDISHI</b>	<b>KUSOMA</b>	<p>Kusoma kwa sauti na kwa kuzingatia usahihi na kuelewa hoja kuu na mambo mengineyo ya muhimu kutoka katika matini fupi ya kimaandishi na iliyoandikwa vema na kutoka katika mazingira yanayofahamika Kusoma kwas sauti maneno tofauti yaliyojitokeza katika kifungu cha habari kwa kuzingatia matamshi sahihi ya Kiswahili.</p>	<p>Kuelewa hoja kuu katika matini ya kimaandishi ikiwa ni pamoja na mashairi, nyimbo, masimulizi ya matukio mbalimbali katika maisha.</p> <p>Kutumia muktadha na vidokezo; kuweza kufasili maana na kutambua maoni tofauti.</p>	<p>Kuelewa hoja kuu na baadhi ya taarifa kutoka katika matini mbalimbali za kimaandishi ikiwa ni pamoja na matukio ya wakati uliopita, uliopo na ujao.</p> <p>Kutumia muktadha na maarifa ya kisarufi na zana za rejea kutafuta maana.</p> <p>Kusoma kwa sauti na kwa makini vifungu vya habari aliyopewa kuhusiana na mada atakayofundishwa:</p>



MADA KUU	MADA NDOGO	UJUZI		
		KIDATO CHA I	KIDATO CHA II	KIDATO CHA III
	<b>KUANDIKA</b>	<p>Kuandika aya fupi zilizoundwa kwa sentensi sahili tatu au nne na zilizoegemezwa katika mazingira yanayojulikana kwa kiasi kikubwa katika kumbukumbu za wanafunzi. Kufanya imla kwa kuandika maneno mbalimbali kufuatana na sauti za Kiswahili zinazoonekana za kipekee kama ng'ombe na kuandika au kujaza nafasi wazi kutokana na msamiati uliotolewa kutumiwa.</p>	<p>Kuandika aya ndefu na barua za kirafiki akihitaji na kutoa taarifa na maoni huku akitumia zana za rejea kwa ajili ya kuboresha usahihi na kuongeza msamiati.</p>	<p>Kufanya utungaji kuhusu matukio ya wakati uliopita, uliopo na ujao. Pia kuhusu barua fupi za kirafiki na kikazi zenye kuzingatia tahajia sahihi; na huku akitumia zana na rejea kwa ajili ya kuboresha usahihi na kujifunza msamiati mpya.</p>

MADA KUU	MADA NDOGO	UJUZI		
		KIDATO CHA I	KIDATO CHA II	KIDATO CHA III
MAARIFA YA LUGHA	MSAMIATI NA SARUFI	<p>Kuelewa mfumo wa sauti za Kiswahili, ruwaza (mpangilio) ya kiimbo na matamshi.</p> <p>Kuelewa tofauti zilizopo kati ya mawasiliano rasmi na yasiyo rasmi. Kuelewa na kutumia maarifa kutoka lugha nyingine pamoja na kanuni rahisi za kisarufi katika kiwango cha neno na sentensi.</p> <p>Kuelewa matumizi ya majina ya ngeliya A-WA kulingana na vivumishi vinavyohusika .Kutunga sentensi fupi fupi kwa kutumia majina mbalimbali pamoja na vivumishi vyake.</p>	<p>Kuongeza msamiati kwa kupitia maarifa kuhusu maumbo ya maneno na ruwaza na kwa kupitia rejea mbalimbali.</p> <p>Kuelewa na kutumia kanuni rahisi za kisarufi katika kiwango cha neno, sentensi, na matini.</p> <p>Kuwa na stadi za kuandika barua akizingatia alama na vituo pamoja na ujuzi kutoka lugha nyingine.</p>	<p>Kutumia kanuni rahisi za kisarufi ambazo tayari amejifunza na kutambua kutumia kwa usahihi nyakati ;</p>

### MATHEMATICS OVERVIEW S1-S3

TOPIC AREA	SUB-TOPIC AREA	COMPETENCES		
		Secondary 1	Secondary 2	Secondary 3
ALGEBRA	SETS	Use set notation and Venn diagrams to represent situations and solve problems.		Solve problems that involve the sets of numbers using Venn diagrams.
	SETS OF NUMBER	Understand and use the properties of sets of numbers: natural numbers, integers, rationals, real numbers.	Calculate with surds and indices.  Use place value to understand how standard form is used to represent very small and very large numbers.	Represent numbers in different number bases and convert between them.  Calculate with numbers in standard form.
	MONEY	Solve problems that involve calculating discount, profit and loss.		Apply compound interest in daily life situations: savings and debit.
	PROPORTIONAL REASONING	Solve problems involving percentages and proportions.	Use a multiplier for proportional change (e.g. 10% increase multiply by 1.1; 15% decrease multiply by 0.85).	Solve reverse percentage problems using multipliers (e.g. what is the original price if the sale price is 160Rwf after a 20% reduction?). Use a multiplier to compound proportional change

TOPIC AREA	SUB-TOPIC AREA	COMPETENCES		
		Secondary 1	Secondary 2	Secondary 3
	<b>ALGEBRAIC EXPRESSIONS</b>	Carry out literal calculations.	Classify polynomials and perform addition subtraction, multiplication division and factorization of polynomials.	Perform simplification, addition subtraction, multiplication and division of rational expressions.
	<b>NUMERICAL FUNCTIONS:</b> Graph of a linear and quadratic Functions	Represent, interpret graphs of linear functions and apply them in real life situations.		Determine and plot an equation of a straight line.  Represent, interpret graphs of quadratic Functions.
	<b>EQUATIONS AND INEQUALITIES</b>	Solve linear equations and inequalities, appreciate the importance of checking their solution and use a graph or diagram to represent the solution.	Solve simultaneous linear equations and inequalities and understand how to represent the solution graphically.  Solve word problem using equations.	Solve word problems using linear simultaneous equations.  Solve simple equations involving indices.  Solve quadratic and cubic equations.
<b>GEOMETRY</b>	<b>SHAPE AND ANGLES</b>	Construct mathematical arguments using the angle properties of parallel lines.	Recognise and justify congruent Shapes.	Justify similar shapes and determine lengths and areas using their properties (Thales theorem).  Construct mathematical arguments using circle theorems.

TOPIC AREA	SUB-TOPIC AREA	COMPETENCES		
		Secondary 1	Secondary 2	Secondary 3
	<b>MENSURATION</b>	<p>Know and understand how to find the area of a circle.</p> <p>Select and use formulae to find the volume of cone, sphere, cylinder, pyramid using formulae.</p>	Apply Pythagoras' theorem to solve for lengths in right angled triangles and understand a proof.	Find side lengths and angles in right angled triangles using sine, cosine and tangent.
	<b>VECTORS</b>		<p>Perform addition, subtraction and multiplication on vectors.</p> <p>Calculate the component of a vector.</p>	Apply the condition of parallelism and perpendicularity.
	<b>TRANSFORMATIONS</b>		Practically transform shapes using parallel and orthogonal projections, central symmetry, reflection, translation (using a vector) and rotation, and distinguish their properties.	<p>Practically transform shapes using enlargement.</p> <p>Determine inverse transformations and explore combinations of transformations.</p>
<b>STATISTICS AND PROBABILITY</b>	<b>DATA COLLECTION</b>	Collect quantitative data appropriate to a question or problem, distinguishing between discrete and continuous data.	Collect quantitative data appropriate to a question or problem, taking account of possible bias.	<p>Select secondary data to enable the exploration of a problem or question.</p> <p>Collect bivariate data to investigate possible relationships.</p>

TOPIC AREA	SUB-TOPIC AREA	COMPETENCES		
		Secondary 1	Secondary 2	Secondary 3
	<b>DATA REPRESENTATION</b>	<p>Select appropriate representations for quantitative discrete data: bar chart, pie chart.</p> <p>Use the mean, median or mode to summarise the central tendency of a set of data.</p>	<p>Select appropriate representations for grouped data: histograms, cumulative frequency diagrams, frequency polygons.</p> <p>Use the range as a measure of spread.</p>	<p>Use box and whisker plots to represent and compare data sets.</p> <p>Use the interquartile range as a measure of spread.</p> <p>Use scatter graphs to represent bivariate data.</p>
	<b>DATA INTERPRETATION</b>	<p>Interpret simple diagrams and statistics, recognizing ways in which representations can be misleading.</p>	<p>Interpret diagrams and statistics of grouped data.</p>	<p>Make comparisons and draw conclusions from diagrams and statistics.</p> <p>Understand that correlation does not imply causality.</p>
	<b>PROBABILITY</b>	<p>Determine the probability of an event happening using equally likely events or experiment.</p>	<p>Construct and use tree diagrams and sample spaces to determine probabilities and assess likelihood.</p>	

### PHYSICS OVERVIEW S1-S3

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES		
		Senior 1	Senior 2	Senior3
MECHANICS	Introduction of physics	Introduce physics as science and measure the physical quantities.		
	Physical quantities		Analyse sources of errors in measurement of physical quantities	
	Motion	Qualitative analysis of linear motion.	Make a quantitative analysis of rectilinear motion of bodies.	Analyse graphs of rectilinear motion.
	Forces	<p>Explain types of forces and their characteristics.</p> <p>Explain Newton`s laws of motion and perform experiments using Newton`s laws of motion without friction.</p> <p>Determine experimentally the position of centre of gravity of body.</p>	Analyse the effects of forces.	Application involving friction force in Newton`s laws of motion.

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES		
		Senior 1	Senior 2	Senior3
	Pressure		<p>Apply the concept of density and pressure and explain factors influencing it.</p> <p>Explain the working principle of manometer use to measure the pressure in fluids.</p> <p>Explain transmission of pressure in fluids at rest and describe its applications.</p> <p>Determine atmospheric pressure using barometer.</p>	Explain the existence of pressure in gas and the application of atmospheric pressure.
	Work, Energy and Power	Explain the concept of work, energy and power and analyse the process of energy transformation and storage.	Explain relationship between work, power and energy.	
		Analyse relationship between among energy, work and power for simple machines.	Apply the principle of conservation of mechanical energy for isolated system.	Differentiate renewable and non renewable energy.
THERMAL PHYSICS	Physical properties of matter	Explain kinetic theory and physical properties of solids, liquids and gases.		



TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES		
		Senior 1	Senior 2	Senior3
	Thermal effects	Explain the principle of thermometry.		Evaluate thermal effects Examine the principle of heat exchange.
THERMODYNAMICS	Laws of thermodynamics			Internal energy and laws of thermodynamics.
	Gas laws		Perform experiments using gas laws.	
ELECTRICITY AND MAGNETISM	Magnetism	Differentiate magnetic and non-magnetic materials.	Evaluate the process of magnetization and demagnetization of materials.	
	Electromagnetic induction			Apply principle of electromagnetic induction  Analyse the transmission of electrical power
	Static electricity	Explain electrostatic phenomena.	Explain the application of static electricity.	Perform calculations involving electric field intensity.
	Direct current	Explain the effects of electricity and its precautions in everyday life.	Analyse the association of resistors in electric circuit.	Perform a home electric installation.
	Alternating current			Develop simple alternating current circuits.

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES		
		Senior 1	Senior 2	Senior3
LIGHT	Nature of light	Explain the nature of light and its physical propagation.		
	Reflection and refraction of light.		Analyse the phenomena of reflection of light.	Analyse the phenomena of refraction of light
ELECTRONICS	Electronic devices		Explain the working principle of basic electronic devices.	
	Telecommunication			Distinguish different channels of communication in telecommunication.
ENVIRONMENTAL PHYSICS				Identify physical properties and factors affecting plant production.
				Explain Laws and concepts of physics in environmental physics.

## CHEMISTRY OVERVIEW S1-S3

Topic	Sub-topic	LEARNING OUTCOMES		
		S1	S2	S3
1. Scope of chemistry and particulate nature of matter	1.1 Introduction to chemistry and experimental techniques	<b>Unit 1: Chemistry and society</b> Assess the application of chemistry in our daily life and its contribution to our economy today.		
		<b>Unit 2: Laboratory safety and apparatus</b> Use effectively laboratory equipment/ materials to carry out experiments.		
	1.2 States of matter and kinetic theory	<b>Unit 3: States and changes of states of matter</b> Relate properties of matter to daily life physical and chemical phenomena.		
	1.3 Classification of substances and separation techniques	<b>Unit 4: Pure substances and mixtures</b> Separate mixtures and determine their compositions.		
2. Atomic structure and the Periodic Table	2.1 Atomic and molecular structure	<b>Unit 5: Atoms elements and compounds</b> Comprehend the structure of an atom and relate the valency to chemical formulae of compounds.	<b>Unit 1: Chemical bonding</b> Relate the nature of the bonding to properties of substances.	

Topic	Sub-topic	LEARNING OUTCOMES		
		S1	S2	S3
	2.2 Periodic Table	<p><b>Unit 6: Arrangement of elements in the Periodic Table</b> Use the atomic number, valence electrons and number shells to classify the first 20 elements in the Periodic Table.</p>	<p><b>Unit 2: Trends in properties of elements in the Periodic Table</b> Describe the trends and patterns in properties of elements in groups and periods.</p>	<p><b>Unit 1: Carbon and its inorganic compounds</b> Relate the properties of carbon and its compounds to their uses. Describe how some of its compounds are prepared.</p>
				<p><b>Unit 2: Nitrogen and its inorganic compounds</b> Relate the properties of nitrogen and its compounds to its uses. Describe how some of its compounds are prepared and discuss related environmental issues.</p>
				<p><b>Unit 3: Sulphur and its inorganic compounds</b> Relate the properties of sulphur and its compounds to their uses. Describe how some of its compounds are prepared and discuss environmental issues.</p>
				<p><b>Unit 4: Chlorine and its inorganic compounds</b> Relate the properties of chlorine and its compounds</p>

Topic	Sub-topic	LEARNING OUTCOMES		
		S1	S2	S3
3. Chemistry and environment	3.1 Water and air	<b>Unit 7: Water and its composition</b> State standard requirements for different categories of water and explain steps involved in water treatment.	<b>Unit 3: Water pollution</b> Assess the causes and effects of water pollution and suggest ways of control.	
		<b>Unit 8: Air composition and pollution</b> Assess the components of air and analyse the causes of air pollution and prevention.		
	3.2 Waste management	<b>Unit 9: Waste materials</b> Minimize and properly manage waste materials.	<b>Unit 4: Effective ways of waste management</b> Transform waste materials into different useful materials e.g. fuel (briquettes) and fertilizers (composite manure).	
4. Chemical reactions	4.1 Types of reactions	<b>Unit 10: Chemical equations</b> Write and use balanced chemical equations.	<b>Unit 5: Categories of chemical reactions</b> Differentiate between the types of chemical reactions.	<b>Unit 5: Rate of reactions</b> Describe and explain the effect of different conditions on the speed of reactions.

Topic	Sub-topic	LEARNING OUTCOMES		
		S1	S2	S3
	4.2 Acids, bases and salts	<b>Unit 11: Acids and bases and pH</b> Extract indicators from flowers and use them to test the observable properties of acids, and bases in common domestic substances.		<b>Unit 6: Chemical properties of acids and bases</b> Find out through experiments how acids react with metals, carbonates and aqueous solutions of sodium hydroxide.
		<b>Unit 12: Inorganic salts and their properties</b> Analyse properties of different types of salts.	<b>Unit 6: Preparation of salts and identification of ions</b> Prepare a salt from suitable starting materials and identify cations and anions in a solution.	
	4.3 Stoichiometry		<b>Unit 7: Mole concept and gas laws</b> Determine composition of compounds by mass, volume and number of moles.	<b>Unit 7: Concentrations of solutions</b> Determine the concentrations of solutions from data obtained by simple acid-base titration.
	4.4 Oxygen and oxides	<b>Unit 13: Preparation of oxygen and its properties</b> Prepare oxygen and show how it supports burning and react with some elements.	<b>Unit 8: Preparation and classification of oxides</b> Prepare oxides and classify them based on their properties.	

