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DEPARTMENT OF MATHEMATICS SCIENCE AND PHYSICAL EDUCATION

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by

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## DEDICATION

To the Almighty GOD, my mother, my sisters, my brothers, and other family relatives, my Lecturers, my supervisor, my classmates. Really, without them I cannot achieve anything even smallest. I cannot mention all of them but a few special ones are mentioned bellow  
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## LIST OF ACRONYMS AND ABREVIATIONS

HEC: High Education Council

BRD: Bank Development of Rwanda

UR: University of Rwanda

MBE: Mathematics and Biology with Education

Reg No: Registration Number

G.S: Group Scolaire

E.S: Ecole secondary

E.S.M: Ecole secondary Mutunda

E.P: Ecole Primairy

TTs: Teacher Training School

ICT: Information Communication Technology

DOS: Director of Studies

CE: College of Education

9YBE: Nine Years Basic Education

O'level: Ordinary level

S1,2,3: Senior (one,two,three)

P(1,2,3,4,5,6) : Primary (one,two,three,four,five,six)

N(1,2,3): Nursery (one,two,three)

REB: Rwanda Basic Education

CBC: Competence Based curriculum

NESA: National Examination and School Inspection Authority

Ao: Bachelors degree

A<sub>1</sub>: Dilpoma Certificate

A<sub>2</sub>: Advanced level Certificate

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## **CHAPTER ONE: GENERAL INTRODUCTION**

### **1.1 INTRODUCTION**

This part presents the first days at G.S MUTUNDA and the objectives of my school attachment. It also presents the importance of school attachment and the major obstacles we faced by during this attachment. School attachment is a practical training that all the undergraduate students accomplish before getting certificate of ending their university studies in UR-CE. And also, it can be defined as an extended school based placement in which student teachers are expected to consolidate their knowledge and experience across all facets of the role of the teacher in school. It is also the period of practical study require of applicant for certain professions. school attachment period temporal activities for training for becoming a competent teacher not require only the academic theoretical knowledge, that's why UR-CE RUKARA campus with the help of ministry of education programmed for university of Rwanda college of education that it should be avocational training for students of level three as called school attachment which help the student-teachers to apply the theoretical knowledge in the field of teaching and also the school attachment helps the student-teachers to became familiar with teaching and learning activities as well as students and other people work in domain of education.

### **1.2 DESCRIPTION OF THE SCHOOL ATTACHMENT AREA**

#### **1.2.1 GEOGRAPHICAL SITUATION OF THE SCHOOL**

I conducted my school attachment at G.S Mutunda, which is government aided school and Catholic Church, it is 9YBE, with nursery, primary and ordinary level G.S Mutunda is located in 3Km from the main road Huye - Kigali near the Mbazi centre and 5Km from the main road Huye-Nyamagabe in Southern province, Huye District, Mbazi sector, Rugango cell, Kibiraro Village near Rugango parish Catholic Church, with three neighboring schools which are E.S Mutunda, Ep Mutunda and G.S Rugango.



Figure 1: Figure shows G.S MUTUNDA main gate

G.S Mutunda has many entrance, but there is main one which is near of small streets connecting Rugango cell and E.p Mutunda protestant which passes near G.S Mutunda get,there are many symbols which shows the vision,mission,values and objectives of the schools, there is water tower at main get where the students and administration staffs can get water to drinks and use it everyday lives.

### **1.2.2 HISTORICAL OVERVIEW OF THE SCHOOL**

Groupe scolaire Mutunda (G.S MUTUNDA) opened its doors in 1964 as a primary school with 156 students and 6 teachers and it was only primary school (P.S). It was in 2009 that G.S Mutunda primary school began the nine years basic education (9YBE). Today G.S Mutunda has 32 teachers and 3 staff administrators. In the beginning of the school was set as lower primary (from P1 up to P3) and the higher primary (from P4 up to P6) was located near E.S Mutunda (E.S.M). Then in 2009 school adopted secondary program nine years basic education (9YBE) and it combine both primary and secondary school, the government of Rwanda had introduced nine years basic education in its policy of education for all.

As mentioned above, there is primary level and secondary school programs with ordinary level (senior one, senior two and senior three). To day there are laptops and two projectors which is

currently used in researches for both teachers and learners and daily ICT teaching and learning activities.



Figure 2: Figure shows administration office of G.S Mutunda

Nowadays the head teacher of G.S MUTUNDA is IYAKARE Esperance with 3 members of administrative staff, 32 teachers with 1331 students in academic year 2024/2025, there is also 24 classrooms, and library of G.S Mutunda the books are arranged in shelves, the picture showing where library is located and P4 and P5 classes. The school vission, mission and core values of G.S Mutunda are mentioned below:

**Vission of G.S Mutunda** is to become a school that provide accurate and appropriate teaching and learning environment which will be the pillar of competence and help to achieve higher personal expectation.

**Mission of G.S Mutunda** is to reinforce the quality of education which is the driver of sustainable socia-economic development.

**The core values of G.S Mutunda are:** Competence, Heloisme, and Wisdom.



Figure 3: Figure shows classroom and library location of G.S Mutunda

S/N	Level	Class	Male	Female	Total in class
	Ordinary level	S3	22	33	55
	Ordinary level	S2	41	68	109
	Ordinary level	S1	39	65	104

TABLE 1: Table shows number of students at G.S Mutunda in secondary school 2024-2025

S/N	Class	Female	Male	Total
	P6	34	26	60
	P5	80	62	142
	P4	59	91	150
	P3	87	68	155
	P2	77	89	166
	P1	55	67	122
	N3	40	48	88
	N2	40	46	86
	N1	45	49	94

TABLE 2:Table shows the number of students at G.S Mutunda in nusary and primary school  
2024/2025

Number	Names	Qualification	Position	Phone number
1	IYAKARE Esperance	Ao Educ.	Head teacher	0783215826
2	SIBOMANA Andre'	Ao Educ.	Reb dos	0788403128 0728403128
4	UMURAZA Kamanzi Winifride	Ao Manag.	Accountant/ secretary	0788872992 0738872992

TABLE 3: Table shows administration positions, degree and phone numbers 2024/2025

There are 20 nursery and primary teachers with A<sub>2</sub> certificates from both TTCs and General education. In O'Level there are 11 teachers, seven of them are bachelors degree holder and four with diploma A<sub>1</sub>.

LEVEL	NUMBER OF CLASSROOMS	Male	FEMALE	TOTAL
Nursery	3	0	3	3
Primary	14	6	11	17
O'level	7	6	5	11
Library	1	0	1	1
Total	25	12	20	32

TABLE 4: Table shows teachers and classrooms

Degree	Female	Male	Total
PHD	0	0	0
Master's degree	0	0	0
A0	6	4	10
A1	3	1	4
A2	14	6	20

TABLE 5: Table shows the description of administrative staff

## ORGANIZATION CHART OF G.S MUTUNDA

Figure 4: Figure shows administration chart of G.S Mutunda

## **CHAPTER TWO: SCHOOL ATTACHMENT EXPERIENCE**

### **2.1. INTRODUCTION**

The internship carried out at G.S Mutunda from Monday, April 28, 2025 up to May, 2 2025 teaching Mathematics and biology as an student teacher, it was the period for me to start practising what I have learned in academic period from 2022 up to the end of 2025 adnset in motion the knowledge acquired at the university of Rwanda college of education rukara campus, in order to develop the capacities of mediating in the context of professionalize teaching career.

This part aims to make an target analysis of the progress of the teaching practice.as one would know,they can not be spoken of training without talking about the phase of assessment. It is going to concentrate on the officially evaluation where I underwent in section, in relation to the objectives that were expected.

### **2.2. GETTING IN TOUCH WITH THE SCHOOL COMMUNITY**

#### **2.2.1 GETTING IN TOUCH WITH THE SCHOOL ADMINISTRATIVE STAFF**

The first day of my school attachment I warmly welcomed by the teachers and head teacher of G.S Mutunda in their staff classroom and I introduced to the head teacher, by the help of subject teachers and REB DOS showed me different parts of the school grounds and how the school community is doing daily activities a week, Head teacher also showed me the school regulations, visions and also missions that govern the school community and how the school is organized ass well in order to achieve its objectives

#### **2.2.2 GETTING IN TOUCH WITH SCHOOL TEACHING STAFF**

I introduced myself to the teaching staff members and they welcomed me in their staff room and they explained me how they work so as to attain for their goals by helping one another for the purpose of fulfilling the purpose of the different courses that they teach.

#### **2.2.3 GETTING IN TOUCH WITH MY SUBJECT TEACHER**

My subject teacher presented to me to the students who study in senior two that she taught mathematics subject as there is two classes of senior two that he taught and I had made observation of the teaching situation in the classroom,mainly in senior two and senior one (S2B &S1B), by looking how the students behave during teaching progress by asking different

question related to their learning situation and also subject teacher guided me where I can found different teaching aids especially in the library.

#### **2.2.4 GETTING IN TOUCH WITH MY SCHOOL MENTOR**

In touch with school mentor,I received school regulations and rules from my mentor as head teacher did before and they explained the reason for those rules in order to accomplish my internship activity and he gave the time table that I have to follow.he played many important roles within my internship.they provide support and guidance to me as student teacher, they advised me how teaching and learning activities will be developed in the school program and they advised me how I can solve the different Problems during my work as student teacher.

#### **2.2.5 GETTING IN TOUCH WITH STUDENTS**

The first day of teaching my lesson, I have introduced the lesson according to the lesson plan that I had prepared to teach and I gave the time for asking different question according to what I have told them.and I have seen that it was a good class for me because they asked me openly question which are very important for other students and teachers, but the question that I have observed is language barrier means that their speaking is at low level,and I hope they will improve to in coming years.

#### **2.2.6 GETTING IN TOUCH WITH THE PARENTS**

It was good to get in touch with parent and local community near the GS Mutunda because I was attending meeting of parents who had student that had been studied in that school then they give me advise about interacting with all students

### **2.3 LESSON LEARNED AND STRATEGIES ADOPTED**

Through the above school societies I have learned different lessons and I get some experience,I learned how to welcome new comers in different members,everything has to be govern by rules and regulation so as to be successful as I have learned from school administration, getting in touch with my mentor time management has great important in our every daily in order to develop our society members and our country in general as the way of improving welfare of people,also I learned how to express my self in different societies in general like in front of students according to the every question that they can ask me,school administrative,teaching staff and in other group of people which is different from the school.

I knew how to prepare pedagogical documents in practice and got detailed information about learning objectives, teaching aids, instructional objectives and other learning issues as well.

In addition, self control and hard working, I improved the way of working myself with no control, also courageously motivated through teamwork has developed due to the lesson obtained from the administration, teachers and other school members at G.S Mutunda, through using time properly I learned to be punctual by obeying teaching and learning time table of school from eight quart past fifteen a.m to seventeen o'clock p.m and other additional curriculum as were organized by the school, society relationship from teaching staff I learned to address and managing the society affairs by helping others especially poor people and vulnerable people because they were having the monthly contribution of supporting everyone who has special case among the students, the students from economically disadvantages fallies who do not have school materials around the school, class management, I learned to put into practices of learners especially irregularly.

## **CHAPTER THREE: TEACHING IN THE ACT**

### **3.1 INTRODUCTION**

This section provides an overview of all the teaching and learning activities that took place at G.S. Mutunda from April 24, 2025, to June 27, 2025, during my school attachment period. I worked hard and paid close attention to what I was supposed to do in order to finish all of my duties as an education intern who aspires to become a professional teacher. I completed all of my duties as a future teacher by creating lesson plans, lesson plans for each lesson, notebooks, exercise notebooks, test and exam notebooks, class diary entries, and other pedagogical documents that aid in effective instruction. I was also evaluating students at the end of each unit or during class.

I have been thinking how to do research in senior two Mathematics and senior one biology during this time I made many researches as internee in order to acquire enough knowledge, skills and values. I used brain storming, research, individual work, group work and many others strategies as possible. Also during this period, there are some strength, questions that were accounted while in order to solve and handle these questions there are some tactics that were used in order to make very clearly teaching and learning, This part shall as well made an observational on what has been breathed alike being strengths and weaknesses along the teaching practice. It will finally showed the difficulties I met.

### **3.2 TEACHING PHILOSOPHY**

Like an intern in education, I spent two months and one week in school attachment. This attachment gives me a lot of experience that will help me become a great teacher in the future, which is why I go above and beyond to maximize my benefits as a future professional teacher. For instance, a school attachment gives me the opportunity to thoroughly comprehend and research how to succeed in a teaching career.

The school attachment also gives me the opportunity to achieve my academic objectives of becoming a competent teacher and a professional teacher.

As an intern, it helps me gain new knowledge, abilities, and attitudes via practice and confidence. Additionally, this school attachment aided me in developing some critical abilities, such as communication and teamwork.

The learning atmosphere at G.S. Mutunda was generally satisfactory during my stay there. The school grounds and the teaching environment were welcoming to all individuals, including students, teachers, parents, and staff. Textbooks, smart classroom supplies (but not the library), internet connectivity, and technical help were among the resources accessible.

Teachers, students, parents, and staff all interacted and communicated more effectively in a supportive environment across the school.

Students learn effectively with their facilitator in the classroom, and they have the opportunity to conduct their own research using the classroom computer, primarily on their own learning skills.

Learners at G.S Mutunda have access on school library and they can borrow books for further reading, and making clear and concise of their studies, the use of internet and library help them to practice more and be prepared not only on the school level but also at national level as well as at global level, this is because what is written on websites does not need to be focused on specific country only.

Like teacher, I would do my best to support and facilitate the learners effectively by putting into practice the contents and abilities I have gained and mostly on school attachment, there are many ways and strategies I may use to let student be engaged in actively learning and teaching.