Topic	Sub-topic	LEARNING OUTCOMES		
		S1	S2	S3
	4.5 Electrolysis		<b>Unit 9: Electrolytes and non-electrolytes</b> Distinguish between non-electrolytes, weak electrolytes and strong electrolytes.	<b>Unit 8: Electrolysis and its applications</b> Examine the electrolysis of different electrolytes and state its application in daily life.
5. Organic chemistry	5.1 Introduction to organic chemistry		<b>Unit 10: Properties of organic compounds and uses of alkanes</b> Compare the properties of organic and inorganic compounds and explain the uses of alkanes in daily life.	<b>Unit 9: Structure and properties of alkenes and alcohols</b> Relate the properties of alkenes and alcohols to their functional groups.
				<b>Unit 10: Carboxylic acids</b> Explain properties of carboxylic acids.
				<b>Unit 11: Petroleum products and polymerization</b> Explain the origin of petroleum products and application of polymers.

### BIOLOGY AND HEALTH SCIENCE OVERVIEW S1-S3

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES		
		S1	S2	S3
<b>Biodiversity and Classification</b>	<b>Biodiversity</b>	Explain the meaning of Biology and its application.		
	<b>Classification of living things</b>	Explain classification and importance.  Describe the external structure of a typical flowering plant.	Classify animals into their main groups based on external.	
<b>ECOLOGY AND CONSERVATION</b>	<b>Environmental biology</b>		Explain the concepts applied in the environmental biology.	Classify examples of species interactions.
	<b>Applied ecology</b>			Assess the consequences of uncontrolled human activities on ecosystems.
<b>ORGANIZATION AND MAINTENANCE OF LIFE</b>	<b>Cell structure.</b>	Identify the components, proper use and care of magnifying instruments.  Differentiate between animal and plant cells using a light		



TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES		
		S1	S2	S3
		<p>microscope.</p> <p>Explain specialization of cells, and the link between levels of organization in multicellular organisms.</p>		
	<b>Movement in and out of cell</b>		<p>Demonstrate and explain the process involved in movement of water, ions in and out of a cell.</p> <p>Analyse and interpret the process of active transport and its significance to living organisms.</p>	
	<b>Cell division.</b>			Describe the process of cell division and its importance in living organisms.

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES		
		S1	S2	S3
	<b>Biological molecules</b>		<p>Carry out chemical tests a variety of foods to identify the nature of food substances.</p> <p>Explain the properties, role of enzymes in living organisms and perform an experiment to show how they are affected by temperature and pH.</p>	
	<b>Nutrition</b>	Identify the different food nutrients and their significance to the human body and prepare balanced diet.	Explain the process of photosynthesis and how various environmental factors affect the rate at which photosynthesis occurs.	Compare forms of heterotrophic nutrition and explain the process of digestion in humans.
	<b>Transport in plants</b>		Explain the process of uptake and transport of xylem sap, transpiration and translocation and their roles in plants	

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES		
		S1	S2	S3
	<b>Transport in animals.</b>			Relate the structure of circulatory system to their functions.
	<b>Gaseous exchange and smoking</b>	Describe the structure and functions of human gas exchange system.	Demonstrate and explain gaseous exchange in animals and plants.	
	<b>Energy and respiration</b>			Compare energy yields between, aerobic and anaerobic respiration.
	<b>Homeostasis</b>		Describe the structure and function of excretory organs and suggest good practices for healthy kidneys.	Explain homeostatic mechanisms and the role of skin in temperature control.
	<b>Response and Coordination in organisms</b>	Describe response to light and gravity by plants and explain the importance of trophic responses in plants.		Relate structures of nervous and endocrine systems to their functions.  Explain response to light and gravity by plants and understand the importance

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES		
		S1	S2	S3
				of tropisms in plants.
	<b>Support and locomotion</b>	Analyse the different types of skeleton and identify the main parts of human skeleton.	Describe types of joints and relate their structures to their functions.	
<b>REPRODUCTION</b>	<b>Reproduction in plants</b>			Differentiate between asexual and sexual reproduction, giving advantages and disadvantages of each.  Explain how sexual reproduction occurs in flowering plants.
	<b>Reproduction in animals</b>			Describe the process of sexual reproduction in humans.
<b>HEALTH AND DISEASE</b>	<b>Infectious and non-infectious</b>	Classify diseases and explain ways of preventing spread of infectious diseases.	Identify symptoms of common infectious diseases.	Describe the social factors that affect good health and apply knowledge gained in familiar and unfamiliar

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES		
		S1	S2	S3
				contexts.
	<b>Immunity</b>		Describe natural and artificial methods that fight against the infection.	Explain the mechanisms of defense against pathogens including natural and artificial immunity.
	<b>Reproductive health</b>	<p>Explain the structure, functions and processes of the human sexual and reproductive system and relate to understanding of sex and gender.</p> <p>Explain the physical, emotional and social changes related to puberty.</p> <p>Explain the process of reproduction, pregnancy and childbirth.</p>	<p>Explain safe sex and sexual behaviors'</p> <p>Apply knowledge of pregnancy prevention in sexual and reproductive decisions.</p> <p>Apply knowledge of STI and HIV transmission, prevention and treatment in sexual decision making.</p>	<p>Identify potential legal, social and health consequences of sexual decision-making</p> <p>Evaluate methods of preventing unintended pregnancy.</p> <p>Explain the importance and key elements of living positively with HIV.</p> <p>Describe common sexual behaviors and how to make responsible decisions.</p>

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES		
		S1	S2	S3
GENETICS AND ITS APPLICATIONS	Genetics			Explain how genes determine structure and function of individuals.
	Gene technology			Explain the role of genetic engineering in industrial production of insulin and discuss the advantages and disadvantages of genetically modified crops.
SELECTION AND EVOLUTION	Variations			Explain that variation is caused by both genetic and environmental factors and adaptive features shown by different organisms.
	Selection			Explain natural and artificial selection in relation to evolution of species.

### ICT OVERVIEW S1-S3

TOPIC AREA	SUBTOPIC AREA	COMPETENCES		
		S1	S2	S3
INTRODUCTION TO ICT	<b>ICT fundamentals</b>	<p>Explain foundation of Information and Communication, Technology (ICT).</p> <p>Explain evolution, categories, parts and role of computers.</p> <p>Navigate windows environment and work with Windows explorer to introduce techniques of Folder and File management.</p>	<p>Identify the use of computing technology tools in daily life including managing money.</p>	<p>Understand functions of Operating systems, install and use application and utility software.</p>
	<b>Safety and security</b>	<p>Maintain a computer in good working conditions and use it safely, securely and ethically.</p>	<p>Use computers safely and securely to ensure that data is protected.</p>	

TOPIC AREA	SUBTOPIC AREA	COMPETENCES		
		S1	S2	S3
APPLICATION SOFTWARE	<b>Word Processing</b>	<p>Create and manipulate a document using word processing basic features.</p> <p>Organize text (indents, tabs, spacing and lists, function keys, etc.) in documents.</p>	<p>Manipulate text and use advanced formatting methods and simple objects in a document</p> <p>Insert symbols, pictures, tables and objects in a document.</p> <p>Organize text (breaks, columns) in a document.</p> <p>Apply proofing features to text.</p> <p>Add information (header, footer, footnotes, page numbers, etc.) to a document.</p> <p>Present text and numerical data using tables.</p>	<p>Generate a table of content and use one document to have multiple copies for different recipients.</p> <p>Present data graphically and use different objects in a document</p>



TOPIC AREA	SUBTOPIC AREA	COMPETENCES		
		S1	S2	S3
	<b>Spreadsheets</b>	<p>Work with spreadsheet and perform basic manipulation of cell content (add, delete, move, etc). Use freeze panes and split your worksheet.</p> <p>Reorganize data by applying sorting.</p> <p>Use mathematical operators in simple calculations.</p>	<p>Work with Spreadsheet by applying <i>Complex formula and functions</i> recognising the order of operations.</p> <p>Apply conditional formatting to the content of a worksheet.</p> <p>Use absolute and relative referencing.</p>	<p>Extend the working with many worksheets.</p> <p>Organize and print a content in a sheet or a workbook.</p> <p>Present and interpret data using charts.</p> <p>Use functions to perform calculations (predefined formula).</p> <p>Use different techniques to organize a printable datasheet.</p>
	<b>PRESENTATION</b>			<p>Prepare and make a presentation using features(slide, slide layout, slide theme, moving, format and align text, indents, spacing, proofing features, bullet and numbering to arrange text in slide, pictures and shapes in a slide.</p>

TOPIC AREA	SUBTOPIC AREA	COMPETENCES		
		S1	S2	S3
				<p>Apply transitions and animations to slides in a presentation.</p> <p>Organize, present and print a presentation.</p> <p>Extend the use, order, grouping, customize slide show and animation of objects (3D, sound, tables, chart, videos and SmartArt, etc) in a slide.</p>
	GIS	<p>Define and recognize basic features (vector, raster, 3D, tables and databases, etc) of GIS.</p> <p>Identify different elements/components of the interface of GIS application.</p> <p>Query a map (using Find and Identify methods).</p> <p>Organize map layers.</p>	<p>Fill a new empty map with data.</p> <p>Use simple symbology, label features and attribute table.</p> <p>Query a map using Measure, Go To XY, Navigate in a map.</p>	<p>Query a map using selections (attribute and location).</p> <p>Create a map layout and insert map elements.</p> <p>Use advanced symbology and labelling.</p> <p>Print, export and send a map.</p>

TOPIC AREA	SUBTOPIC AREA	COMPETENCES		
		S1	S2	S3
	GRAPHICS AND MULTIMEDIA			<p>Create graphics using basic graphic elements and edit available graphics using graphics applications.</p> <p>Explain the different use of multimedia and interactive multimedia applications and use multimedia software to create video.</p>
Computer Network and data communication		Understand the rationale of Computer Network and use the internet to gather the information.	<p>Identify Computer Network devices, medium and peripherals.</p> <p>Connect different computer devices to the network.</p> <p>Use social media to exchange social life.</p>	Explain network security and apply basic security measures.
Programming (scratch )		<p>Add sounds and create a music sprite.</p> <p>Create a music sprite and add music with scratch and audacity.</p>	<p>Design a game and add game rules.</p> <p>Design a game, collect data in table and add game rules.</p>	Use platforms and scrolling intro.

## MUSIC, DANCE AND DRAMA OVERVIEW S1-S3

Topic	Sub/Topic	Competence		
Area	Area	S1	S2	S3
Performing	<b>Singing &amp; performing</b>	<p>Sol-fa ascending and descending musical scales individually and then collectively.</p> <p>Sing in tune with some expression such as: <b>dynamics:</b> pianissimo (<i>pp</i>); fortissimo (<i>ff</i>); <b>tempo indications</b> (gradually slower and gradually faster).</p>	<p>Sing short lyric songs in sol-fa.</p> <p>Perform Solo.</p> <p>Sing in tune with some expression such as <b>dynamics:</b> mezzo piano (<i>mp</i>) and mezzo forte (<i>mf</i>); <b>tempo indications</b> (Allegro and Moderato).</p>	<p>Sing long lyric songs in groups with accompaniment.</p> <p>Sing in tune with some expression such as <b>dynamics:</b> gradually louder (crescendo) and gradually softer (decrescendo); <b>tempo indications</b> (Andante and Largo, Presto); <b>Ways of performing</b> (Staccato and Legato) <b>the voices in a four-part chorus</b> (Soprano, Alto, Tenor and Bass).</p>
	<b>Playing instruments</b>	Accompany sol-fa with keyboard instruments.	Accompany singing and dancing with keyboard and string instruments (guitar, etc.) in group.	Accompany more complex singing and dancing in group with different musical instruments.
	<b>Performing in drama</b>	Improvise and act out role plays in Kinyarwanda.	Improvise a range of situations and act out their own sketches.	Stage and present a short, clear and coherent performance for an audience.
<b>Composing</b>	<b>Compose lyric songs, sketches and short plays</b>	<p>Write musical notes on the staff.</p> <p>Compose sketches on</p>	<p>Write musical notes on grand staff and then perform in groups.</p> <p>Compose sketches on different</p>	<p>Compose and perform a lyric song with musical notation.</p> <p>Compose a one or two scene-play</p>

Topic Area	Sub/Topic Area	Competence		
		S1	S2	S3
		different topics in Kinyarwanda.	topics to be performed in different languages.	to be performed in different languages.
<b>Appraising</b>		Comment constructively on compositions and performances evaluating their own and others' work	Analyse compositions, making judgments and expressing personal opinions.	Analyse technical aspects of drama and music.  Make judgments and express considered opinions on his/her own work and others.

## FINE ART AND CRAFTS OVERVIEW S1-S3

Topic Area	Sub topic Area	Competences		
		Senior 1	Senior 2	Senior 3
Visual Arts	<b>Drawing &amp; Painting</b> Still life & Nature study	Use different sketches to make pictures from different objects.  Experiment with colour categories, mixtures and application.	Draw pictures using dots, lines & tone through observation, experience and & imagination.  Explore various natural shapes & forms using different colour.	Experiment with various principles of drawing and painting using different tools & materials.  Explain why and how their understanding of the work of others affects their own idea and practice.
	<b>Print-making</b> Colour & Motifs	Explore printmaking with different tools, colour & motifs.	Compose patterns in different motifs from a variety of sources including digital images.	Express ideas using different motifs and media.
	<b>Graphic Design/</b> Design Process and Technology	Experiment with different letter styles and colour.	Apply various visual expressions using different layouts.	Express own graphic ideas using various methods.
Crafts	<b>Sculpture and Ceramics</b>	Experiment with 3D figures using different methods.	Continue to explore various styles in making different 3D figures.	Express own ideas on various figures using different traditional & modern styles.
	<b>Masking</b>	Design and make masks with clays, paper & tools on different forms.	Create different forms of 2D & 3D figures and masks	Express own ideas on various figures using different traditional & modern styles.
	<b>Weaving (Raffia)</b> Natural Fibres	Experiment with different fibres and tools to make various craftworks.	Make images and artifacts using various methods and techniques.	Produce various crafts using different styles and techniques.

Topic Area	Sub topic Area	Competences		
		Senior 1	Senior 2	Senior 3
	<b>Textile decoration</b> Embroidery Batik and Tie & dye	Experiment with different materials and tools to make various decorative patterns.	Continue to explore a variety of methods and motifs inspired from the natural environment in making different craftworks.	Create various design patterns expressing different ideas using different methods.
<b>World Art</b>	<b>History of Art</b> Interpretation & Aesthetic appreciation of Art.	<p>Give opinion about own works and begin to discover that other people may have different opinions about Artworks.</p> <p>Compare ideas, methods and approaches in own works and that of others' and say what they think and feel about them.</p> <p>Adapt their own work and describe how they might develop it further.</p>	Begin to explore work of some other artists, periods, Art movements, regions, cultures, traditions & styles.	Appreciate knowledge, ideas, principles and times in relation to cultures of artists both local, region & foreign.

### HOME SCIENCE OVERVIEW S1-S3

TOPIC AREA	SUB-TOPIC AREA	COMPETENCES		
		S1	S2	S3
<b>Home management</b>	Personal health, Etiquettes and Home Care	Apply principles of good personal health and etiquettes in our daily lives.	Use of cleaning materials, tools and cleaning products.	Apply cleaning procedures and bed making techniques.
	Interior decoration	Select and match decoration colours on different backgrounds.	Demonstrate the use of colours in decoration.	Decorate simple decoration using colouring and decoration techniques.
<b>Textile fibre and fabrics</b>	Nature of textile Fibres and fabrics	Identify source of fibres and their characteristics.	Experiment various fabrics' textures.	Apply laundering techniques on different fabrics.
	Stitches and Seams	Identify basic sewing materials, tools, equipment.  Apply different stitches on simple objects.	Identify and explain types and functions of seams.  Apply simple seaming techniques.	Identify and use of sewing machine parts.  Make simple garment using different seams.
<b>Food hygiene and Nutrition</b>	Food hygiene and food safety	Maintain workplace hygiene and sanitation.	Comply with food safety procedures; Hazard Analysis Critical Control Point (HACCP).	Apply food preservation procedures.



TOPIC AREA	SUB-TOPIC AREA	COMPETENCES		
		S1	S2	S3
	Principles of good nutrition	<p>Identify different food nutrients.</p> <p>Apply food nutrients selection principles.</p>	<p>Identify and demonstrate food nutrients' utility according to life stages.</p> <p>Apply meal planning principles.</p>	<p>Identify causes and types of nutritional deficiency.</p> <p>Prepare food nutrients according to diseases and nutritional deficiency.</p>
Food Preparation and Service	Basic hot and cold dishes	<p>Manipulate kitchen materials, tools and equipment.</p> <p>Apply kitchen material, tools and equipment procedures.</p>	Apply cooking methods using different recipes.	<p>Prepare basic dishes using basic cooking methods.</p> <p>Perform food presentation techniques on different dishes.</p>
	Basic pastry and Bakery	Describe and demonstrate pastry and bakery products.	<p>Perform bread making techniques.</p> <p>Present the final product.</p>	<p>Apply baking cakes procedures.</p> <p>Prepare and serve different types of cakes.</p>

## FARMING (AGRICULTURE AND ANIMAL HUSBANDRY) OVERVIEW S1-S3

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES		
		S1	S2	S3
Soil Science	Introduction to agriculture	Explain importance and branches, of agriculture and discover farming systems		
	Soil nature/ characteristics and its conservation	Interpret differences between types of soil.	Recognize fertile soil and restore fertility of poor soil.	Judge and apply suitable applicable environment protection measures.
Crop production and processing	Farm tools and equipment	Use and care for selected appropriate small farm tools.		
	Principles of crop cultivation, propagation, harvesting and processing.	Conduct cultivation of vegetables from nursery up to harvesting and their conservation.	Conduct cultivation of fruits, legumes, mushroom, fodder-legumes and apply post-harvest techniques for soybeans and groundnut, processing and preservation of fruits' products.	Conduct cultivation of cereals, ornamentals and fodder –grasses.
Animal production	Animal species, breeds, livestock management, animal health and products.	Differentiate non-ruminant species, breeds, and livestock products.  Conduct rabbit rearing.	Differentiate ruminant species, breeds, conduct rearing and preservation of high quality livestock products.	Differentiate fish and bee 'species, breeds, conduct non ruminant rearing and describe integrated animal farming techniques.

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES		
		S1	S2	S3
Agriculture economics	Principles of farm economics, problems and solutions of agriculture in Rwanda.	Explain principles of farm economics.	Explain principles of farm economics, problems and solutions of agriculture in Rwanda.	Explain cooperative farming and its contribution to agricultural problem-solving in Rwanda.

## PHYSICAL EDUCATION AND SPORTS OVERVIEW S1-S3

TOPIC AREA	SUBTOPIC AREA	COMPETENCIES		
		S1	S2	S3
Movement and Gymnastics	<b>Motor Control</b>	<p>Participate in a range of gymnastic activities with increasing refinement and control.</p> <p>Develop physical exercise routines and devise how to apply them.</p>	<p>Refine and increase the range of gymnastic actions that involve how to execute and improve a sequence of movements.</p> <p>Refine exercise routines based on the understanding of the importance of exercise for healthy living.</p>	<p>Perform a wide variety of gymnastic and movement using small equipment and large apparatus in combination in one or more elements of movement.</p>
	<b>Body control and balance</b>	<p>Develop complex sequences with repetitions and contrasts while working alone and with others.</p>	<p>Demonstrate through a variety of activities the elements of movement for expression and communication through movement and dance.</p>	<p>Perform demonstrations through variety of activities, the element of movement for expression and communication through movement and dance.</p>
Sports and Games	<b>Individual sports</b>	<p>Show competence in the various skills in different games in which they participate.</p> <p>Control and apply basic rules in game situations.</p>	<p>Demonstrate competence in the performance of various skills, tactics and strategies in competitive play and undertake a variety of rules which are associated with games.</p>	<p>Use advanced skills in new and ever more complex ways.</p> <p>Practice with others to increasingly refine skills.</p> <p>Apply various game tactics in different games.</p>

TOPIC AREA	SUBTOPIC AREA	COMPETENCIES		
		S1	S2	S3
	<b>Collective sports</b>	<p>Design and play small group games in order to develop skills for basic offensive and defensive play during matches.</p> <p>Promote fair play, accept defeat and appreciate success.</p>	<p>Demonstrate the simple game strategies by using combinations of attacking and defending skills with special emphasis on contact rules.</p> <p>Apply various systems of the game.</p>	<p>Demonstrate advanced game strategies and tactics in competitive play.</p> <p>Develop various systems of the game.</p>
<b>Health and wellbeing</b>		<p>Relate physical performance to healthy body systems and their functions.</p>	<p>Recognize some of the issues associated with the misuse of drugs in sport.</p> <p>Understand the effect that physical activity has on specific system of the body.</p>	<p>Establish exercise routines based on the understanding of the benefits of exercise for health and wellbeing.</p>
<b>Leadership</b>		<p>Know how to run physical activities with due regard to the safety of all participants.</p> <p>Promote physical activity and healthy lifestyle by devising and running training programmes for others.</p> <p>Recognize the issues associated with the misuse of drugs in sports and know how to check for these.</p> <p>Be able to offer advice based on understanding the effect that physical activity has on specific systems in the body.</p>		

**UPPER SECONDARY SUBJECT OVERVIEWS**  
**HISTORY OVERVIEW S4-S6**

TOPIC AREA	SUB-TOPC AREA	Competences		
		S4	S5	S6
<b>HISTORY OF RWANDA</b>	<b>History of ancient , colonial and post-colonial Rwanda</b>	Evaluate the performance of the Belgian rule in Rwanda.  Assess the 1959-1962 crisis in Rwanda.  Evaluate the process of independence in Rwanda.	Examine the achievements and failures of the 1 <sup>st</sup> and the 2 <sup>nd</sup> Republics in Rwanda.	Assess the causes, course and consequences Liberation war of 1990-1994 in Rwanda.  Analyse the achievements and challenges of the Rwanda governments (1994-today).
	<b>History of Genocide</b>	Compare different genocides ( <i>e.g. against the Tutsi , Armenia</i> )	Analyse forms of genocide denial and genocide ideology in Rwanda and abroad.	Suggest ways of preventing genocide from happening again in Rwanda and elsewhere.
<b>HISTORY OF AFRICA</b>	<b>History of Ancient Africa</b>	Analyse the political, social and economic organization of Empires in West and South Africa.	Assess the expansion of Islam in Africa and its consequences.  Analyse Islamic political movements in Africa (Jihad movements).	Evaluate the different forms of slave trade and their consequences.
	<b>European exploration, colonization and administrative</b>	Discuss the role of agents of colonial conquest (Christian missionaries, chartered companies and explorers).	Describe European domination, exploitation in Africa and its consequences in the 19 <sup>th</sup> Century.	Analyse causes of African nationalism, the means used to regain independence in Africa and its impact on African societies.

TOPIC AREA	SUB-TOPC AREA	Competences		
		S4	S5	S6
<b>HISTORY OF AFRICA</b>	<b>policies</b>	Examine the African response to colonial rule.	Analyse impact of colonial rule on political, economic and social on African societies.	Explain the causes and impact of neo colonialism in Africa.
<b>WORLD HISTORY</b>	<b>Ancient World civilizations, medieval and modern times</b>	<p>Explain the contribution of main ancient civilizations of the World to the development of the modern society.</p> <p>Analyse the political, economic and intellectual developments in medieval and modern times</p> <p>Examine the performance of the Age of enlightenment.</p>		
<b>HISTORY OF THE WORLD</b>	<b>Great Revolutions and world wars</b>	Assess major European events between 1789 and 1835.	Examine major European events from 1836 up to 1878.	Assess the causes, course and effects of the First and Second wars.
	<b>The world wars and their consequences</b>	Explain the causes and consequences of Second World war.	Analyse the political, economic and social changes in the World after the second World War.	Assess the current international affairs after the cold war (E.g. Yugoslavia, genocide in Rwanda, apartheid policy in South Africa etc.).

**GEOGRAPHY OVERVIEW S4-S6**

TOPICS	SUBTOPICS	COMPETENCES		
		S4	S5	S6
<b>Practical geography</b>	<b>Field work and Statistics</b>	Use appropriate field work techniques to collect, record and analyse geographical data. Draw field work diagrams and sketches.	Interpret statistical data. Construct statistical graphs, diagrams and maps.	-----
	<b>Map work interpretation</b>	Differentiate types of cartographic projections and categories of maps.	Calculate distances and areas on a map. Analyse the relationship between physical aspects and human activities on maps.	Draw cross sections of maps and sketch maps by reduction or enlargement.
	<b>Photographic Interpretation</b>			Compare and contrast different types of photographs. Analyse the relationship between physical aspects and human activities on photographs. Draw sketches of photographs by reduction or enlargement.
<b>Physical Geography</b>	<b>Understanding the earth and universe</b>	-----	Distinguish between the components of the universe and the Solar system. Discuss the theories for origin of the earth and the effects of its movements.	Discuss the theories for origin and distribution of the continents.
	<b>Landform</b>	Analyse the formation of	Describe the Internal processes	Describe the external



TOPICS	SUBTOPICS	COMPETENCES		
		S4	S5	S6
	<b>evolution and processes</b>	major relief regions of Rwanda and their effects on human activities.	responsible for the evolution of different relief landforms and associated features.	processes responsible for the evolution of different relief landforms and associated features. Categorise different features resulting from wave action and their relationships with human activities.
	<b>Rocks and minerals</b>	Compare different types of rocks and minerals of Rwanda and their importance.	-----	Assess the economic importance of rocks and minerals.
	<b>Soils</b>	Compare different types of soils of Rwanda and their importance.	Analyse different constituents and morphological properties of soil.	Explain the processes for the formation of soil, the causes and effects of soil erosion and soil conservation measures.
	<b>Weather and Climate</b>	Analyse the climate and seasons of Rwanda and their impact on human activities.	Appreciate the importance of the atmosphere, weather and the impact of climate on the environment and human activities in the world.	Discuss the climate change and its impact on Rwanda and other countries.
	<b>Vegetation</b>	Appreciate the importance of different vegetation types and their conservation in Rwanda.	Appreciate the distribution of different vegetation types in the world.	-----

TOPICS	SUBTOPICS	COMPETENCES		
		S4	S5	S6
	<b>Drainage</b>	Analyse the drainage system of Rwanda and its relationships with human activities.	-----	Analyse the economic importance of the global drainage system and the reason for its conservation.
<b>Human and Economic Geography</b>	<b>Population</b>	Discuss peculiar demographic problems in Rwanda and their solutions Assess the relevance of family planning methods in place.	Discuss the problems of population growth and ways of controlling population growth in the world. Discuss the impact of early sex on rapid population growth.	-----
	<b>Settlement and Urbanization</b>	Assess the impact of rural and urban settlements on sustainable development of Rwanda.	Discuss the impact of the impact of settlement and urbanization on sustainable development of different countries.	-----
	<b>Economic activities</b>	Analyse the impact of various socio-economic activities on sustainable development of Rwanda (Agriculture, Forestry, Fishing, Mining, Power and Energy, Industrialization, Transport, communication and trade, Environmental conservation and tourism).	Analyse the impact of the socio-economic activities on sustainable development of different countries in the world. (Agriculture, Forestry, Fishing and Mining).	Analyse the impact of the socio-economic activities on sustainable development of different countries in the world. (Energy, Industrialization). Transport and communication, Trade, World multipurpose River project, Conservation of natural resources and tourism).

## ECONOMICS OVERVIEW S4-S6

Topic Area	Sub Topic Area	Competencies		
		S4	S5	S6
<b>1. GENERAL INTRODUCTION TO ECONOMICS</b>	1.1 Basic economic concepts and principles	Use the concepts and basic principles of economics in daily life.	Apply basic principles of economics in the production process.	Appreciate the use of basic principles of economics in international trade.
	1.2 Principle tools of Economic analysis	Describe economic phenomenon using mathematical tools.	Apply mathematical tools in national income analysis.	Solve international trade calculations.
<b>2. MICROECONOMICS</b>	2.1 Price theory	Analyse the role of price in resource allocation. Discuss the role of utility in allocation of consumers' spending.	Utilize price theory in rewarding factors of production and apply the concept of demand and supply in determining the value of money.	Apply price theory in exchange rate determination and appreciate the role of prices in determining terms of trade position. Apply the knowledge of consumer theory in determining balance of payment (BOP) equilibrium.
	2.2 Production theory	Examine the relationship between inputs and outputs for profit maximization.	Utilize the cost analysis in determining profits of the firm. Explain the operation of various market structures and their influence in resource allocation.	Apply production theory in analyzing theories of international trade. Appreciate the role of market structures in globalization.
<b>3. MACROECONOMICS</b>	3.1 National Income	Analyse the contribution of production to national income.	Analyse the importance of measuring national income in an economy.	Explain the impact of national income statistics in international trade and balance of payment position of an economy.

Topic Area	Sub Topic Area	Competencies		
		S4	S5	S6
	3.2 Money and Financial Institutions	Discuss the impact demand for goods on money value.	Describe the role of Money and Financial Institutions in economy.	Explain how demand and supply of money influences exchange rates.
	3.3 Inflation	Analyse the effects of aggregate demand on general price levels.	Describe the impact of inflation to an economy.	Determine the impact of inflation in the development process of the economy.
	3.4 Unemployment problem	Explain how price fluctuations of agriculture products can lead to unemployment.	Analyse the impact of unemployment on the economic development.	Analyse the impact of unemployment on labour mobility.
	3.5 Public finance and fiscal policy	Assess the contribution of production in attaining government revenues.	Analyse the role of public finance in economic development.	Analyse the importance of government expenditure and revenues in promoting globalization.
	3.6 Population, labour and wages	Explain how the rewards of factors of production contribute to labour efficiency.	Analyse the impact of population growth in the economic development.  Discuss the impact of labour mobility on the economy.	Examine how population growth affects economic development.
<b>4.INTERNATIONAL ECONOMICS</b>	4.1 International trade	Explain the impact of specialization on international trade.	Examine the contribution of foreign commercial banks on international trade.	Analyse the importance of international trade to the development of the economy.
	4.2 Globalization		Assess the impact of financial institutions in promoting globalization.	Analyse the impact of globalization on developing countries.

Topic Area	Sub Topic Area	Competencies		
		S4	S5	S6
<b>5.DEVELOPMENT ECONOMICS</b>	5.1 Economic growth and development	Discuss the effect of cost of production on economic growth and development.	Examine the impact of population growth on economic growth and development.	Analyse the determinants and indicators of economic growth and development in an economy.
	5.2 Development process and strategies	Explain the impact of price fluctuations on agriculture modernization.	Examine the impact of population growth on development process and strategies.	Analyse the contribution of development strategies on economy.
	5.3 Economic planning	Explain how different economic systems plan.	Describe how inflation and unemployment hinder successful planning in LDCs.	Examine the importance of economic planning.
	5.4 Structure of Rwanda's economy	Explain the effect of price fluctuations on different sectors of Rwandan economy.	Discuss the role of financial institutions in promoting sectors of Rwandan economy.	Describe the structure of Rwandan economy.

## ENTREPRENEURSHIP OVERVIEW S4-S6

Topic Area	Sub-topics Area	Units and Competencies		
		S.4	S.5	S.6
Entrepreneurial Culture	Entrepreneurship as a career	Exhibit behavioral qualities of an entrepreneur.  Make rational career choices.		
	Personal development	Make plans to reach their personal goals.		
	Business startup and development		Generate business ideas and take advantage of opportunities.	Prepare a business plan for an enterprise.
Business legal aspects	Business laws and contracts	Evaluate the need for laws in business operation.	Make valid contracts and resolve conflicts in business operations.	
	Taxes and Customs procedures		Justify the need for taxes in the economy.	Develop an ethical understanding of Rwandan customs system.
	Standardization culture	Analyse the role of standards in business.		Establish an effective quality compliance system in business activities.
Business growth and sustainable development	Business Market research	Identify key components of a market, how they inter-relate and the importance of market research.	Identify a business problem and carry out an investigation to solve it. Evaluate the factors that lead to business growth.	

Topic Area	Sub-topics Area	Units and Competencies		
		S.4	S.5	S.6
	Technology in business		Describe the role of technology and its impact on businesses.	
	Socio-economic development and Environment			Evaluate the contribution of entrepreneurship towards socio-economic development.  Analyse (Environment Impact Assessment) EIA as a tool for prevention and control of environmental impacts caused by socio-economic development.
Business operations management	Business organization and management	Describe the importance of management in a business organization.	Maintain good relations with people at the workplace through effective communication.  Demonstrate ability and knowledge of carrying out general office operations.	
	Financial institutions and markets	Evaluate short and long term capital for future investment. Evaluate the services/ products offered by financial institutions.	Manage finances responsibly.	Evaluate the role of capital markets.