Learners learn more easily when the environment is conducive to them and when they are willing to learn, probably learners learn with many challenges if they are not interested in the subject and when the topic you are teaching is irrelevant to their daily activities,

As teacher I have to inspire and motivate students as well as encouraging them to like the subject they are doing and show them how it will support them in the future, some times students fails to study well their studies just because they do not know how and why they are studying the subject they are doing, whenever they come to know how were and how good it is to prepare and study well and how it will help them in their future careers they can put enough effort compared to when they know nothing, its teacher responsibility to help them realize the potential of the

subject they do and also know the core values and important of that subject and daily life important,

Furthermore I have to give the student direct feedback and comments positively about what they have did, because some teachers discourage the students showing them that they know nothing and that will last forever, sometimes it leads some student to school dropout, everyone knows how friendship help in every aspect, in schooling matters a lot, no way teacher can help students fully without being friend with the student,

We are in learn centered curriculum whereby learners have to participate actively in the lesson delivering, so when the students always participate that is where they can ask question, look support to their facilitators and innovate and create their environment and space to discover what was not exists.

I use different teaching methodologies and techniques to improve learning, as learners learn actively and effectively by doing and putting in action what they are taught, through forming groups of learners not more two to six, they can cooperate and help one another, cause it is not easy for teacher to reach to every student fully even if it is a must, but students can help one another even at home too.

That is why group discussion should be enhance and improved and student be familiar with that strategies and techniques, In this regards I have been always using it in my class, I have also used brainstorming also to help all students free freely to collaborate in their day to day life, if teacher is not around there to answer every and each question student who are good at the subject can help those who are not, for example one student can be good at in one chapter but another one not, that why they make an exchange, that is what we can brainstorm, as a professional trained teacher, I have may objectives and aims to my learners. Indeed I pretend to encourage better learning environment, I have to stimulate and let my student have a good conversation about the subjects as well as each topic being presented and collecting the materials to be used during and after class so that they can do independently whenever teacher is around or not.

I am teacher by passion, I guide the students to be self directed learners through letting practice,innovate and create new things themselves, in this way have to facilitate learners and encourage them to keep improving and always searching for new knowledge.

### **3.3 WEEKLY TEACHING PRACTICE EXPERIENCES**

In this period of school attachment, I have met different challenges caused by either concerned parties like students, staffs and administration in terms of giving and receiving instructions to follow to the students, it was always due to bad communications and different conceptions, for example where teacher asking a student to try to speak in english language properly, students may prefer to do it but it was difficult to them, I actually started my school attachment from April 24/2025 up to June 27/2025 it is around two months and half, in general first week was about observation to see how teaching activities is done, six weeks for teaching my self by putting in practice what I have seen and learned during observations and my academic journey, one week for revision, two weeks of examination and processing marks, after students were handed their school reports

In this periods of my school attachments I have faced different challenges every single day, from observation weeks to the revision weeks.

The problems is inevitable in every circumstances, even if G.S Mutunda there is conducive environment, problems were raised as well, in that why i am going to enumerate the problems I have faced each week in school attachment, how I overcome it, causes, intervention strategies and professional competences developed.

#### **WEEK ONE**

This week started from April 28, 2025 to May 2, 2025 was observation week to how teaching as professional activities is do, what are the requiremets to do the learning and teaching activities professionally.

##### **3.3.1.1 STRENGH**

I have been in the classroom always with my subject teachers and look for how and observe the classroom activities is done, I have experienced clearly how the teachers manage the classroom, methodologies to use when we are teaching and learning activities, good strategies to be used, techniques and materials to be used during the class but I have seen it may vary depends on the subjects and where the class have taken place,

It was pretty fine even if it was my first time doing observation in teaching career that was my wonderful time experiencing teaching situation in learners preparing their future through academic issues, I applied efficiently what I have seen in observation in my pedagogical documents.

### **3.3.1.2 PROBLEM ENCOUNTERED**

During this period of observation, I faced with same challenges like perception of learners, poor communication of learners, due to insufficient information I was not able to prepare well all pedagogical documents of teaching and learning activity like scheme of work, lesson plan and class diary and new experiencing the teaching situation in secondary school students who are being trained to be future teacher.

### **3.3.1.3 CAUSES OF THE PROBLEM**

It caused by being new comer and not yet knowing how to prepare lesson plans, scheme of work, class diary... the students were not yet familiar with me and low communication of learners.

### **3.3.1.4 INTERVENTION STRATEGIES USED TO OVERCOME THE PROBLEM**

Even if it was so difficult for me to met such challenges I talked to my subject teacher how I can handle the conflict but advices he gave started working after a while, in such way we started to communicate with them regularly so, we live familiar with the students, I started enjoying the school attachment with my students.

### **3.3.1.5 PROFESSIONAL COMPETENCES DEVELOPED**

I developed time management skills through talking to different teachers and give me an advice how I can manage it effectively, I also the developed problem solving skills through handling handling the students problems and challenges daily, in this gards i started to be familiar with educational challenges.

## **WEEK TWO**

This week two started from May 5, to May 9, 2025 it was my first week in teaching my self as student teacher.

### **3.3.2.1 STRENGTH**

Not depends on the first time in teaching career as professional teacher, I was very motivated for the teaching and learning activities thinking that my dreams of being a teacher is around to be achieved, I came on the school regulary with all teaching aids and teaching materials, some I

spend a lot of hours preparing the experiments and solving example in the evening so that I will be concise in the classroom activities.

### **3.3.2.2 PROBLEM ENCOUNTERED**

In this week, the challenges I faced was the students who tried to cheat even in the exercises, they did want to do independently instead, I started to question my self thinking what will happen in the tests and exam if they are cheating in the exam.

### **3.3.2.3 CAUSE OF THE PROBLEMS**

Most of time some learners in 9YBE do not read their notes in the evening even if you may bring the exercises you collected the day before, some of them may fail, considering that I tried to give more exercises and ask them to do independently just they came on the class without enough preparation that is why they always try to cheat for marks.

### **3.3.2.4 Intervention strategies used to overcome problem**

Most of time I asked subject teacher to move around in the classes when I am giving some tasks, so that invigilation is done effectively and try to move around the class see whether students are cheating or not, and I always try to leave some distance between the students in the desk and between desks.

### **3.3.2.5 Professional competences developed**

I developed problem solving skills, cause I did not think before I met such challenges that students may cheat even in the classroom exercises, and also time management was also difficult for me, but after asking help for subject teacher I managed it effectively.

## **WEEK THREE**

This week started from May 12, 2025 up to May 16, 2025 it was second week for teaching and learning activities as professional teacher, it was amazing because the experience I got in the first helped in the second week too.

### **3.3.3.1 STRENGTHS**

This week I learned new method of teaching and giving exercises, this where I began effectively using/implementing ICT in education just because for the first I did not know there are three projectors that teachers may use when they are teaching, in such way I started projecting all classroom activities instead of writing everything on the blackboard.

### **3.3.3.2 PROBLEM ENCOUNTERED**

During this period even if I knew that projectors will be helping in time management and reducing the cheating cases because most of the students cheating while you are writing on the blackboard, I was not good at installing and connecting all devices such as cables, my laptop and projector until it start working effectively.

### **3.3.3.3 CAUSE OF THE PROBLEM**

Even i have been seeing lectureres using projectors during the time I stayed in UR-CE I did not have curiosity to ask how it works, just because I did not think that time will come and need my self to use it.