Topic Area	Sub-topics Area	Units and Competencies		
		S.4	S.5	S.6
	Accounting and Inventory management	Recognize the value of keeping accounting records in business.	Record accounting transactions.	Prepare financial statements. Assess the need for proper inventory management.
<b>Work Readiness</b>	Rights and Responsibilities		Exercise rights and responsibilities as an employee and employer.	
	Leadership		Lead a team in accomplishing a goal.	
	Work Habits and Conduct			Demonstrate appropriate workplace behavior and attitude.
	Work Safety and Health			Apply standard health & safety practices & regulations in the workplace.



## RELIGIOUS EDUCATION OVERVIEW S4-S6

Topic area	Sub-topic area	Competences		
		Senior Four	Senior Five	Senior 6
Holy scriptures and Beliefs	Old Testament	Explore the general structures of the Old Testament message in the main book.	Recognize the message of Pentateuch books, historical books and a wisdom books	Interpret the message of prophetic books into real practical life as Christians.
	New Testament	Describe the general structures of the New Testament and the main message of every book	Explore salvation mission of Jesus contained in the Gospels, Acts of Apostles	Find out the important message contained in the Paul's letters other Epistles and the book revelation
	Structure and teachings of Qur'an	Analyse the main Sura of Qur'an as the revealed Word of Allah (GOD).	Highlight the main message of each Sura in the Qur'an and Discuss their applicability in the real life situation.	Examine the Sharia laws that are contained in the Qur'an their observance and punishment of law breakers.
Religious Doctrines and Worship practices	Traditional Religion and Abrahamic Religions	Explain different traditional ways of worship and the importance of worship in society. Explain Jewish doctrine and its relationship with other Abrahamic religions.	Examine Christian Doctrine teachings and its various ways of worship.	Highlight birth and the characteristics of early years of Islam as well as its expansion in the word
	Nontheism	Identify the spiritual and moral teachings and values of Buddhism.	Identify the spiritual and moral teachings and values of Hinduism	Identify the spiritual and moral teachings and values of Confucianism
Religion, Ethics and Politics	Politics ,Religion and technology	Identify the key examples evident that justify the link between politics and	Have clear understanding of the interdependence of politics and Religion in	Analyse the impact of technology on religion and moral behaviors in the society.

Topic area	Sub-topic area	Competences		
		Senior Four	Senior Five	Senior 6
		religion.	the society.	
<b>Ethical issues and Religious teachings</b>	<b>Human Freedom and ethical principles</b>	Identify the fundamental Ethical principles that guide human behaviour.	Justify the rightness and wrongness of some current moral issues basing on fundamental moral principles imbedded in Religion.	Show consequences of moral degradation on society.
<b>Religion and cultures and society</b>	<b>Religion and social change</b>	Highlight major changes that occurred in Africa when the Western Religion was brought into different cultures.	Describe social teachings of different religions and show how Religion Influences the society and vice versa.	Analyse the impact of colonization and on traditional religion and cultures.
	<b>Social problems</b>	Identify the main social problems.	Analyse the causes and consequences of frequent social problems.	Analyse and prevent social problems basing on religious teachings (e.g. corruption, murder, Segregation, Drug abuse, Prostitution, sexual deviations) and protect human life as a gift from God.
	<b>Feasts and celebration, Happiness and pleasure</b>	Identify the cultural feasts and celebrations done in Traditional Rwanda.	Discuss the importance of feasts and celebrations in Society.	Appreciate the gift of sexuality and practice. Strive for happiness and the wellbeing of others in the society self-control.
<b>Faith, science and reason</b>	<b>Faith, Reason Existence of God</b>	Justify the validity and invalidity of categorical syllogisms and hypothetical syllogisms.	Explain clearly the interdependence faith and reason as sources of truths.	Explore philosophical theories about human existence.

**GENERAL STUDIES & EFFECTIVE COMMUNICATION SKILLS OVERVIEW S4-S6**

Topic Area	Sub Topic Area	Competencies		
		S4	S5	S6
LIVING IN SOCIETY	<b>Peace and conflict</b>	<p>Explain how society norms, values &amp; human rights hold societies together.</p> <p>Demonstrate an understanding of ethical and religious values</p>	<p>Recognize and show an understanding of the types, causes, consequences management and prevention of conflicts.</p>	<p>Analyse the causes and consequences of Genocide &amp; how an understanding of how countries can work to prevent Genocide</p> <p>Assess the causes and effects and forms of Genocide with emphasis on Genocide against the Tutsi Demonstrate how Rwandan values can be effectively applied to everyday life</p>
	<b>Citizenship International politics</b>	<p>Analyse the role of the individual in society; including family, marriage, local, national and global communities</p> <p>Describe how responsibilities of family members change as they mature.</p> <p>Explain key features of long term commitments, marriage and parenting, identify key responsibilities of marriage and long term commitments).</p> <p>Recognize the impact of individual choices (youth and drug abuse) and their consequences on individuals and larger societies.</p>	<p>Describe how the education and welfare systems in Rwanda promote equal opportunities.</p> <p>Analyse the concept of leadership and management and their role in preventing conflict.</p> <p>Analyse the role of good governance.</p> <p>Explain the concept of Neo-colonialism.</p> <p>Explain the concept of Geopolitics.</p> <p>Analyse the role of Regional and international integration.</p>	<p>Analyse the role of national service to the citizens &amp; the country at large.</p> <p>Explain the work of parliament, the government and the courts in making and shaping laws.</p> <p>Analyse the role of the state, democracy, nationalism and post- colonialism on individual citizenship.</p> <p>Argue that Africans can achieve self-reliance.</p> <p>Analyse the concept of political pluralism in the World.</p>

Topic Area	Sub Topic Area	Competencies		
		S4	S5	S6
		Argue how sport, leisure and international competition contribute to personal, collective identity shared with others & social development.		
	<b>Global communication and interdependence</b>	Explore and appreciate forms and ways of communication (hard and soft forms and ways) Discuss the concept of effective communication Read and summarize texts and books	Analyse the role of ICT in creating a global community.  Compose texts based on own ideas	Justify the impact of communication on international relations and cooperation. Make public presentations and speeches
<b>SUSTAINABLE DEVELOPMENT</b>	<b>Wealth creation</b>	Explain the concept of investment and saving.  Analyse some of the social, moral, ethical and environmental implications of certain financial decisions.	Demonstrate how to keep track of personal money and payment commitments.  Distinguish products and services offered by financial institutions.	Analyse the consequences of debt to an individual, family, society and the nation. Demonstrate risks involved in business. Describe common characteristics of investment opportunities.
		Explain the concept of career planning Analyse critically how education and welfare systems contribute to economic development.		Differentiate between the impact of employment and unemployment on the economy locally, nationally and globally.
			Appreciate the tourism industry in national development.	Appreciate the contribution of transport on the country's economy & also analyse the

Topic Area	Sub Topic Area	Competencies		
		S4	S5	S6
			Demonstrate how sport, leisure and international competition contribute to political and economic development (e. g professional, sports, healthy workers).	impact of population growth to family, national and global economy.
	<b>International monetary systems</b>		Analyse the impact of multinational corporations on sustainable development.	Analyse the impact of international aid & international cooperation on sustainable development. Carry out an analysis on the role of International Financial Institutions (IFIs).
	<b>Ethics</b>	Analyse fair operating practices: anti-corruption, fair competition, respect for property rights	Appreciate the relevance of tax to an individual, community and the country as whole.	Defend the need to protect myself from financial scams and identity fraud.
	<b>Environmental Awareness &amp; Protection</b>	Investigate environmental concerns in a variety of contexts locally, nationally and globally.  Appreciate the benefits of renewable energy resources in comparison with unsustainable finite resources.	Demonstrate how the individual and the community affect the environment, in particular climate change.	Analyse the development of sustainable farming techniques for the twenty-first century.  Analyse the role of sustainable development in planning for an environmentally positive future.
<b>SCIENCE</b>	<b>Scientific research, innovation</b>	Discuss medical research and ethics.	Analyse how specific industries throughout the world have developed over	Analyse the uses and application of Mathematics in life.

Topic Area	Sub Topic Area	Competencies		
		S4	S5	S6
	<b>and progress, nutrition and health</b>	Justify the impact of progress and innovation in science and technology including Information and Communication Technology (ICT)	<p>time.</p> <p>Appreciate ICT in developing international exchange and understanding of scientific ideas.</p> <p>Evaluate the impact of progress of science in climate change.</p>	
	<b>Health education</b>	<p>Assess a range of risk reduction strategies for effectiveness and personal preferences.</p> <p>Demonstrate communication and negotiation, assertiveness and decision making skills in relation to safer sex and refusing unsafe sexual practices).</p> <p>Analyse the impact of high population growth on malnutrition, reproductive health, birth-rates, and mortality rates.</p> <p>Understand the consequences of engaging in unprotected sex, risky sexual behaviors and associated responsibilities).</p>	<p>Describe factors that affect feeding the global population.</p> <p>Explore how to feed the global population in sustainable way.</p> <p>Discuss relationship between diet and non-communicable diseases especially diabetes and Hypertension.</p>	Investigate and report on the potential for sustainability in terms of human population and food supplies.

Topic Area	Sub Topic Area	Competencies		
		S4	S5	S6
CULTURE	<b>Global Media</b>	<p>Explore how local media fits within a global media context and the relationship between them.</p> <p>Identify the effects of global media on lifestyle, culture, habits and behaviors. ( the influence of mass media on personal values, attitudes and social norms concerning sexuality, negative and inaccurate mass media</p>	<p>Evaluate the effects of global media on cultural dilution and diversity.</p> <p>Recognize the impact of advertising and role models, in the media, on a culture and financial decision making.</p> <p>Appreciate the role of mass media in the society.</p>	<p>Reflect on rights and responsibilities relating to the global media including censorship, the right to know and freedom of the press.</p> <p>Analyse the use and abuse of global media on culture&amp; detect bias Opinion and stereo types in visual, written and spoken media.</p>
	<b>Cultural Diversity</b>	<p>Appreciate national heritage and cultural preservation</p> <p>Show the impact of differing cultures on lifestyle and habits.</p>	<p>Analyse the cultural dilution and diversification through literature.</p> <p>Advocate against discrimination and bias towards those who are different.</p>	<p>Evaluate the effects of tourism on culture and the promotion of tourism based on culture.</p>
	<b>Gender</b>	<p>Analyse gender stereotyping and its impact on Individuals and society.</p> <p>Explain how Gender equality and complementarily impact on people’s lives.</p> <p>Demonstrate relevant communication skills (e.g.</p>	<p>Describe gender- based violence and child abuse.</p> <p>Analyse consequences of Gender- based violence and child abuse</p>	<p>Identify specific strategies for reducing gender based violence and child abuse.</p> <p>Advocate for the elimination of gender role stereotypes and inequality, gender based violence and child abuse.</p>

Topic Area	Sub Topic Area	Competencies		
		S4	S5	S6
		<i>assertiveness, refusal</i> ) in resisting sexual abuse.		
	<b>Literature</b>		Analyse forms of literature including fiction, non-fiction, biography, diary, poetry etc.	Appreciate the role of censorship and freedom of speech in relation to literature throughout history.  Analyse the types of literature locally, regionally and globally.
	<b>Arts</b>	Compare various forms of art including architecture, painting, fashion, photography, sculpture and music from a variety of cultures, styles and traditions	Appreciate national heritage and culture preservation in the arts.	



## CHRISTIAN RELIGIOUS EDUCATION OVERVIEW S4-S6

TOPIC AREA	SUBTOPIC AREA	COMPETENCES			
		SENIOR 4	SENIOR 5	SENIOR 6	
<b>Holy Scriptures and belief</b>	<b>Revelation of God and Biblical studies</b>	Describe the structure of the Bible and highlight its importance in the spiritual growth and Christian Worship.	Justify the salvation fulfillment in Jesus Christ the incarnated Word of God.	Recognize the unicity of God in the Holy Trinity basing on Holy scripture.	
		Show the relationship between Ancient and New Testament in salvation History.			
	<b>Belief, salvation and history of Christianity</b>			Undertake a comparative study of the early Church and the current Church.	
				Describe the key events in the history of the Church and their impact on faith and life of Believers.	
				Explain the process of the expansion of the Church in World and in Rwanda in particular.	
				Establish the relationship between faith, Grace and good deeds in regard to Eternal life.	
<b>Spiritual and moral values</b>	<b>Spiritual growth</b>	Practice the supreme commandment and the Golden rule.	Practice cardinal virtues in his/her daily life.	Practice chastity and be responsible in his/or her choices.	

TOPIC AREA	SUBTOPIC AREA	COMPETENCES		
		SENIOR 4	SENIOR 5	SENIOR 6
	<b>Faith, worship and society</b>			
<b>Faith and life</b>	<b>Family and Peace</b>	Contrast the role of reflected decision making in promoting inner peace with the effect of blind obedience in obstructing inner peace.	Criticize the effect of dehumanization of human identity and relationships in destroying inner peace.	Respect life as a precious gift and fight against immoral acts related to Suicide, Euthanasia, Murder and Abortion.
	<b>Christian values and social life</b>			Appreciate the gift of human sexuality, the nature, purpose and ends of marriage.
				Adopt attitudes of practicing self-control by avoiding sexual promiscuity and sexual deviations.
				Show positive attitude towards work and avoid all forms of exploitation.
				Respect life as a precious gift and fight against immoral acts related to Suicide, Euthanasia, Murder and Abortion

TOPIC AREA	SUBTOPIC AREA	COMPETENCES		
		SENIOR 4	SENIOR 5	SENIOR 6
				Identify causes, consequences and means to prevent social problems such as discrimination, segregation, drugs....
Liturgy and sacraments	Liturgical celebration			
	Sacraments			
		<b>Specific topics for Protestant Churches</b>	<b>Specific topics for Protestant Churches</b>	<b>Specific topics for Protestant Churches</b>
Protestant faith	Protestant Doctrine			
	Protestant worship and practices			
		Explain the teaching the teaching of Jesus and Apostles about the state of Death	<b>Interpret Daniel's prophecy</b>	<b>Interpret the prophecies of the Book of Revelation</b>

## ISLAMIC RELIGIOUS EDUCATION OVERVIEW S4-S6

Topic Area	Subtopic Area	Competencies		
		Senior four	Senior five	Senior six
Holy Scriptures and beliefs	Tauhiid	Be stable in Islamic faith, be flexible in the society and live unity in diversity.	Perform works of charity to be rewarded The eternal life not eternal suffering.	Respect life as a precious gift from Allah (do not murder, ...)
	Tarekh	Perform all actions that prove the submissiveness to Allah's law.	Prepare and build the future based on pioneers' examples of Islam and its contribution to develop science.	
	Fiq'hi	Offer rightly zakaat and mobilize other muslims and explain the modality of offering this zakaat (concerning the businessmen).		Protect him/herself against sin and to protect others from the consequences of sin.
Spiritual and moral values	Islam and Life	Live and respect the differences practices in faith in order to build unity.	Deeply analyse the choices and consequences before making and taking a decision and prevent all kinds of violence.	Prevent sexual deviations, prevent other problems related to sexuality including early marriage and domestic violence.; prevent divorces; reach the aims of marriage and assume the responsibilities of spouses.
	Adabu			Avoid laziness; invent jobs; respect life and threat every person as a creature of Allah

**KINYARWANDA OVERVIEW S4-S6(CORE)**

IMBUMBANYIGISHO	INYIGISHO	Ibyo umunyeshuri azaba ashobora gukora		
		Umwaka wa kane	Umwaka wa gatanu	Umwaka wa gatandatu
<b>UBUSHOBOZI BWO GUKOresha URURIMI MU MVUGO</b>	<b>Kumva</b>	<p>Gukurikira neza ibivugwa kugira ngo agereranye ndetse atandukanye ingingo z’ingenzi zikubiye mu myandiko inyuranye asomewe ivuga ku bintu biriho cyangwa by’ibihimbano, dufashe nk’urugero ku myandiko y’ubuvanganzo nyarwanda gakondo bwo muri rubanda.</p> <p>Gushungura amakuru uko bikwiye nko kurobanura mu byo yumvise ibyavuzwe n’undi muntu, akabishingiraho ahamya ishingiro ry’ibitekerezo byatanzwe ku ngingo runaka.</p>	<p>Gukurikira neza ibivugwa kugira ngo agereranye ndetse atandukanye ingingo z’ingenzi zikubiye mu myandiko inyuranye asomewe ivuga ku bintu biriho cyangwa by’ibihimbano, dufashe nk’urugero ku mazina y’inka no kugaragaza ihuriro ry’izo ngeri.</p> <p>Kumva inganzo y’imyandiko, uburyo bwo kuyitondagura n’ingingo ziyikubiyemo, ari izirebana n’imibereho n’umuco, poritiki ndetse n’amateka.</p>	<p>Kugaragaza ku buryo bwimbitse ibyo ashima n’ibyo agaya mu gihe asesengura imyandiko inyuranye yasomewe, nk’ibisigo, inyandikomvugo z’ibyakozwe mu byiciro byihariye cyangwa imbwirwaruhame zifite ireme.</p>