### **3.3.3.4 INTERVATION STRATEGIES USE TO OVERCOME PROBLEM**

I have met with such challenges one day, and the second day my subject teacher shows me how I can connect all devices and start teaching, and I will always remember his advices to me say that I have to prepare and connect what it takes to start working effectively before class time, and try to prepare also handwritten documents as well cause I may loose electricity and I can not postpone the class which is started already

### **3.3.3.5 PROFFESIONAL COMPETENCES DEVELOPED**

I developed the use of ICT in education, I always thank any person who contributed in this works of ICT implementation because it is the best tool to minimize effectively the time it takes to finish some teaching and learning activities,This advices help me and build me with enough confidences that is way I used ICT effectively.

## **WEEK FOUR**

This week started on May 19, 2025 up to May 23, 2025 it was my third week in teaching career as professional teacher after observation week, in this was so good for me after handling some challenges,

### **3.3.4.1 STRENGTH**

I was normal teacher like others just because the experience I got from the previous week, I did think I am student teacher like it was in the first week to, I even did think twice in the case of handling conflict fearing that I need to consider my subject teacher I behaved like I am employed teacher, this feeling I had in this week helped to solve any problem rised up effectively and effeciently.

### **3.3.4.2 PROBLEM ENCOUNTERED**

In this periods it was so tough for me too, even if I was behaving like normal teacher, I was being supervised by my mentor and he always give me an invitation that I will be looking the way I teach in the next class I am visiting you in your next class, his visit at the first time was about giving me an advice but for the second time was about giving me marks, I thought I will not teach effectively like it was fearing that I can fail and not deliver my lesson to the learners un effectively, by luck I did well also and I got best marks ever compared to other internees in the same school.

### **3.3.4.3 CAUSE OF THE PROBLEM**

Before enrolling in the University of Rwanda College of Education's MBE combination, I completed my high school coursework in Mathematics, Chemistry, and Biology (MCB). As you may know, this option is found in general education rather than teachers training centers (TTC). I was afraid because I had never taught in front of a class in high school and it was my first time being supervised; typically, teacher training programs include high school coursework, but not in general education.

### **3.3.4.4 INTERVENTION STRATEGIES USED TO OVERCOME PROBLEM**

I did rehearsal before I enter in the class and try to master the contents, sometimes when you know the contents and be prepared for every teaching and learning activities, and by respecting time it helped me.

### **3.3.4.5 PROFESSIONAL COMPETENCES DEVELOPED**

Since I practiced a lot before each class, I was able to develop my classroom management skills in a way that allowed me to master the material at a high level. I also developed critical thinking and time management skills because I knew how long it took to finish the tasks.

## **WEEK FIVE**

This week started from May 26, 2025 up to May 30, 2025 in this periods the challenges was less compared with the previous weeks, but all the challenges was about marks and attences.

### **3.3.5.1 STRENGTH**

I have already started assessing learners in these weeks, some learns did not attend the class reguraly unfortunately the wanted to pass from senior two to senior three, but way of looking and marks was not favorable for them, that's I always gave them home to submit in the morning so

that they may revise what we learned and gets mark to, and those who are not attend class regurary may attend just because they are submitting homeworks for marks.

### **3.3.5.2 PROBLEM ENCOUNTERED**

Even if I used that method to encourage them to always attend the class some of student try to feck the reason why they did not attend the class, and other students try to copy others activities, they never knew that it is cheating case when it comes in university it is prohibited because it is taken as paragiarism and there are serious purnishment for that cases.

### **3.3.5.3 CAUSE OF THE PROBLEM**

As you may read in the school background and location, since G.S Mutunda is located in rural areas the perception of the students and parent about education is not too good for some families, sometimes they prepare to do domestic activies some days instead of going to school, another fact is that some student are in charge of finding school materials themselves just because they are found in economic dis advantaged families and they are orphans, I talked to some of them that is what they told me.

### **3.3.5.4 INTERVENTION STRATEGIES USED TO OVERCOME PROBLEM**

We always had a meeting about classroom attendance every Friday and I had students idefications so that I sometimes phoned parents prohibiting them not to send and ask their children not to give them domestic activities and I explained for them the important of education, and showed them how their education will change their life completey and I adviced them to that in weekend not in schooling days and the problem is solved like 75% follow my advices and I hope it will be 100% whenever teachers and parents works hand in hand for that issues.

### **3.3.5.5 PROFESSIONAL COMPETENCES DEVELOPED**

I developed cooperation skills, throuhg having clear and effective communication and conversations with both parent and students, another is that I learned to take responsibilities as parent and learder too that will help me when I get married, because some learners knew better how education is so good but they had not choice because it can not done effectively without having materials, and they have to look for it in that way.

## **WEEK SIX**

This week started from June 2, 2025 up to June 6, 2025 is this week I was feeling as competent teachers, this because I was receiving good feedback from the solutions I took for the challenges rised up in my class about the issues I mentiod above.

### **3.3.6.1 STRENGTH**

In this period the content were much to big to understand as they must be prepared for the exams which were about coming in June 2025, I adviced them to revise their note always not to wait for the revision week, and I start giving them exercises not considering the day's lesson but for whole term, to those who are not willing to go through all we had learned before may remember what we had learned through doing exercises and homework, I thought that they may do well and understand what we are studying rigt now but forget what we had started on in general.

### **3.3.6.2 PROBLEM ENCOUNTERED**

In this period I found that some learners do not even remember the core contents in the previous chapter as if we did learn it, even those who were good at when we were studying their capacity and abilities to analyse the problems have been developed, by the like seventy percent those who participated well In the class is able to solve many questions using the core contents we learned together.

### **3.3.6.3 CAUSE OF THE PROBLEM**

Most of the student in 9BYE do not revise their lesson legulary it means individual learning is at low level, this can not work for subject like mathematics which requires a lot exercises, I think they should not have forgotten the contents even they keep doing exercises always in the evening after class, not day per day lesson but all contents we went through too.

### **3.3.6.4 INTERVENTION STRATEGIES USED TO OVERCOME PROBLEM**

To address the issue of students forgetting core mathematical concepts, I implemented a structured revision plan that encouraged continuous engagement with past lessons. I introduced daily review exercises that covered topics from previous chapters, ensuring that students regularly revisited essential concepts. Additionally, I incorporated peer discussions and collaborative problem-solving sessions, allowing students to reinforce their understanding through group interactions. By integrating these strategies into the daily routine, students

gradually improved their retention and analytical skills, making them more confident in tackling complex problems.

### **3.3.6.5 PROFESSIONAL COMPETENCES DEVELOPED**

In this periods I learned the way I can enhance my content this even where I realise that hard working in every aspects and corners of life pays, I would not have did well my school attachment successfully if I should not have occupied regularly that period, and also it helped to in time management and classroom management too because I did not repeat again exercises and activities I did in revision period and the tasks that should have taken in the class have reduced due to that period.

## **WEEK SEVEN**

This week started from June 9, 2025 up to June 13, 2025 it was the week of revision and starting examination from June 9, 2025 up to June 11, 2025 it was revision days and from June 12, 2025 up to the week eight was examination period sometimes failer goes to teachers when students fails in the exams, and I knew that the third term examination was not prepared by teacher or district instead of NESA, by thinking that students will prove that I did well what asked too.

### **3.3.7.1 STRENGTH**

As I have mentioned above, by questioning my self what will happen and how my subject teachers and school administration will treat me when all learners get zeros in NESSA examinations, and my perceptions was that they will think I did not contribute well school academic activities, I thought that it will be my honor and privilege when my students perform well in the exam, I started giving the short quizzes every day, cause I knew those who are preparing will pick the similaraly question in the examination, by the luck some questions I gave them in those quizzes comes in exam exactly as I gave them, it helped them really.

### **3.3.7.2 PROBLEM ENCOUNTERED**

Like most of the students frustrated when they are about doing assessment, doing assessment everyday even if I started that after explaining the reason why, some student did not like it, and start angry with me by luck large numbers of the student like it, and they have understood the philosophy behind unfortunately those who did not accept the way it was done so easily started failing in quizzes, but I did not stop helping and encouraging them for better success.

### **3.3.7.3 CAUSE OF THE PROBLEM**

I have found that those who refusing that systems were lazy students who do not need to revise their lesson everyday, like most high performing student do not get frustrated just because they do not learn for marks instead for knowledge, and assessment is one way of showing that at least they have understood some contents and they asked after quizzes how they should have responded so that they may collect the mistakes they did.

### **3.3.7.4 INTERVATION STRATEGIES USED TO OVERCOME PROBLEM**

Since I knew that some student successsed when they get time to do self study and that way was not favorable for them, I tried to ignore some quizzes whenever most of students fails and try to do revision for them for related contents, by thinking that that lesson student may have not understood efficienly, this is where the student who did not realise the important of that methodologies understood, by ignoring the quizzes most of the students discovered that I did not need for them to fail but to undesrtand the content instead and be ready and familiar with examinations.

### **3.3.7.5 PROFESSIONAL COMPETENCES DEVELOPED**

I developed cooperation skills through working with my students and working in team of teachers, this will help me in my future career I hope cause of that sometimes we need to with other in teams, and I does mean when you are hard worker as invidual person, that you will be good hard worker in teams, I developed also that methodology of assessing student's regurly cause I have got better feedback and my method was successful in the end.

## **WEEK EIGHT**

This week started from June 16, 2025 up June 20, 2025 were examinations periods, where by I was helping the school in doing supervision, I was an experience I needed too, even my experience was about supervising test or quizzes it is somehow the same but different.

### **3.3.8.1 STRENGTH**

In this periods of two weeks, I experienced how it seems to be supervisor this was the best feeling I have ever had in education, no one can understand the feeling cause I was seeing the way university lecturers do it, moving around and giving instructions too, I was seeing myself doing that not in dreams but really happening, that's why I always asked other teacher to help them in supervision when I am not on the supervision's time table.

### **3.3.8.2 PROBLEM ENCOUNTERED**

Sometime I found the cheating cases in the rooms and fails to give punishment for the case, instead calling the employed teacher to give punishment which was always getting zeros, remove some marks from conduct marks, even the students who got less conduct risked to expireled from the school.

### **3.3.8.3 CAUSES OF THE PROBLEM**

Like everyone who need to successsed in life, also students need a success too and passing from one year to the next,for example from senior one to senior two, those from senior two to senior three, it is not easy for sure to know exactly why the students cheats, but there common reasons like, peer pressure, family factor, where does the failor seems as bad things ever, and no reward given to those who fails and I have seen in life people always want to enjoy the trooph but not the procedures cause procedures is always painfull, in terms of academic it requires three months spending day and night reading, waking up early in the morning while others are sleeping, buying school materials while other are drinking juices,... that's the reason behind I can mention but the facts vary depends on the person.

### **3.3.8.4 INTERVENTION STRATEGIES USED TO OVERCOME PROBLEM**

In this periods I tried to read and master the school rules and regularization mainly those related to the behaviors of the students in examinations, and I tried to always checking all students weather they have some papers with written notes on it before they enter in the classroom, and always changing seat arrangement by also leaving distances between the students who are doing the same exam,for example if the senior one students are doing english he/she can seat with senior three student he/she is doing mathematics. Those tips helped to minimize the cases fully.

### **3.3.8.5 PROFESSIONAL COMPETENCES DEVELOPED**

I developed problem solving skills in case supervising examinations throuh handling such issues, I also developed classroom managements in exam I should have not grown and developed by an experience I got, if such cases should not have happened.

## **WEEK NINE**

This week started from June 23, 2025 up to June 27, 2025 this was my last week in school attachment, this very stressful week for teachers who have many subjects to they teach and large numbers of learners, because they have to mark them and record their marks in academic bridge

in way of preparing report to hand it to the students at the last day of the term June 27, 2025 (proclamation day).

### **3.3.9.1 STRENGTH**

In week my tasks was to make my students in senior one B (S1B) and senior two B (S2B), in both classes they are 73 students in total, exam was written on four pages so it was not easy to process marks in one week by marking, recording marks, after marking to total of tests marks and examination, all marks include those from homeworks, group activities, short quizzes and exam it's a must to record them in academic bridge that's what I did in this period

### **3.3.9.2 PROBLEM ENCOUNTERED**

During this week the problem was that those who prepared the exams sent marking late, which affects our time of marking, I should have so easy if the marking guid were ready after examination is done, another problem was that it was my first time to record marks in academic bridge, which also requires internet connections it means it was not possible to continue your work in shelt.

### **3.3.9.3 CAUSE OF THE PROBLEM**

The problem was I did have any knowledge about academic bridge and I got marking guid late, even we studied some ICT related modules in university of Rwanda college of education, we did get any information about academic pressure, and there are always new things which is discovered in technology we do not know, what to do is to keep updating our knowledge about ICT by studying what is discovered everyday, by now I can not blame anyone either our university of high education council for not establishing all discovered things in technology immediately in education, just because it is not possible to always changing curriculum every even if it may done it can not be implemented successfully.

### **3.3.9.4 INTERVENTION STRATEGIES USED TO OVERCOME PROBLEM**

After facing the challenges I mentioned above, I talked to subject teacher about loosing or not having marking guid and he helped to finnish it and gave the soft one which Immediately printed and start marking, the issues was about recording marks in academic bridge, I showed me how the apps works, and I observed him recording one of his class and I started recording too, by lucky I finish all my worker before them due to the facts that I had few classes and students compared to them.

### **3.3.9.5 PROFESSIONAL COMPETENCES DEVELOPED**

I develop my knowledge about ICT mainly using academic bridge in preparing and recording marks in academic bridge by also preparing school reports as well.

## **CHAPTER FOUR: GENERAL CONCLUSION &RECOMMENDATIONS**

### **4.1 INTRODUCTION**

As a potential educator, this internship was crucial since it allowed me to apply the academic knowledge I gained in college to real-world situations. Additionally, it demonstrated to me that teachers had a significant impact on students' engagement and academic achievement.

### **4.2 GENERAL CONCLUSION**

I conduct school attachment at G.S Mutunda from April 24, 2025 up to June 27, 2025. This school attachment report, which I completed in nearly ten weeks, focuses on the experiences I had throughout that time.