IMBUMBANYIGISHO	INYIGISHO	Ibyo umunyeshuri azaba ashobora gukora		
		Umwaka wa kane	Umwaka wa gatanu	Umwaka wa gatandatu
	<b>Kuvuga</b>	<p>Kuvuga adategwa, ashize amanga mu gihe akoresha urwego runaka rw'ururimi.</p> <p>Kwibwiriza gufata ijamba mu biganiri mpaka, agakurikirana kugira ngo amenye uko ibitekerezo bye byumvikanye, ari na ko akomeza kubatangira ingingo zibishyigira, ariko atabangamiye ibitekerezo by'abandi.</p>	<p>Gutanga ibiganiri n'imbwirwaruhame ku nsanganyamatsiko zinyuranye z'ubuvanganzo, amateka, poritiki n'imibereho, ashize amanga kandi ku buryo ibitekerezo bye binyura abamwumva.</p> <p>Kujora ibitekerezo bye n'iby'abandi ahereye ku bitekerezo byatanzwe mu mpaka.</p> <p>Kuyobora ibiganiri mpaka no gukora inshamake y'ibitekerezo byatanzwe.</p>	<p>Gutanga ibiganiri n'imbwirwaruhame ku nsanganyamatsiko zinyuranye z'ubuvanganzo, amateka, poritiki n'imibereho, ashize amanga kandi ku buryo ibitekerezo bye binyura abamwumva.</p> <p>Gukoresha imvugo ihanitse y'ubusizi ikubiyemo iminozanganzo ku buryo buboneye kandi buhimbaza abamwumva.</p> <p>Kuyobora ibiganiri mpaka no gukora inshamake y'ibitekerezo byatanzwe.</p>

IMBUMBANYIGISHO	INYIGISHO	Ibyo umunyeshuri azaba ashobora gukora		
		Umwaka wa kane	Umwaka wa gatanu	Umwaka wa gatandatu
<b>UBUSHOBOZI BWO GUKOresha URURIMI MU NYANDIKO</b>	<b>Gusoma</b>	<p>Gutanga ibitekerezo bwite ku myandiko nk'iy'ubusizi, umudandure cyangwa ikinamico:</p> <p>Gutahura ibisobanuro bitandukanye by'amagambo; gutanga ibitekerezo ku gaciro k'iyogaciro k'iyoye myandiko n'uburyo ikora ku mutima; gutahura ibiranga umwandiko nk'imyubakire yawo, insanganyamatsiko cyangwa ikeshamvugo.</p> <p>Gutoranya mu byo yasomye ingingo cyangwa amagambo yavuzwe n'abandi kugira ngo bimufashe gusobanura uko abona ibintu.</p> <p>Gukora inshamake y'ibyo yasomye mu myandiko inyuranye.</p>	<p>Gusoma ajora kugira ngo abashe kugereranya cyangwa gutandukanya ingeri zinyuranye z'imyandiko ivuga ku biriho cyangwa ibihimbano no kugaragaza ihuriro ryayo.</p> <p>Kumva uburyo iyo myandiko ihangwa, no gusoma umwandiko akawumva mu rwego rw'imibanire y'abantu, mu rwego rw'amateka no mu rwego rwa poritiki wahimbwemo.</p>	<p>Kugaragaza ku buryo bwimbitse ibyo ashima n'ibyo agaya mu gihe asesengura imyandiko inyuranye yasomye, nk'ibisigo, inyandikomvugo zakozwe n'inzobere cyangwa imbwirwaruhame zifite ireme.</p> <p>Gusesengura uburyo urwego rw'ururimi, imiterere yarwo, n'ikeshamvugo birema igisobanuro runaka.</p>

IMBUMBANYIGISHO	INYIGISHO	Ibyo umunyeshuri azaba ashobora gukora		
		Umwaka wa kane	Umwaka wa gatanu	Umwaka wa gatandatu
	<b>Kwandika</b>	<p>Kumvikanisha neza ibitekerezo bye yandika ku nsanganyamatsiko zitandukanye yubahiriza imiterere n'imvugo bibereye iyo nyandiko.</p> <p>Guhanga umwandiko akoresha inshoberamahaanga n'iminozanganzo.</p>	<p>Guhanga imyandiko irambuye no kwandika ku nsanganyamatsiko zinyuranye zaba iz'ubuvanganzo, iz'amateka, iza poritiki n'izijyanye n'imibereho y'abaturage ahitamo imvugo ijyanye n'ibyo avuga mu nzego zinyuranye z'ururimi n'imvugo ijyanye n'insanganyamatsiko yihariye.</p> <p>Guhanga umwandiko akoresha inshoberamahanga n'iminozanganzo, kugira ngo inyandiko ye inogere umusomyi.</p>	<p>Guhanga imyandiko miremire ifite ireme n'ubwiza butihishira</p> <p>ku nsanganyamatsiko zinyuranye zaba iz'ubuvanganzo, iz'amateka, iza poritiki n'izijyanye n'imibereho y'abaturage akoresha imvugo zitandukanye zijyanye n'inzego z'ururimi ndetse n'iminozanganzo ijyana n'insanganyamatsiko zihariye.</p> <p>Guhanga akurikiranya neza ingingo mu nyurabwenge, akoresha imvugo ihanitse, nko mu nyandikomvugo, imbwirwaruhame n'imivugo.</p>



IMBUMBANYIGISHO	INYIGISHO	Ibyo umunyeshuri azaba ashobora gukora		
		Umwaka wa kane	Umwaka wa gatanu	Umwaka wa gatandatu
UBUMENYI BW'URURIMI	Iyigamajwi, iyigamvugo n'iyigantego	<p>Gukoresha mu buryo buboneye amategeko agenga imyubakire inyuranye n'imiterere y'amagambo akiyungura kandi agakoresha amagambo anyuranye yabugenewe, arimo amagambo y'amuga cyangwa inshoberamahanga.</p> <p>Gusobanura no kwandika amagambo mu nyandiko nyejwi no mu nyandiko nyemvugo.</p>		
	Ikibonezamvugo n'iyiganteruro	<p>Gusobanura amategeko anyuranye y'ikibonezamvugo no kuyakoresha mu gutahura amakosa, gukosora ibikocamye, no kuvuga cyangwa kwandika atajijinganya, kandi akurikiranya neza ibitekerezo mu nyurabwenge.</p> <p>Gusobanura no gusesengura imiterere y'amagambo anyuranye y'ururimi rw'Ikinyarwanda cyangwa interuro z'urusobe kugira ngo arushaho gusobanukirwa no kwandika neza.</p>		

**KINYARWANDA OVERVIEW FOR OTHER STREAM S4-S6**

IMBUMBANYIGISHO	INYIGISHO	IBYO UMUNYESHURI AZABA ASHOBORA GUKORA		
		Umwaka wa kane	Umwaka wa gatanu	Umwaka wa gatandatu
<b>UBUSHOBOZI BWO GUKORESHA URURIMI MU MVUGO</b>	<b>Kumva</b>	<p>Gukurikira neza ibivugwa kugira ngo agereranye ndetse atandukanye ingingo z'ingenzi zikubiye mu myandiko inyuranye ivuga ku nsanganyamatsiko zinyuranye.</p> <p>Gushungura amakuru uko bikwiye nko kurobanura mu byo yumvise ibyavuzwe n'undi muntu, akabishingiraho ahamya ishingiro ry'ibitekerezo byatanzwe ku ngingo runaka.</p>	<p>Gukurikira neza ibivugwa kugira ngo agereranye ndetse atandukanye ingingo z'ingenzi zikubiye mu myandiko inyuranye asomewe ivuga ku nsangamatsiko zinyuranye.</p> <p>Kumva ingingo ziyikubiyemo, ari izirebana n'imibereho n'umuco, poritiki ndetse n'amateka.</p>	<p>Kugaragaza ku buryo bwimbitse ibyo ashima n'ibyo agaya mu gihe asesengura imyandiko inyuranye yasomewe, nk'inkuru, inyandiko mvugo z'ibyakoze mu byiciro byihariye cyangwa imbwirwaruhame zifite ireme.</p>

IMBUMBANYIGISHO	INYIGISHO	IBYO UMUNYESHURI AZABA ASHOBORA GUKORA		
		Umwaka wa kane	Umwaka wa gatanu	Umwaka wa gatandatu
	<b>Kuvuga</b>	<p>Kuvuga adategwa, ashize amanga mu gihe ageza ijamba ku bandi.</p> <p>Kwibwiriza gufata ijamba mu biganiri mpaka, ari na ko akomeza kubatangira ingingo zibishyigira, ariko atabangamiye ibitekerezo by'abandi.</p>	<p>Gutanga ibiganiri n'imbwirwaruhame ku nsanganyamatsiko zinyuranye, amateka, poritiki n'imibereho, ashize amanga kandi ku buryo ibitekerezo bye binyura abamwumva. Kuyobora ibiganiri mpaka no gukora inshamake y'ibitekerezo byatanzwe.</p>	<p>Gutanga ibiganiri n'imbwirwaruhame ku nsanganyamatsiko zinyuranye, z'amateka, poritiki n'imibereho, ashize amanga kandi ku buryo ibitekerezo bye binyura abamwumva.</p> <p>Kuyobora ibiganiri mpaka no gukora inshamake y'ibitekerezo byatanzwe.</p>
<b>UBUSHOBOZI BWO GUKORESHA URURIMI MU NYANDIKO</b>	<b>Gusoma</b>	<p>Gutanga ibitekerezo bwite ku myandiko y'umudandure cyangwa ikinamico: gutahura ibisobanuro bitandukanye by'amagambo; gutahura imyubakire y'umwandiko n'insanganyamatsiko ziwukubiyemo.</p>	<p>Gusoma ajora kugira ngo abashe gutahura ubumenyi butandukanye buri mu myandiko. Kumva uburyo iyo myandiko ihangwa, no gusoma umwandiko akawumva mu rwego rw'imibanire y'abantu,</p>	<p>Kugaragaza ku buryo bwimbitse ibyo ashima n'ibyo agaya mu gihe asesengura imyandiko inyuranye yasomye nk'inyandiko mvugo z'ibyakozwe mu byiciro byihariye cyangwa imbwirwaruhame ku nsanganyamatsiko zinyuranye.</p>

IMBUMBANYIGISHO	INYIGISHO	IBYO UMUNYESHURI AZABA ASHOBORA GUKORA		
		Umwaka wa kane	Umwaka wa gatanu	Umwaka wa gatandatu
		<p>Gutoranya mu byo yasomye ingingo cyangwa amagambo yavuzwe n'abandi kugira ngo bimufashe gusobanura uko abona ibintu.</p> <p>Gukora inshamake y'ibyo yasomye mu myandiko inyuranye.</p>	<p>mu rwego rw'amateka no mu rwego rwa poritiki wahimbwemo.</p>	
	<b>Kwandika</b>	<p>Kumvikanisha neza ibitekerezo bye yandika ku nsanganyamatsiko zitandukanye kandi yubahiriza imiterere ibereye iyo nyandiko.</p>	<p>Guhanga imyandiko irambuye ku nsanganyamatsiko zinyuranye zaba, iz'amateka, iza poritiki n'izijyanye n'imibereho y'abaturage ahitamo imvugo ikwiye n'amagambo yabugenewe.</p>	<p>Guhanga imyandiko miremire ifite ireme ku nsanganyamatsiko zinyuranye zaba iz'amateka, iza poritiki n'izijyanye n'imibereho y'abaturage akoresha imvugo ijyana n'insanganyamatsiko zihariye.</p> <p>Guhanga akurikiranya neza ingingo mu nyurabwenge, nko mu nyandikomvugo n'imbwirwaruhame.</p>

IMBUMBANYIGISHO	INYIGISHO	IBYO UMUNYESHURI AZABA ASHOBORA GUKORA		
		Umwaka wa kane	Umwaka wa gatanu	Umwaka wa gatandatu
UBUMENYI BW'URURIMI	Iyigamajwi, iyigamvugo n'iyigantego	Gukoresha mu buryo buboneye amategeko agenga imyubakire inyuranye n'imiterere y'amagambo akyungura kandi agakoresha amagambo anyuranye yabugenewe, arimo amagambo y'amuga cyangwa inshoberamahanga.		
	Ikibonezamvugo n'iyiganteruro	Gusobanura amategeko anyuranye y'ikibonezamvugo no kuyakoresha mu gutahura amakosa, gukosora ibikocamye, no kuvuga cyangwa kwandika atajijinganya, kandi akurikiranya neza ibitekerezo mu nyurabwenge.		

## ENGLISH OVERVIEW S4-S6

Topic area	Sub Topic areas	COMPETENCES		
		S4	S5	S6
Oral Understanding and expression	Listening	Identify the main points of authentic spoken texts or conversation involving one or more speakers.	Understand the main points of authentic texts and conversation in a range of different contexts.	Identify the majority of points and infer the meaning of a range of authentic texts and conversations spoken at or near to, native speaker speed.
	Speaking	Give a presentation on a chosen theme organizing ideas and responding spontaneously to questions.	Give presentations on a range of themes and argue a particular point of view.	Participate in discussions relating to a variety of situations and topics, taking the initiative where appropriate.
Written understanding and expression	Reading	Read and understand a range of texts involving more complex language, analyzing meaning and summarizing in speech or writing.	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.	Understand a range of authentic texts of some degree of complexity.  Make connections and comparisons. Paraphrase to feedback essential points.

Topic area	Sub Topic areas	COMPETENCES		
		S4	S5	S6
	Writing	Communicate ideas on a range of topics and in an appropriate style of writing for the task. Argue and justify a point of view.	Write coherent text in on a wide range of topics in different styles to interest, persuade and /or entertain different readers.	Write extended texts on a range of topics using a wide range of language and a variety of styles and registers.
Knowledge of language	Vocabulary	Building on prior knowledge.  Recognize and explore new vocabulary, expressions and language structures.	Building on prior knowledge.  Recognize and analyse new vocabulary, expressions and language structures.	Building on prior knowledge.  Explore and analyse new vocabulary, expressions and language structures.
	Grammar	Communicate complex and descriptive texts using varied vocabulary, language structures and knowledge of different writing genres.	Communicate complex and descriptive texts using varied vocabulary, language structures and knowledge of different writing genres.	Communicate complex and descriptive texts using varied vocabulary, language structures and knowledge of different writing genres.