I observed the staff's structure and communication with the entire population at the school, and I gained further knowledge from them that stoked my desire for collaboration and teamwork.

Through teaching and learning practices, I gained and developed many ways of strategies, techniques and methodology which teachers and learners need to deliver well their lessons and

improve skills of handling different conflict that can arise when teaching and learning activities is taking place, according to the some issues I met with, in my school attachment I met with so many challenges at the first time, but I has started reducing periods after ward, some challenges I can say like learners irregularities in attending classes, few students still cheats during assessments, I have realized this for the test I supervised whereby some students tried to talk other students asking them the right answer of the questions that they were doing, I took decisions for how to do and supervise the exams by leaving distance and also circulating in the classroom as the student are doing an assessment too, another problems I met is that some student were not fully participating in classroom activities, like answering teachers questions and asking for facilities where there are not performing as well as asking questions in the classroom, even I was not in charge of sport but I talked to the class teacher telling me that most of the girls failed to attend school daily activities and sports activities saying that it is for the boy, that way I took strategy for always improving gender equity and gender quality in education.

I did my school attachment in mathematics and Biology, I realized also that most of the learners do not like its especial mathematics not because of other reasons simply they are always getting low marks, I found that they not motivated with there lesson, it was big deal for me because they had such thought so many years, not only as them but also their brothers and sisters at home, It was my responsibility to constantly research, develop, and figure out how to deal with such problems. Additionally, as a young professional teacher, I had the opportunity to set goals and objectives through my experiences with teaching and learning practices. I made the decision to engage myself and involve students in individual learning to improve and develop their performance in their subjects by incorporating creativity and innovations. Overall, I have met the school attachment objectives as outlined in the UR-CE academic requirements and as anticipated. My future teaching profession will benefit from the culmination of all the experiences I have learned.

### **4.3 RECOMMENDATIONS**

The following recommendations concerns to administration of University of Rwanda,college of education UR-CE, administration staffs of G.S Mutunda, Parents and REB.

### **4.3.1 RECOMMENDATION TO THE ADMINISTRATION OF UNIVERSITY OF RWANDA COLLEGE OF EDUCATION (UR-CE)**

On the part of University of Rwanda college of education, I thank them in all corners, bachelor, masters and phd program, we were like family during the period we stayed and learned in the same school Rukara campus, I remember whenever I needed a help I ask everyone who was around me and get help no matter what degree he is doing either phd, masters and so on, what I can add is that our lovely lectures were like our parents no matter how busy they were they tried to stand by ourselves and try to help us to grow mentally and physically as well as a person who always wanted to be a teacher they helped to hit to the target of my dreams of being professional teacher, even if my colleagues internees was highly appreciated to be surely that they were doing great, what they were supposed to do during school attachment periods as none is perfect, it would be good if supervisors try to visit internees at least two times, and given the marks for school attachment at the last time to see weather the advice given in previous visit was developed, at least I can thank even this one time because mentors are intervening to help and stand in behalf of our lecturers because they are dealing with so many tasks we can not ignore, like marking lecturing and facilitating those who are not doing final years of their program like year 1,2 and so on, hopefully the concerned people will take right decisions about this, we can add that in four years program student do school attachment around six months at the end of their program, but in three years programs do only three months or less I can recommend university of Rwanda to increase school attachment from three months up to six months like four years program as they did.

### **4.3.2 RECOMMENDATION TO THE ADMINISTRATION STAFFS OF G.S MUTUNDA**

On the part of G.S Mutunda, the school with good partnerships with the government of Rwanda, Catholic church, and parents, they must look and find enough teaching aids as well as teaching materials and ask to whom it may concern modern library and laboratory, as physics, chemistry and biology teachers are always facing such problems of not having laboratories and lack of books, for example I have seen only around eleven books which is not enough to fill the the students from senior one up to senior three, just because they are all supposed to study Biology subjects, and it seems like we are teaching abstract things when learners ask teacher to show some which is in the subjects but he/she find it difficult to show it because there is no laboratory

in the school of G.S Mutunda. It will be good whenever they get laboratory so that student be familiar with practices, I can not end without thanking sciences teachers who are using online laboratories to help the learners before they get the chance of getting physical laboratories equipped with many materials.

#### **4.3.3 RECOMMENDATION TO REB**

REB in its charge of primary and secondary schools and it plays a vital important in improving, development and enhancing teaching and learning activities hthrough implementation and follow up of competence based curriculum and other policies created for improving education of Rwandan communities. Even if Rwanda Education Board which also changed its name to Rwanda basic education recently must support, help and support schools to have access to many books and copies of relevant curriculum books and books especially in G.S Mutunda. Also must help the schools smart classroom, laboratories and libraries, this is because twenty first century skills like ICT, computer literacy, computer numeracy, problem solving, critical thinking skills, technology, robotics use and so on in teaching and learning activities these issues can not be attained with no support of Rwanda basic education and support ICT implementation in education.

#### **4.3.4 RECOMMENDATION TO PARENTS**

Parents play a vital role in schooling of children, its must to help and support the education of their children to improve their talents, skills, capacities and abilities and giving them school fees and tuition fees for further learning, sometimes students are sent to schools with no materials like books, school uniform, school bag and other materials in general, cause it is so tough for learners to succeed well when there is no materials, this can help them to win the world and be motivated and increase their inspirations and motivation about schooling .

## **5. REFERENCES**

Rwanda Basic Education Board (REB)(2020). Mathematics, longhorn Publishers (Rwanda) LtdRemera opposite COGE BankP.O. Box 5910 Kigali-Rwanda.

Rwanda Education Board (2015). Mathematics Syllabus for Ordinary Level Senior 1-3, Kigali.

## **6. APPENDICES**

### **6.1 APPENDIX1: SAMPLE OF SCHEME OF WORK FOR EACH SUBJECT**

#### **6.1.1 SCHEME OF WORK OF BIOLOGY**

District: HUYE

Academic year: 2024-2025

Term: Third term

Teacher name:

KATABARWA Patrick

Subject: Biology

Registration n° : 222017064

Nº of period per week: 4

School: G.S MUTUNDA

Class: Senior 1

#### **THIRD TERM (2024-2025)**

Dates +weeks	Unit title	Lesson title + Evaluation	Learning objectives + Key unit competence	Teaching methods & techniques + Evaluation procedures	Resources & References	Observations