## LITERATURE IN ENGLISH OVERVIEW S4-S6

TOPIC AREA	LEARNING COMPETENCES		
	S4	S5	S6
<b>Prose:</b>	<p>Make connections between a more demanding range of texts from different times and cultures.</p> <p>Explore <b>key aspects</b> of narrative prose and style through the study of set novels and unseen texts.</p> <p>Draw on interpretations from other readers.</p> <p>Understand why some texts are particularly significant, valued and influential.</p>	<p>Analyse how texts are written and read in specific contexts.</p> <p>Demonstrate understanding of the relationships among the elements of fiction within a set novel.</p>	<p>Demonstrate detailed critical understanding in analysing the ways in which structure and language shape meaning using appropriate terminology.</p> <p>Explore connections and comparisons with reference to interpretations of other readers.</p> <p>Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</p>
<b>Poetry</b>	<p>Make connections between a more demanding range of poetry from different times and cultures.</p> <p>Explore <b>key elements</b> of poetry and style through the study of set and unseen poetry. Draw on interpretations from other readers.</p> <p>Understand why some poets and poems are particularly significant, valued and influential.</p>	<p>Investigate how poems are written and or recited in specific contexts.</p> <p>Construct an understanding of the relationships between various poetic techniques and assess their effects.</p>	<p>Demonstrate detailed critical understanding in analyzing the ways in which structure and language shape meaning using appropriate terminology.</p> <p>Explore connections and comparisons with reference to interpretations of other readers.</p> <p>Demonstrate understanding of the significance and influence of the contexts in which poetry is written and received.</p>



TOPIC AREA	LEARNING COMPETENCES		
	S4	S5	S6
<b>Drama</b>	<p>Stage and perform learnt plays using appropriate dramatic techniques.</p> <p>Make connections between a more demanding range of plays from different times and cultures</p> <p>Explore <b>key elements</b> of drama and style through the study of set plays and unseen extracts. Draw on interpretations from other critics.</p> <p>Understand why some plays and dramatists are particularly significant, valued and influential.</p>	<p>Evaluate how plays are written and performed in specific contexts.</p> <p>Stage and perform learnt plays using appropriate dramatic techniques.</p>	<p>Demonstrate detailed critical understanding in analysing forms of drama using appropriate terminology.</p> <p>Explore connections and comparisons with reference to interpretations of other critics.</p> <p>Demonstrate understanding of the significance and influence of the contexts in which drama is written and performed.</p>

## FRENCH OVERVIEW S4-S6

Domaine de communication	Sous-domaine	Compétences		
		4 <sup>ème</sup> année	5 <sup>ème</sup> année	6 <sup>ème</sup> année
Compréhension et expression orales	<b>Ecouter</b>	Relever les attitudes et les émotions, comprendre les points importants ainsi que les détails des différents types de messages oraux tirés des dialogues et des documents authentiques, (extraits de presse, documentaires etc.) qui contiennent des phrases plus complexes formulées dans un langage plus ou moins soutenu.	Relever les points importants et les détails dans des textes argumentatifs portant sur des sujets divers et problèmes d'actualité tirés des documents authentiques variés : (extrait de pièces de théâtre, presse, films, documentaires etc.) lus à un rythme d'un natif de la langue.	Ecouter attentivement les discours et les exposés et des discussions sur des fléaux qui affectent l'humanité.
	<b>Parler</b>	Donner un bref exposé sur un thème ou un sujet au choix, et participer aux discussions sur un certain nombre des sujets et prenant parfois l'initiative d'orienter le débat.	Participer à débat sur un thème donné et défendre ses opinions ou ses idées Répondre spontanément aux questions posées. Prendre l'initiative de poser des questions pour demander des éclaircissements sur une information donnée.	Exprimer ses opinions dans ses discussions et exposés sur les fléaux qui affectent l'humanité.
Compréhension et expression écrites	<b>Lire</b>	Lire silencieusement des récits variés et des textes instructifs sur les droits de l'homme et	Lire des textes visant la sensibilisation à la lutte contre sur toutes formes de	Lire, analyser et critiquer des textes d'un certain niveau de

Domaine de communication	Sous-domaine	Compétences		
		4 <sup>ème</sup> année	5 <sup>ème</sup> année	6 <sup>ème</sup> année
		ses devoirs en vue d'avoir un jugement objectif.	discrimination et porter un jugement. Lire une œuvre complète et établir une fiche de lecture.	complexité et d'abstraction sur les fléaux qui accablent l'humanité.
	<b>Ecrire</b>	Rédiger un récit sur un événement vécu, entendu ou observé et résumer un récit complet ou extrait de récit ainsi qu'un texte explicatif sur le bien-fondé du respect des droits des autres et de l'accomplissement des devoirs.	Etablir une fiche de lecture d'une œuvre lue et rédiger un texte sur les méfaits d'une forme de discrimination donnée.	Composer une dissertation sur les méfaits d'un mauvais discours et des médias de haine.
Connaissance de la langue.	<b>Vocabulaire</b>	Exploiter les champs sémantiques des mots et E utiliser des outils de référence	Utiliser les différentes locutions idiomatiques	Utiliser les paronymes.
	<b>Grammaire</b>	Respecter la concordance des temps dans les productions orales et écrites.	Exprimer la valeur de l'emploi de différents modes et temps verbaux dans les textes exploités	Structurer sa pensée en utilisant les connecteurs logiques et les mots liens.
	<b>style</b>	Reconnaitre et utiliser les différentes figures de style et les niveaux de langue.		

## KISWAHILI OVERVIEW S4-S6 CORE

MADA KUU	MADA NDOGO	UJUZI		
		KIDATO CHA IV	KIDATO CHA V	KIDATO CHA VI
KUELEWA MAZUNGUMZO NA KUJIELEZA KIMAZUNGUMZO	KUSIKILIZA	<p>Kusikiliza na kuelewa hoja kuu na masuala mengine mahsusi katika masimulizi mafupi na madondoo ya lugha ya mazungumzo yanayohusu mada mbalimbali ikiwa ni pamoja na taarifa zenye kuthibitishwa pamoja na mitazamo au maoni</p> <p>Kusikiliza kwa makini anayosomewa au aliyoyasikia kwenye redio , runinga au vyombo tofauti vya kunasia sauti na kuzingatia yaliyomo kwa ujumla</p>	<p>Kuonesha uelewa wa hoja kuu na masuala mengineyo ya namna mbalimbali kutoka katika matini za kimazungumzo na zenye kuundwa kwa sentensi changamano na lugha ambayo haijaozoeleka kwa wanafunzi kutoka katika vyanzo thabiti (taarifa za habari, vipindi maalumu n.k)</p> <p>Kusikiliza na kutambua masimulizi ya nadharia ya Fasihi</p>	<p>Kuonesha uelewa wa hoja kuu na masuala mengineyo yanayopatikana katika matini za kimazungumzo na yanayoeleza mitazamo au maoni, masuala, kujali au kuguswa kutokana na taarifa mbalimbali kutoka katika vyanzo thabiti na vinavyowasilishwa katika kasi ya msemaji lugha ambaye ni mzawa (taarifa za habari, vipindi maalumu, michezo ya kuigiza, filamu n.k)</p>

	<b>KUZUNGUMZA</b>	<p>Kuwasilisha wasilisho fupi kuhusu mada kadhaa zilizo ndogo ikiwa ni pamoja na Historia ya Kiswahili na nafasi ya Kiswahili Duniani. Kujibu maswali kwa kutumia vitabu na rejea mbalimbali na kuuliza maswali</p>	<p>Kushiriki katika midahalo inayohusu mada mahsusi iliyochaguliwa na inayohalalisha mitazamo na maoni. Kujibu maswali ya papo kwa papo. Kuuliza maswali kwa ajili ya ufafanuzi</p>	<p>Kuandaa wasilisho refu linalohusu dhamira mbalimbali pia katika wasilisho hili anapaswa kutetea mtazamo au maoni kwa kutoa ithibati thabiti. Kuwa tayari kujibu maswali bila kusitasita huku akionesha jitihada.</p>
<b>KUELEWA MAANDISHI NA KUJIELEZA KIMAANDISHI</b>	<b>KUSOMA</b>	<p>Kusoma, kuelewa na kuandika muhtasari kutoka katika matini andishi zihusuzo mada mbalimbali ikiwa ni pamoja na mada za kihistoria na zile za kifasihi</p>	<p>Kusoma , kuelewa , na kuchambua matini zinazohusu mambo ya kweli pamoja na matini zile zenye ubunaji au mambo ya kubuni zenye kueleza mitazamo tofauti. Hii inajumuisha nyaraka rasmi na zisizo rasmi.</p> <p>Kuandika muhtasari na kubainisha hoja kuu</p>	<p>Kuelewa matini mbalimbali zilizo thabiti na zenye kiwango fulani cha uchangamano. Kutengeneza uhusiano na mlinganisho</p> <p>Kuandika kwa namna alivyoelewa mwenyewe mrejesho pamoja na hoja muhimu (kuandika muhtasari)</p>

	<b>KUANDIKA</b>	<p>Kuunda aya zenye muundo na mfuatano au mpangilio mzuri.</p> <p>Kubuni mawazo kuhusu mada mbalimbali kutokana kusudi walilopewa au kuambiwa (barua kwenda kwa mwajiri, usimuliaji wa safari aliyofanya n.k)</p>	<p>Kupanga na kupangilia andiko kwa ajili ya kuwasilisha taarifa, kueleza mawazo, kuhalalisha maoni( kufanya uhakiki, kuandika makala, kuandika ripoti)</p>	<p>Kuandika matini ndefu na yenye mshikamano na kwa kuzingatia rejesta na kwa malengo mbalimbali kama vile kuwasilisha taarifa, mawazo, maoni au mitazamo kuhusu mada mbalimbali.</p>
<b>MAARIFA YA LUGHA</b>	<b>MSAMIATI NA SARUFI</b>	<p>Kuongeza msamiati kwa kupitia nyenzo mbalimbali za rejea na kujipitia matini mbalimbali afahamikiwazo.</p> <p>Kuimarisha kanuni za kisarufi zilizosomwa hapo awali.</p> <p>Kuonesha uelewa sahihi wa sarufi, sintaksia, mofolojia pamoja na matumizi yake. Kubainisha makosa na kuyasahisha na kukuza umilisi wa lugha katika kuzungumza, kusoma, kusikiliza na kuandika.</p>		

## KISWAHILI OVERVIEW S4-S6 ELECTIVE

MADA KUU	MADA NDOGO	UJUZI		
		KIDATO CHA IV	KIDATO CHA V	KIDATO CHA VI
KUELEWA MAZUNGUMZO NA KUJIELEZA KIMAZUNGUMZO	KUSIKILIZA	<p>Kusikiliza kwa makini majadiliano anayoigiwa na wenzake, anayosomewa au anayosikia kwenye redio, runinga au vyombo tofauti vya kunasia sauti na kuzingatia mada kuu ya majadiliano hayo yanayotokea kati ya pande mbili (wapinzani na watetezi).</p>	<p>Mwanafunzi aweze kusikiliza na kutambua masimulizi ya nadharia ya fasihi.</p> <p>Kumwezesha mwanafunzi kusikiliza kwenye redio au vyombo vingine vya utangazaji ,barua ya kikazi, simu na matangazo kama mojawapo ya tanzu za fasihi andishi.</p> <p>Mwanafunzi aweze kusikiliza na kuelewa habari itakayosomwa katika magazeti au matini mbalimbali.</p>	<p>Kuonesha uelewa wa hoja kuu na masuala mengineyo yanayopatikana katika matini za kimazungumzo na yanayoeleza mitazamo au maoni, masuala, kujali au kuguswa kutokana na taarifa mbalimbali kutoka katika vyanzo thabiti na vinavyowasilishwa katika kasi ya msemaji lugha ambaye ni mzawa (taarifa za habari, vipindi maalumu, michezo ya kuigiza, filamu n.k)</p>

MADA KUU	MADA NDOGO	UJUZI		
		KIDATO CHA IV	KIDATO CHA V	KIDATO CHA VI
	KUZUNGUMZA	<p>Kutokana na tanzu ya fasihi iliyozungumziwa, mwanafunzi atatoa kimazungumzo muhtasari wa yaliyomo au habari nyingine muhimu zinazohusika. Mijadala au midahalo ni kazi ya fasihi inayotolewa kwa njia ya mazungumzo. Kutakuwepo na pande mbili (utetezi na upinzani) ambazo zitatoa hoja tofauti kwa kuzungumza.</p>	<p>Kueleza kimazungumzo wazo kuu lililozingatwa katika barua, simu au matangazo yaliyotungwa.</p> <p>Mwanafunzi aweze kuzungumzia dhamira kuu inayopatikana katika tanzu ya fasihi husika.</p> <p>Mwanafunzi aweze kujibu maswali ya ufahamu kwa kuzungumza.</p>	<p>Kuandaa wasilisho refu linalohusu dhamira mbalimbali pia katika wasilisho hili anapaswa kutetea mtazamo au maoni. Kuwa tayari kujibu maswali bila kusitasita huku akionesha jitihada.</p>



MADA KUU	MADA NDOGO	UJUZI		
		KIDATO CHA IV	KIDATO CHA V	KIDATO CHA VI
KUELEWA MAANDISHI NA KUJIELEZA KIMAANDISHI	KUSOMA	<p>Kuchukua muda wa kutosha kwa kusoma vitabu, majarida, vifungu vya habari fulani ili kuyazingatia yaliyomo yanayojitokeza katika tanzu za fasihi hizo. Kusoma kwa sauti na kwa kuzingatia usahihi na kuelewa hoja kuu na mambo mengineyo ya muhimu kutoka katika matini fupi ya kimaandishi na iliyoandikwa vema na kutoka katika mazingira yanayofahamika.</p>	<p>Mwanafunzi aweze kusoma na kuelewa hati za kifasihi kwa kujitegemea Kusoma barua, simu au matangazo yaliyobuniwa ili kuhakikisha usanifu wa lugha iliyotumiwa. Maandishi haya huweza pia kusomwa hadharani au kwenye redio au televisheni. Mwanafunzi aweze kusoma matini za tanzu mbalimbali za fasihi kwa kuheshimu alama za vituo kulingana na fani ya tanzu hiyo.</p>	<p>Kusoma, kuelewa, na kuchambua matini zinazohusu mambo ya kweli pamoja na matini zile zenye ubunaji au mambo ya kubuni zenye kueleza mitazamo tofauti. Hii inajumuisha nyaraka rasmi na zisizo rasmi. Kuandika muhtasari na kubainisha hoja kuu.</p>

MADA KUU	MADA NDOGO	UJUZI		
		KIDATO CHA IV	KIDATO CHA V	KIDATO CHA VI
	<b>KUANDIKA</b>	<p>Kuelewa yaliyomo na kuyaandika kwenye karatasi iliyazungumziwe au yajadiliwe hadharani.</p> <p>Kazi ya uchambuzi wa tanzu za fasihi hutegemea maandishi.</p> <p>Kwa hiyo, mwanafunzi atafuata mwongozo wa uchambuzi kwa kuandika.</p>	<p>Mwanafunzi aweze kuandika makala ndefu za kifasihi kwa kuzingatia taratibu za uandishi.</p> <p>Kuandika muhtasari na kubainisha hoja kuu.</p> <p>Kupanga na kupangilia andiko kwa ajili ya kuwasilisha taarifa, kueleza mawazo, kuhalalisha maoni.</p> <p>Mwanafunzi aweze kujibu maswali kutokana na matini kwa kuandika.</p>	<p>Kuandika matini ndefu na yenye mshikamano na kwa kuzingatia rejesta na kwa malengo mbalimbali kama vile kuwasilisha taarifa, mawazo, maoni au mitazamo kuhusu mada.</p>

MADA KUU	MADA NDOGO	UJUZI		
		KIDATO CHA IV	KIDATO CHA V	KIDATO CHA VI
MAARIFA YA LUGHA	MSAMIATI NA SARUFI	<p>-Kwa njia ya mazungumzo na maandishi, mwanafunzi atahusika na matumizi ya majina ya ngeli ya LI-YA toka umoja kwenda wingi kwa kuzingatia mabadiliko yanayojitokeza kwenye vivumishi vya majina hayo.</p> <p>Mwanafunzi atajishughulisha na mabadiliko ya kisarufi yanayojitokeza katika matumizi ya majina ya ngeli ya U-I-ZI toka umoja kwenda wingi kwa kuzingatia usahihi wa Kiswahili unaojitokeza.</p>	<p>Mwanafunzi aweze kufafanua vitenzi kwa kutofautisha aina zake na hali tofauti</p> <p>Mwanafunzi aweze kutambua aina za maneno kama vile vivumishi, viwakilishi na vielelezi na kuyatumia katika sentensi sahihi.</p>	<p>Kuongeza msamiati kwa kupitia nyenzo mbalimbali za rejea na kujpitia matini mbalimbali afahamikiwazo.</p> <p>Kuimarisha kanuni za kisarufi zilizosomwa hapo awali.</p> <p>Kuonesha uelewa sahihi wa sarufi, sintaksia, mofolojia pamoja na matumizi yake. Kubainisha makosa na kuyasahisha na kukuza umilisi wa lugha katika kuzungumza, kusoma, kusikiliza na kuandika</p>

**MATHEMATICS (CORE) OVERVIEWS S4-S6**

Topic Area	Sub-topic Area	COMPETENCES		
		S4	S5	S6
Trigonometry	<b>Trigonometric circle and identities</b>	Use the trigonometric concepts and formulas to solve related problems in Physics, Air navigation, Water navigation, bearings, Surveying.		
	<b>Trigonometric equations and inequalities</b>		Solve trigonometric equations, inequalities and related problems using trigonometric identities and transformation formulas.	
	<b>Mathematical Logic</b>	Analyse efficiently situations in daily life using logical methods of reasoning and infer conclusion.		
	<b>Numbers and Operations</b>	Think critically using mathematical logic to understand and perform operations on the set of real numbers and subsets using the		Extend understanding of sets of numbers to complex numbers.

Topic Area	Sub-topic Area	COMPETENCES		
		S4	S5	S6
Algebra		properties of algebraic structures.		
	<b>Number Patterns</b>		Understand, manipulate and use arithmetic, geometric and harmonic sequences, including convergence.	
	<b>Equations and inequalities</b>	Model and solve algebraically or graphically daily life problems using linear, quadratic equations or inequalities.	Use numerical method e.g Newton-Raphson method to approximate solution to equations  Solve equations involving logarithms or exponentials and apply them to model and solve related problems.	Solve polynomial equations in the set of complex numbers and solve related problems in physics.
<b>Analysis</b>	<b>Functions</b>	Use concepts and definitions of functions to determine the domain of rational functions	Apply the concepts and definitions of functions to determine the domain of	Extend the use of concepts and definitions of functions to determine

Topic Area	Sub-topic Area	COMPETENCES		
		S4	S5	S6
		and represent them graphically in simple cases.	irrational, trigonometric or inverse trigonometric functions.	the domain of logarithmic and exponential functions.
	<b>Limits, Differentiation and Integration</b>	<p>Evaluate correctly limits of functions and apply them to solve related problems.</p> <p>Use the gradient of a straight line as a measure of rate of change and apply this to tangents of curves in various contexts.</p>	<p>Apply differentiation and the derivation of standard results to solve polynomial and trigonometric functions.</p> <p>Apply theorems of limits and formulas to solve problems involving differentiation including optimization.</p>	<p>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.</p> <p>Use differential equations to solve related problems that arise in a variety of practical contexts.</p>
	<b>Vectors</b>	<p>Study linear dependence of vectors of <math>IR^2</math> and solve problems related to angles using the scalar product in <math>IR^2</math></p>	<p>Study linear dependence of vectors of <math>IR^3</math> and solve problems related to angles using the scalar product in <math>IR^3</math></p> <p>Use the vector product to solve mensuration</p>	<p>Relate the sum and the intersection of subspaces of a vector space by the dimension formula.</p>

Topic Area	Sub-topic Area	COMPETENCES		
		S4	S5	S6
Linear Algebra			problems in $\mathbb{R}^3$	
	<b>Linear Transformations</b>	<p>Demonstrate that a transformation of <math>\mathbb{R}^2</math> is linear.</p> <p>Perform operations on linear transformations.</p> <p>Study geometric transformations of <math>\mathbb{R}^2</math> using vectors.</p>	<p>Demonstrate that a transformation of <math>\mathbb{R}^3</math> is linear.</p> <p>Perform operations on linear transformations of <math>\mathbb{R}^3</math> using vectors.</p>	Determine the kernel and the image of a linear transformation and use the results to infer the properties of a linear transformation.
	<b>Matrices and determinants</b>	Use matrices and determinants of order 2 to solve systems of linear equations and to define transformations.	Extend the use of matrices and determinants to order 3.	Transform a matrix to its equivalent form using elementary row operations.
Geometry	<b>Plane geometry</b>	Determine algebraic representations of lines and circles in the 2D.		<p>Determine algebraic representations of conics in the plane.</p> <p>Use conics to represent and interpret physical phenomena.</p>

Topic Area	Sub-topic Area	COMPETENCES		
		S4	S5	S6
	<b>Space Geometry</b>		Understand and use algebraic representations of lines, spheres and planes in 3D space.	
<b>Statistics and Probability</b>	<b>Descriptive statistics</b>	Extend understanding, analysis and interpretation of data arising from problems and questions in daily life to include the standard deviation.	Extend understanding, analysis and interpretation of bivariate data to correlation coefficients and regression lines.	
	<b>Probability</b>	Use combinations and permutations to determine probabilities of occurrence of an event.	Solve problems using Bayes theorem.  Use data to make decisions about likelihood and risk.	Use probability density functions of a random variable to model events, including binomial, Poisson and Normal distributions.



**SUBSIDIARY MATHEMATICS OVERVIEWS S4-S6**

Topic Area	Sub-topic Area	TOPIC COMPETENCES		
		S4	S5	S6
Trigonometry	Trigonometric circle and identities	Use the trigonometric concepts and formulas to solve related problems in Physics, Air navigation, Water navigation, bearings, Surveying.		
	Trigonometric equations and inequalities		Solve trigonometric equations, inequalities and related problems using trigonometric identities and transformation formulas.	
Number and operations	Sets of numbers	Think critically using mathematical logic to understand and perform operations on the set of real numbers and subsets using the properties of algebraic structures.		Extend understanding of sets of numbers to complex numbers.
Algebra	Number Patterns		Understand, manipulate and use arithmetic, geometric and harmonic sequences, including convergence.	

Topic Area	Sub-topic Area	TOPIC COMPETENCES		
		S4	S5	S6
	<b>Equations and inequalities</b>	Model and solve algebraically or graphically daily life problems using linear, quadratic equations or inequalities.	Use numerical method e.g Newton-Raphson method to approximate solution to equations  Solve equations involving logarithms or exponentials and apply them to model and solve related problems.	Solve polynomial equations in the set of complex numbers and solve related problems in physics.
<b>Analysis</b>	<b>Functions</b>	Use concepts and definitions of functions to determine the domain of rational functions and represent them graphically in simple cases.	Apply the concepts and definitions of functions to determine the domain of irrational, trigonometric or inverse trigonometric functions.	Extend the use of concepts and definitions of functions to determine the domain of logarithmic and exponential functions.
	<b>Limits, Differentiation and Integration</b>	Evaluate correctly limits of functions and apply them to solve related problems.  Use the gradient of a straight line as a measure of rate of change and apply this to tangents of curves in various contexts.	Apply differentiation and the derivation of standard results to solve polynomial and trigonometric functions.  Apply theorems of limits and formulas to solve	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

Topic Area	Sub-topic Area	TOPIC COMPETENCES		
		S4	S5	S6
			problems involving differentiation including optimization.	solve related problems. that arise in a variety of practical contexts.
Linear Algebra	Vectors	Use vector theory to solve problems about linear transformations in $IR^2$ .  Use the scalar product to find the angle between lines.	Use vector theory to solve problems about linear transformations in $IR^3$ .  Use the vector product to solve mensuration problems in 3D.	
	Matrices and determinants	Use matrices and determinants of order 2 to solve systems of linear equations and to define transformations.	Extend the use of matrices and determinants to order 3.	
Statistics and Probability	Descriptive statistics	Extend understanding, analysis and interpretation of data arising from problems and questions in daily life to include the standard deviation.	Extend understanding, analysis and interpretation of bivariate data to correlation coefficients and regression lines.	

Topic Area	Sub-topic Area	TOPIC COMPETENCES		
		S4	S5	S6
	<b>Probability</b>	Use combinations and permutations to determine probabilities of occurrence of an event.	Solve problems using Bayes theorem.  Use data to make decisions about likelihood and risk.	Use probability density functions of a random variable to model events, including binomial, Poisson and Normal distributions.

## PHYSICS OVERVIEW S4-S6

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES		
		Senior 4	Senior 5	Senior 6
LIGHT	Principle and Properties of light	Explain the properties of lenses.	Evaluate the principle and properties of Light and photons.	
	Optical instruments	Describe and use simple and compound optical instruments.		
MECHANICS	Kinematics and Dynamics	Analyse principle of moments and equilibrium of bodies.	Analyse the principles of Kinematics and Dynamics.	
	Work ,energy and power	Evaluate the relation between Work, Energy and Power.		
OSCILLATIONS AND WAVES	Energy changes in simple harmonic motion		Analyse energy changes in Simple harmonic motion.	
	Forced oscillations and resonance		Analyse the effect of forced oscillations and resonance on systems.	
	Waves		Evaluate the propagation of mechanical waves	Analyse the effects of waves on elastic medium.
ELECTRICITY	Current electricity	Apply sources of electric current, electric receptors and Kirchhoff's law.	Construct and analyse Complex electric circuits.	

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES		
		Senior 4	Senior 5	Senior 6
ENVIRONMENTAL PHYSICS	World energy sources	Evaluate different world energy sources		
	Energy degradation and power generation	Analyse energy degradation and power generation		
	Fossil and non fossil fuel power production		Evaluate fossil and non fossil fuel power production.	
	Green house effect			Evaluate the climate changes due greenhouse effect.
	Agricultural physics			Evaluate the application of physics in agriculture.
	Earthquakes			Relate physics concepts to earth natural disasters (earthquakes, floods, tsunami, cyclones and landslide).
MOTION IN FIELDS	Projectile motion	Make quantitative analysis of circular and projectile motion.		
	Gravitational field potential and energy	Apply the effect of gravitational field potential.	Analyse electric field potential and gravitational potential.	
	Electric field potential and energy	Apply the properties and effect of electric field.		

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES		
		Senior 4	Senior 5	Senior 6
	Orbital motion		Evaluate the orbital motion.	
HEAT AND THERMODYNAMICS	Thermal physics	Evaluate laws of thermodynamics in real life.		
ATOMIC PHYSICS	Quantum physics		Evaluate atomic model and photoelectric effect.	
	Nuclear physics			Analyse atomic nuclei and radioactivity decay.
DIGITAL TECHNOLOGY	Analogue and digital signals.		Differentiate analogue and digital signals.  Distinguish mobile phone and Radio means of communication	Apply optical fiber in telecommunication systems. Analyse block diagram of telecommunication systems.
RELATIVITY AND PARTICLE PHYSICS	Concepts and postulates of special relativity		Analyse relativity Concepts and postulates of special relativity	
	Particles and interactions			Analyse the nature of particle and interactions.
	Quarks			Organise properties and basic principles of quarks.
ELECTROMAGNETIC WAVES.	E M waves Interference of light waves X-rays		Perform an experiment for interference of light waves.	Analyse the effects of x-rays, laser, medical imaging, radiation in medicine

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES		
		Senior 4	Senior 5	Senior 6
	Medical imaging Radiation Laser			
ASTROPHYSICS	Earth and space	Illustrate the general structure of the solar system.	Analyse Stellar distance and radiation	Analyse the effect of Cosmology, Galaxies and the expanding universe.



## CHEMISTRY OVERVIEW S4-S5

Topic	Sub-topic	COMPETENCES		
		S4	S5	S6
1. Atomic and electronic structure	1.1 Atomic structure	<b>Unit 1: Structure of an atom and mass spectrum</b> Interpret simple mass spectra and use them to calculate R.A.M. of different elements.		<b>Unit 15: Radioactivity</b> Explain the importance and dangers of radioisotopes in everyday life.
	1.2 Electronic structure	<b>Unit 2: Electronic configuration of atoms and ions</b> Relate Bohr's model of the 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 of elements.		
2. Structure and bonding	2.1. Ionic and metallic bonding	<b>Unit 3: Formation of ionic and metallic bonds</b> Demonstrate how properties of ionic compounds and metals are related to the nature of their bonding.		
	2.2 Covalent bonding - inter-molecular and	<b>Unit 4: Covalent bond and molecular structures</b> Demonstrate how the nature		

Topic	Sub-topic	COMPETENCES		
		S4	S5	S6
	intra-molecular forces	of bonding is related to properties of covalent compounds and molecular structures.		
3. The Periodic Table	3.1 Periodicity of properties of elements	<b>Unit 5: Variation in trends of the physical properties</b> Use atomic structure and electronic configuration to explain the trends in the physical properties of elements.		
		<b>Unit 6: Trends in chemical properties of Group 1 and their compounds</b> Compare and contrast the chemical properties of the Group 1 elements and their compounds in relation to their position in the Periodic Table.		<b>Unit 3: NPK as components of fertilizers</b> Analyse the components of quality fertilizers and their benefits, effects of misuse and dangers associated with substandard fertilizers.
		<b>Unit 7: Trends in chemical properties of Group 2 and their compounds</b> Compare and contrast the chemical properties of the Group 2 elements and their compounds in relation to their position in the Periodic Table.		

Topic	Sub-topic	COMPETENCES		
		S4	S5	S6
		<p><b>Unit 8: Trends in chemical properties of Group 13 and their compounds</b> Compare and contrast the chemical properties of the Group 13 elements and their compounds in relation to their position in the Periodic Table.</p>		
		<p><b>Unit 9: Trends in chemical properties of Group 14 and their compounds</b> Compare and contrast the chemical properties of the Group 14 elements and their compounds in relation to their position in the Periodic Table.</p>		
		<p><b>Unit 10: Trends in chemical properties of Group 15 and their compounds</b> Compare and contrast the chemical properties of the Group 15 elements and their compounds in relation to their position in the Periodic Table.</p>		
		<p><b>Unit 11: Trends in chemical properties of Group 16 and their compounds</b></p>		

Topic	Sub-topic	COMPETENCES		
		S4	S5	S6
		Compare and contrast the chemical properties of the Group 16 elements and their compounds in relation to their position in the Periodic Table.		
		<b>Unit 12: Trends in chemical properties of Group 17 and their compounds</b> Compare and contrast the chemical properties of the Group 17 elements and their compounds in relation to their position in the Periodic Table.		
		<b>Unit 13: Trends in chemical properties of Group 18 and their compounds</b> Compare and contrast the chemical properties of the Group 18 elements and their compounds in relation to their position in the Periodic Table.		
		<b>Unit 14: Trends in chemical properties of Period 3 elements and their compounds</b> Compare and contrast the properties of the Period 3 elements and their compounds		

Topic	Sub-topic	COMPETENCES		
		S4	S5	S6
		in relation to their positions in the Periodic Table.		
	3.2 Transition metals			<b>Unit 1: Properties and uses of transition metals</b> Explain the properties of transition metals.
				<b>Unit 2: Extraction of metals</b> Relate the properties of metals to their methods of extraction and uses and suggest the preventive measures to dangers associated with metal extraction.
4.Organic chemistry	4.1 Aliphatic compounds		<b>Unit 1: Introduction to organic chemistry</b> Apply IUPAC rules to name organic compounds and explain types of isomers for organic compounds.	
			<b>Unit 2: Alkanes</b> Relate the chemical and physical properties of alkanes to preparation methods, uses and isomerism.	
			<b>Unit 3: Alkenes and alkynes</b>	

Topic	Sub-topic	COMPETENCES		
		S4	S5	S6
			Relate the chemical and physical properties of alkenes and alkynes to their reactivity and uses.	
			<b>Unit 4: Halogenoalkanes (alkyl halides)</b> Relate the chemical and physical properties of halogenoalkanes to their reactivity and uses.	
			<b>Unit 5: Alcohols and ethers</b> Relate the chemical and physical properties of alcohols and ethers to their preparation methods, reactivity and uses.	
			<b>Unit 6: Carbonyl compounds</b> Relate the chemical and physical properties of carbonyl compounds to their reactivity and uses.	
			<b>Unit 7: Carboxylic acids and acyl halides</b> Compare the chemical nature of carboxylic acids	

Topic	Sub-topic	COMPETENCES		
		S4	S5	S6
			and acyl halides to the reactivity.	
			<b>Unit 8: Esters, acid anhydrides, amides and nitriles</b> Relate the functional groups of esters, acid anhydrides, amides and nitriles to their reactivity, preparation methods and uses.	
			<b>Unit 9: Amines and amino acids</b> Relate the chemical nature of amines and amino acids to their properties, uses and reactivity.	
	4.2 Aromatic compounds			<b>Unit 4: Benzene</b> Relate the chemistry and uses of benzene to its nature and structure.
				<b>Unit 5: Derivatives of benzene</b> Relate the aromatic ketones, aldehydes, carboxylic acids and amines to their chemical reactivity.