<u>WEEK1 .28</u> <u>/04-02</u> 5/2025	Waiting classes allocation + observation					
<u>WEEK 2.</u> <u>05-09</u> 05/2025	UNIT 12: Humanreproductive system.	<ul style="list-style-type: none"> <li>-External and internal of male reproductive organs.</li> <li>-External and internal of female reproductive organs.</li> <li>-The process of sperm and ovum production</li> </ul>	<p>Key unit competence</p> <p>To be able to analyse the structure, functions and processes of the human sexual and reproductive system and relate to the understanding of sex and gender. Use illustrations to identify the human sexual and reproductive</p>	<p>Group discussion, individual work, storytelling, Question and answer method.</p>	<p>RwandaEducation Board.(2016) .Biology for Senior1:Teacher's Guide.Kigali: Rwanda Education Board. Biology and Health Sciences FOR RWANDA S1 Student's Book.</p>	Well done
<u>WEEK 3.</u> <u>12-16</u> 05/2025	UNIT 12: Humanreproductive system.	<ul style="list-style-type: none"> <li>Determination of sex.</li> <li>-Role of hormones in growth,</li> </ul>	<p>organs. - Discuss biological and social aspects of sex and gender. Carry out drama role play to enact how sex is</p>	<p>Group discussion, individual work, storytelling, Question and answer method.</p>	<p>RwandaEducation Board.(2016) .Biology for Senior1:Teacher's Guide.Kigali: Rwanda</p>	Well done

		<p>development and the regulation of reproductive organs and sexual functions.</p> <p>-Influence of culture, tradition and religious practices on one's thinking about sex, gender and reproduction.</p> <p>-End of Unit 12</p> <p>Assessment</p>	<p>determined. In groups, learners examples of characteristics or behaviours that are seen as “male” and female” and discuss whether this is biology or social. -</p> <p>Individually write out an assignment on how cultural, traditional and religious practices influence their thinking about sex, gender and reproduction and present it for evaluation.</p>	<p>answer method.</p>	<p>Education Board.</p> <p>Biology and Health Sciences FOR RWANDA S1 Student’s Book.</p>	
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WEEK 4. <u>19-23</u> 05/2025	Unit 13: Puberty and sexual	-Concept of Puberty -Puberty and hormones.	Key unit competence Puberty and sexual maturation To be able to analyse the physical, emotional and social changes related to puberty  illustrations to identify the human sexual and reproductive organs. -	Group discussion, individual work, storytelling, Question and answer method.	RwandaEduc ation Board.(2016) .Biology for Senior1:Teac her's Guide.Kigali: Rwanda Education Board.  Biology and Health Sciences FOR RWANDA S1 Student's Book.	Well done
WEEK 5. <u>26-30</u> 05/2025	Unit 13: Puberty and sexual	-Concept of Puberty - The menstrual cycle.	Individually write out an assignment on how cultural, traditional and religious practices influence their	Group discussion, individual work, storytelling, Question and answer method.	RwandaEduc ation Board.(2016) .Biology for Senior1:Teac her's Guide.Kigali: Rwanda	Well done

		-Summery and End of unit 13 assessment	thinking about sex, gender and reproduction and present it for evaluation		Education Board. Biology and Health Sciences FOR RWANDA S1 Student's Book.	
WEEK 7. <u>09-13</u> 06/2025	Unit14: Reproduction, pregnancy and childbirth.	- Reproduction: male and female reproductive systems. -Intercourse and fertilization. -Pregnancy and its signs.	Key unit competence To be able to analyse the process of reproduction, pregnancy and childbirth Use illustrations to identify the human sexual and reproductive organs. -	Group discussion, individual work, storytelling, Question and answer method.		Well done
WEEK 8&9 <u>16-27</u> 06/2025	Unit14: Reproduction, pregnancy and childbirth.	-Foetal development, ante-natal care, childbirth and health risks associated with teenage pregnancy and	Discuss biological and social aspects of sex and gender. Carry out drama role play to enact how sex is	Group discussion, individual work, storytelling, Question and answer method.	Rwanda Education Board.(2016).Biology for Senior1:Teacher's Guide.Kigali: Rwanda	Well done

		<p>early childbirth. Steps to promote safe pregnancies and childbirth.</p> <p>- End of Unit 14 Assessment</p>	<p>determined. In groups, learners examples of characteristics or behaviours that are seen as “male” and “female” and discuss whether this is biology or social.</p> <p>-Individually write out an assignment on how cultural, traditional and religious practices influence their thinking about sex, gender and reproduction and present it for evaluation.</p>		<p>Education Board.  Biology and Health Sciences FOR RWANDA S1 Student’s Book.</p>	
<p>WEEK 8&amp;9  <u>16-27</u> 06/2025</p>	<p>EXAMINATION PERIOD</p>					

## **6.1.2 SCHEME OF WORK OF MATHEMATICS**

### **SCHEME OF WORK**

DISTRICT: Huye

ACADEMIC YEAR: 2024-2025

TERM: Third Term

TEACHER NAME: KATABARWA Patrick

SUBJECT: Mathematics

REGISTRATION N<sup>O</sup> : 222017064

N<sup>O</sup> OF PERIOD PER WEEK: 6

SCHOOL: G.S MUTUNDA

CLASS: Senior 2

### **THIRD TERM (2024-2025)**

Dates +weeks	Unit title	Lesson title + Evaluation	Learning objectives + Key unit competence	Teaching methods & techniques + Evaluation procedures	Resources & References	Observations
WEEK 1 <u>28/4 – 02</u> 05/2025	UNIT 10: Statistics ( grouped data)	- Definition and examples of grouped data.  - Grouping data into classes.	Key unit competency: To be able to collect, represent, and interpret grouped data.	-Group discussion  -Individual work  -Storytelling	Mathematics for Rwanda school, secondary student's book 2. and teacher's guide, New general mathematics Student'sboo	Well done

		<p>- Frequency distribution table for grouped data</p> <p>-Data presentation ( class boundaries, Histogram, frequency polygon, pie-chart and cumulative frequency table and graph)</p>	<p><b>Knowledge and understanding</b></p> <p>Define grouped data and represent grouped data on a frequency distribution.</p> <p><b>Skills</b></p> <p>Apply data collection to carry out research.</p> <p>Interpret correctly the graph of grouped statistical data.</p> <p>Attitudes and values</p>	<p>-Group discussion</p> <p>-Individual work</p> <p>-Storytelling</p>	<p>k and teacher guide,internet explore Rwanda Education Board (2015). Mathematics Syllabus for Ordinary Level Senior 1-3, Kigali.</p>	
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<u>WEEK 2</u> <u>05–09</u> 05/2025	UNIT 10: Statistics ( grouped data)	- Measures of Central tendency for grouped data (Arithmetic mean, median, mode, and range for grouped data).	Appreciate how data collection, data representation, and data interpretation can be used for solving real life situations.	-Group discussion -Individual work -Storytelling	Rwanda Education Board (2015). Mathematics Syllabus for Ordinary Level Senior 1-3, Kigali.	Well done
<u>WEEK 3.</u> <u>12 – 16</u> 05/2025	UNIT 10: Statistics ( grouped data)	-Graphical representation of grouped data (polygons, histograms superposed polygons).  End of unit assessment		Group discussion, individual work, storytelling	Rwanda Education Board (2015). Mathematics Syllabus for Ordinary Level Senior 1-3, Kigali.	Well done
<u>WEEK 5.</u> <u>19 – 23</u> 05/2025	UNIT 11: Tree and venn	-Tree diagram and total number of outcomes	Key unit competency: To be able to determine	Group discussion, individual	Mathematics for Rwanda school, secondary	

	diagrams and Sample space.	-Determining probability using Tree	probabilities and assess likelihood by using tree and Venn diagrams  Knowledge and understanding  Define mutually exclusive and independent events	work, storytelling	student's book 2. and teacher's guide,-New general mathematics Student's book and teacher 's guide- internet explore	
WEEK 6. <u>26 – 30</u> 05/2025	UNIT 11: Tree and venn diagrams and Sample space.	- Determining probability using Venn diagrams.  - Mutually exclusive events	Skills  - Construct and interpret a tree diagram correctly.  - Use Tree and Venn diagrams to determine probability.  Attitudes and values	-Group discussion  -Individual work  -Storytelling	Mathematics for Rwanda school, secondary student's book 2. and teacher's guide,	Well done