Topic	Sub-topic	COMPETENCES		
		S4	S5	S6
	4.3 Polymerization			<b>Unit 6: Polymers and polymerisation</b> Relate the types of polymers to their structural properties and uses.
5. Equilibrium	5.1 Physical equilibrium		<b>Unit 10: Phase diagrams</b> Interpret phase diagrams for different compounds.	<b>Unit 7: Solvent extraction and colligative properties</b> Apply partition and Raoult's law to separate mixtures and determine the molecular and formula masses of compounds using colligative properties.
	5.2 Chemical equilibrium	<b>Unit 15: Factors that affect chemical equilibrium</b> Deduce how concentration, pressure, catalyst and temperature affect chemical process in industry.		<b>Unit 8: Quantitative chemical equilibrium</b> Write expressions and calculate the values of equilibrium constant, interpret the values of K <sub>c</sub> in relation to the yield of the products in reversible reactions.
	5.3 Ionic equilibrium	<b>Unit 16: Acid and bases</b> Explain the acid-base theories (Arrhenius, Bronsted-Lowry and Lewis)		<b>Unit 9: pH of acidic and alkaline solutions</b> Prepare solutions, measure their pH and calculate the pH of acidic and alkaline solutions. Explain the



Topic	Sub-topic	COMPETENCES		
		S4	S5	S6
				concept of buffer solutions, hydrolysis of salts and discuss its applications in manufacturing industry in biological processes.
6. Solutions and solubility	6.1 Determination of concentration of solutions		<b>Unit 11 : Solutions and titration</b> Prepare standard solutions and use them to determine concentration of other solutions by titration.	<b>Unit 10: Indicators and titration curves</b> Relate titration curves to the type of acid and base titrated, properly choose and use indicators in acid-base titrations.
	6.2 Solubility and solubility product			<b>Unit 11: Solubility product for sparingly soluble salts</b> Calculate the solubility product constant of a sparingly soluble salt and deduce the applications of common ion effect in industry.
7. Electrochemistry	7.1 Conductance and conductivity		<b>Unit 12: Conductivity of solutions</b> Explain the effect of different factors on the molar conductivity of different electrolytes and applications of conductivity	

Topic	Sub-topic	COMPETENCES		
		S4	S5	S6
			measurements.	
	7.2 Electrolysis and electrochemical cells	<b>Unit 17: Reduction and oxidation reactions</b> Explain the concept of reduction and oxidation and balance equations for redox reactions.	<b>Unit 13: Electrolysis</b> Predict the products of given electrolytes during electrolysis and work out quantitatively to determine how much is liberated at a given electrode using Faraday's laws.	<b>Unit 12: Electrochemical cell and applications</b> Explain the working and industrial applications of electrochemical and electrolytic cells.
8. Chemical energetics	8.1 Enthalpy change of chemical reactions	<b>Unit 18: Energy changes and energy profile diagrams for chemical reactions</b> Explain the concept of energy changes and energy profile diagrams for exothermic and endothermic reactions.	<b>Unit 14 Enthalpy change of reactions</b> Design an experimental procedure to verify the enthalpy changes in a chemical reaction.	
	8.2 Spontaneity of chemical reactions		<b>Unit 15: Entropy and free energy</b> Predict the feasibility of chemical reactions.	
9. Reaction kinetics	9.1 Rate equations, orders and molecularity			<b>Unit 13: Factors that affect the rate of reactions</b> Explain the factors that affect the rate of chemical reaction and use Arrhenius equation to calculate the ratio of rate constant and activation

Topic	Sub-topic	COMPETENCES		
		S4	S5	S6
				energy with change in temperature.
	9.2 Factors that affect the rate of reaction			<b>Unit 14: Rate laws and measurements</b> Measure the rate of reaction and formulate simple rate equations using experimental results.

## BIOLOGY OVERVIEW S4-S6

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES		
		S4	S5	S6
<b>Biodiversity and Classification</b>	<b>Biodiversity</b>	Explain how biodiversity on the earth is threatened by climatic change and human activities.		
	<b>Classification of living things</b>	Apply the basic knowledge of classification to group living organisms into the three domains organisms.		
<b>ECOLOGY AND CONSERVATION</b>	<b>Environmental biology</b>		Explain complex relationship existing between living organisms within their environment.	
	<b>Applied ecology</b>			Evaluate the balance between social, ecological and economical issues.

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES		
		S4	S5	S6
ORGANIZATION AND MAINTENANCE OF LIFE	Cell structure.	<p>Distinguish between the types of microscopy and their principle uses.</p> <p>Describe the structure and function of cells in an organism.</p> <p>Describe different specialized plant and animal cells and adaptation of tissues.</p>		
	Movement in and out of cell		<p>Explain the physiological processes by which materials move in and out of cells and the significance of these processes in life of organisms.</p>	

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES		
		S4	S5	S6
	<b>Cell division.</b>		<p>Describe the structure of a chromosome and how DNA is folded in a chromosome.</p> <p>Describe the stages of cell cycle and explain the significance of cell and nuclear division in organisms.</p>	
	<b>Protein synthesis</b>		<p>Explain the process of DNA replication and its significance to living organisms.</p> <p>Explain the relationship of a gene to the sequence of nucleotides in DNA and describe the process of protein synthesis in eukaryotes.</p>	
	<b>Histology</b>	Describe different specialised plant and animal cells and adaptation of tissues.		

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES		
		S4	S5	S6
	<b>Biological molecules</b>	Analyse the biological molecules and their importance to living organisms.		
	<b>Nutrition</b>		Explain photosynthesis as an energy transfer process, its limiting factors and adaptations.	
	<b>Transport in plants</b>		Describe the structure of the transport tissues in plants and the mechanisms by which substances are moved within the plant.	
	<b>Transport in animals.</b>			Relate the structures of circulatory system and lymphatic system to their functions.

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES		
		S4	S5	S6
	<b>Gaseous exchange and smoking</b>	<p>Explain the principles of gaseous exchange systems.</p> <p>Describe structures of gaseous exchange organs in different groups of organisms.</p>	<p>Describe structures of gas exchange in different groups of animals</p> <p>Describe the effects of tobacco smoking on gas exchange system.</p>	
	<b>Energy and respiration</b>			<p>Describe the structure and importance of ATP, and outline the roles of the coenzymes NAD, FAD and coenzyme A during cellular respiration.</p> <p>Describe the process of cellular respiration in detail.</p>
	<b>Homeostasis</b>		<p>Explain general principles of homeostatic mechanisms.</p> <p>Explain the mechanism of regulation of blood glucose level.</p> <p>Explain the importance and</p>	<p>Explain the principles excretion and osmoregulation.</p>



TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES		
		S4	S5	S6
			ways by which organisms regulate body temperature.	
	<b>Response and Coordination in organisms</b>	Account for the process of growth and development in plants and animals.	Explain the different forms of behavior and responses and their importance in the survival of organisms.	Explain and compare mode of action of nervous and endocrine system.
	<b>Support and locomotion</b>	Explain and demonstrate modes of locomotion in Protists, insects, fish, amphibians, birds and mammals.		Explain the structure of muscles in relation to movement.
<b>REPRODUCTIO N</b>	<b>Reproduction in plants</b>	Explain modes of reproduction in plants and apply various methods of asexual reproduction as means of increasing crop yield.		
	<b>Reproduction in animals</b>		Relate the structures of the human reproductive system to their functions and describe gamete formation.	Explain the role of hormones in human reproduction, stages of pregnancy and foetal development.

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES		
		S4	S5	S6
<b>Microbiology and Biotechnology</b>	<b>Microorganisms</b>	Describe the structure and characteristics of viruses, bacteria, fungi and non fungal moulds. Explain the process of culturing microorganism and the factors affecting their population growth.		
	<b>Biotechnology</b>	Explain the biotechnology involved in production of beer, wine, yogurt, cheese, butter, bio fuels and bread making.		
<b>HEALTH AND DISEASE</b>	<b>Infectious and non-infectious</b>	Describe the social factors that affect good health and apply knowledge gained in familiar & unfamiliar contexts.		

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES		
		S4	S5	S6
	<b>Immunity</b>		Describe the immune system and apply knowledge gained in familiar and unfamiliar contexts.	
<b>GENETICS AND ITS APPLICATIONS</b>	<b>Genetics</b>		Explain the role of genes in inheritance and genetic disorders.  Describe the types, causes and effects of mutation in organisms.	
	<b>Gene technology</b>			Explain the principles of gene technology  Evaluate how gene technology is applied in areas of medicine, forensic science and agriculture.
<b>SELECTION AND EVOLUTION</b>	<b>Variations</b>			Explain variation and mutation as a source of biodiversity.

TOPIC AREA	SUB-TOPIC AREA	COMPETENCIES		
		S4	S5	S6
	<b>Selection</b>			Explain the role of artificial and natural selection in production of varieties of animals and plants with increased economic importance.
	<b>Evolution and Speciation</b>			Analyse the relevance of theories of evolution and explain the process of speciation.

**COMPUTER SCIENCE OVERVIEW S4-S6**

TOPIC AREA	SUB-TOPIC AREA	COMPETENCES		
		S4	S5	S6
<b>COMPUTER SYSTEM &amp; MAINTENANCE</b>	<b>Computer System</b>	<p>Explain the role and evolution of computers.</p> <p>Explain the computer system, the architecture of a computer and classify computers.</p>	<p>Identify, use and maintain laptops and other portable devices.</p>	<p>=====</p>
	<b>Computer Arithmetic</b>	<p>Compute numbers in different base systems.</p> <p>Do Arithmetic operations on binary numbers.</p> <p>Utilize laws of Boolean algebra on Boolean expressions.</p> <p>Draw a simple electronic circuit using logic gates.</p>	<p>=====</p>	<p>=====</p>
	<b>Maintenance</b>	<p>Integrate safety guidelines, ergonomics and ethical issues to have a good working environment.</p> <p>Install Operating System and other Application software.</p> <p>Identify different connectors of the motherboard and their roles.</p> <p>Assemble and disassemble a computer.</p>	<p>=====</p>	<p>Enumerate various security threats and ensure security of computers</p>

TOPIC AREA	SUB-TOPIC AREA	COMPETENCES		
		S4	S5	S6
<b>DATA STRUCTURES AND ALGORITHMS</b>	<b>Algorithm</b>	<p>Identify appropriate steps to solve a problem.</p> <p>Identify an appropriate algorithm for a given problem.</p> <p>Represent graphically algorithm using Flowchart.</p> <p>Derive a suitable algorithm for a computational problem using variables, expressions, reading and writing functions, and loops.</p> <p>Handle one dimension array in algorithm.</p>	Utilize complex data structure in algorithm	=====
<b>PROGRAMMING</b>	<b>Procedural programming</b>	<p>Understand programming paradigms (procedural, logical, Object Oriented , etc)</p> <p>Declare and use variables, I/O functions and constants in C ++ program.</p> <p>Use of operators in C++ language(arithmetic, logical, relational (comparison), CAST, Conditional, Sequential, Assignment, Increment / Decrement, Bitwise )</p> <p>Apply Control instructions (if, if...else, nested if...else, for,</p>	Apply pointers and structure in C ++ program	=====

TOPIC AREA	SUB-TOPIC AREA	COMPETENCES		
		S4	S5	S6
		Switch ...case, while, Do...While) in C ++ program. Create functions (declaration, call and definition) and Array (One and Two dimensional) in C ++ program.		
	<b>Object Oriented Programming</b>		Explain common concepts and principles (class, object, encapsulation, inheritance, polymorphism, constructor, destructors) of Object Oriented Programming.  Create and use a Class and its Objects in a program.	Open, close, create a data file in C++ and read, write and append data to Files.
	<b>Event Oriented Programming</b>		Describe a Visual Basic Integrated Development Environment (VB-IDE).  Create and execute a program in Visual Basic IDE  Use variables, operators, expressions and control structure in a Visual Basic program.	Use arrays, functions and procedures in Visual Basic program.  Connect VB Program to a Database (ODBC, ADO etc )
	<b>Web technologies and Java</b>	Build standards compliant web pages using HTML, CSS.	Create, build and run a java program to the console.	Use collections to store and manipulate data.

TOPIC AREA	SUB-TOPIC AREA	COMPETENCES		
		S4	S5	S6
	<b>Enterprise application</b>		Use objects to manipulate data in Java Program.  Use streams, readers and writers.	Design and run a Java dynamic web application.
<b>OPERATING SYSTEM</b>	<b>Introduction to Operating System</b>	Explain the role, types and the Evolution of Computer Operating System.  Explain the functions of operating systems.	=====	=====
	<b>Process management</b>	=====	Explain how processes are managed by Operating System.  Understand process scheduling algorithms	=====
	<b>File and Memory Management</b>	=====	=====	Differentiate different techniques of memory allocation and explain file management.
<b>NETWORKING</b>	<b>LAN Technology</b>	=====	Explain principles, standards and purposes of computer network. Explain the Local Area Network (LAN) and its settings.	Build a computer network.
	<b>Network model</b>	=====		Identify computer network models and protocols.



TOPIC AREA	SUB-TOPIC AREA	COMPETENCES		
		S4	S5	S6
DATABASE	Relational Database and design	=====	Identify concepts of database and differentiate database models.  Design conceptual, logical and physical levels of a database.	Apply Structured Query Language in RDMBS.
		=====	=====	Describe computer graphics terminology, capture graphics images and edit them using software.
Computer Graphics and Multimedia	Computer Graphics	=====	=====	Describe computer graphics terminology, capture graphics images and edit them using software.
	Multimedia	=====	=====	Explain the different use of multimedia and interactive multimedia applications Use multimedia software to create video.

## PHYSICAL EDUCATION OVERVIEW S4-S6

TOPIC AREA	SUBTOPIC AREA	COMPETENCES		
		S4	S5	S6
Movement and Gymnastics	Motor control and movement	Perform correctly different gymnastic exercises and muscular reinforcement using different materials and apparatus.	Analyse gymnastic performance and offer advice on how to perform in a range of physical activities. Perform basic movements on the floor and apparatus.	Devise and lead coaching programmes that will enable teams to improve their performance in a range of gymnastic activities.
		Individual sports	Apply techniques of games and individual sports and identify ways of improving.	Perform techniques and tactics in games and individual sports and apply rules.  Analyse the previous performance and advise the way of improvement.
Sports and Games	Collective sports	Identify strengths and weaknesses to improve team performance through competitive games.  Suggest new approach and ways of improving team performance.	Analyse team performance to identify strengths and weaknesses in individual performance.  Suggest new approaches and ways of improving team performance.	Devise and lead coaching programmes that will enable teams to improve their performance in a range of physical games, sports and activities.
		Health and wellbeing	Explain the relationship between	Refine exercise routines and be able to determine a

TOPIC AREA	SUBTOPIC AREA	COMPETENCES		
		S4	S5	S6
		nutrition health and fitness, and select the best combinations of foods for promoting strength, power, endurance etc.,	combination of exercises that will promote good health and performance.	activities to promote fitness.
<b>Leadership</b>		<p>Know how to run physical activities with due regard to the safety of all participants.</p> <p>Promote physical activity and healthy lifestyle by devising and running training programmes for others.</p> <p>Recognize the issues associated with the misuse of drugs in sports and know how to check for these.</p> <p>Be able to offer advice based on understanding the effect that physical activity has on specific systems in the body.</p>		

## ANNEX 3: BLANK SYLLABUS FORMAT

- **Cover page**
- **Print page**
- **Copyright page**
- **Foreword**
- **Acknowledgement**
- **Table of content (automatic table)**

### **1. Introduction**

- 1.1. Background to the syllabus review: the rationale behind the review of the syllabus
- 1.2. Rationale of teaching and learning subject x:
  - 1.2.1. Subject x and society
  - 1.2.2. Subject X and learners
  - 1.2.3. Competences

### **2. Pedagogical approaches**

- 2.1. The role of learners
- 2.2. The role of teacher as a facilitator
- 2.3. Some strategies to address special educational needs

### **3. Assessment approaches**

#### **4. Resources**

#### **5. Syllabus Units**

- 5.1. Presentation of the structure of the syllabus
- 5.2. Grade 1
  5. 2.1 Key Competences at the end of grade 1
  - 5.2.2 Units Table Grade 1
- 5.3. Grade 2
  5. 3.1 Key Competences at the end of grade 2
  - 5.3.2 Units Table Grade 2
- 5.4. Grade 3
  5. 4.1 Key Competences at the end of grade 3
  - 5.4.2 Units Table Grade 3

#### **6. References**

#### **7. Appendices**

Weekly time allocation for concerned level