<u>WEEK 6.</u> <u>02 –06</u> 06/2025	UNIT 11: Tree and venn diagrams and Sample space.	- Independent events. -Mathematical problems set. End of unit 11 assessment	-Appreciate the importance of probability to find the chance happening for an event to happen. -Promote team work and self-confidence.	-Group discussion -Individual work -Storytelling	Mathematics for Rwanda school, secondary student's book 2. and teacher's guide,	Well done
<u>WEEK 7.</u> <u>09-13</u> 6/2025	REVISION WEEK					
<u>WEEK</u> <u>8&amp;9.</u> <u>16-27</u> 6/2025	EXAMINATION AND SCHOOL REPORT					

## 6.2 APPENDIX 2: SAMPLE LESSON PLAN

### 6.2.1 COMPETENTANCE BASED LESSON PLAN OF

#### BIOLOGY

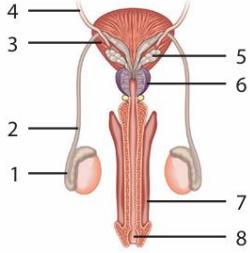
School name: G.S MUTUNDA

Teacher name: KATABARWA Patrick

Reg N°: 222017064

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
3	06/05/2025	Biology	S1B	12	1 of 6	40 min	29
Types of special education need and number of Learners for each category				None			
Unit title	Human reproductive system						
Key unit competence	To be able to analyse the structure, functions and processes of the human sexual And reproductive system and relate to the understanding of sex and gender						
Title of the lesson	External and Internal male reproductive organs						
Instructional objective	By the end of this lesson, all presence senior one learners will be able to describe the external and internal parts of male reproductive organs and their functions using structure of male reproductive organs effectively.						
Planning for class	Inside the classroom.						
Learning materials	Diagrams and of male reproductive organs, chalk board,Textbook(Figures12.2 & 12.3,Tables12.1and 12.2), Self Assessment sheets, labeling worksheet						
References	Biology for senior one : Teacher's guide, Kigali: Rwanda basic Education Board (2024).  Biology and Health Sciences FOR RWANDA S1 Student's Book (2020).						

Timing for each step	Description of teaching and learning activity		Generic competence and cross cutting issue to be addressed in this lesson + short explanation
	Teacher activity	Learners activity	
Introduction 7 Min	The teacher guides the students through a progression of inquiry, explanation, and reinforcement to ensure they identify and describe the structure and functions of both male and female reproductive organs. A variety of visual aids, group activities, and guided discussions are used to enhance understanding and retention.	<p>Teacher activity</p> <p>Learners reflect and share ideas on the purpose of reproductive organs:</p> <ul style="list-style-type: none"> <li>-Producing male and female sex cells, or gametes</li> <li>-Transporting the male sex cells to the female sex cell</li> <li>Producing chemicals called hormones • enabling a baby to grow inside the female's body</li> </ul>	<p>Generic competence and cross cutting issue to be addressed in this lesson + short explanation</p> <ul style="list-style-type: none"> <li>-Communication in official languages</li> <li>Learners articulate scientific terms clearly.</li> <li>-Critical thinking Learners analyze differences structure of male and female reproductive organs.</li> <li>Cooperation and teamwork– Students work in pairs/groups to discuss organ structures and functions.</li> <li>-Research and problem solving</li> <li>-Learners explore visuals and textbook tables to identify and describe organs</li> </ul>

<p>Development of the lesson 20 Min</p>	<p>reproductive organs. Ask students to identify parts in pairs. Explain the functions of each male reproductive organ using the chart (Table12.1). Describe external and internal parts using Figure:</p>  <p>The diagram illustrates the male reproductive system with numbered labels 1 through 8 pointing to various anatomical structures. 1 points to the testes, 2 to the penis, 3 to the vas deferens, 4 to the epididymis, 5 to the seminal vesicle, 6 to the prostate, 7 to the bulbourethral glands, and 8 to the urethra.</p> <p>Ask one member from each group to present their findings one by one in each group. Teacher give learners a full explanation about the lesson of the day.</p>	<p>-Learners observe diagrams, identify parts, and share their findings. Learners listen, ask questions, and take notes. Participate in guided discussions. Concept Clarification -</p> <p><b>Reproductive System:</b> A system of organs involved in producing offspring.</p> <p><b>Male Reproductive Organs:</b> Include testes (sperm production), penis (delivery of sperm), vas deferens, etc.</p> <p><b>Gametes:</b> Reproductive cells – sperm in males</p> <p><b>Hormones:</b> Substances like testosterone and estrogen that regulate reproductive functions.</p> <p><b>Fertilization:</b> The fusion of a sperm and ovum to form a zygote.</p> <p>learners examine charts, compare structures with the male system, and complete labeling or matching exercises. They present</p>	<p>Communication in official languages Learners articulate scientific terms clearly.</p> <p>Critical thinking Learners analyze differences and functions of reproductive organs. Cooperation and teamwork</p> <ul style="list-style-type: none"> <li>- Students work in pairs/groups to discuss organ structures and functions. (team working)</li> <li>-Research and problem solving Learners explore visuals and textbook tables to identify and describe organs.</li> </ul>
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		<p>their finding in front of others.</p> <p>They take a note from their teacher in order to memorize and repeat it after the lesson of the day.</p>																			
Conclusion 13 Min	<p>Facilitate learners in the oral questions to check whether their understanding of the lesson.</p> <p><b><u>Activity 2</u></b></p> <p>Copy the table, and then complete it using what you have learnt about the male reproductive system.</p> <table border="1" data-bbox="372 1474 703 1888"> <thead> <tr> <th>Structure</th><th>Function</th></tr> </thead> <tbody> <tr> <td>1.</td><td></td></tr> <tr> <td>2.</td><td></td></tr> <tr> <td>3.</td><td></td></tr> <tr> <td>4.</td><td></td></tr> </tbody> </table>	Structure	Function	1.		2.		3.		4.		<p>Learners complete the self assessment task. Participate in peer and teacher led review of answers.</p> <table border="1" data-bbox="731 777 1062 1888"> <thead> <tr> <th>Structure</th><th>Function</th></tr> </thead> <tbody> <tr> <td>Sperm duct</td><td>Transport sperm from the epididymis to the urethra</td></tr> <tr> <td>Testes</td><td>Produce male gametes (sperm)</td></tr> <tr> <td>Penis</td><td>It directs sperm from urethra to the vagina during copulation</td></tr> </tbody> </table>	Structure	Function	Sperm duct	Transport sperm from the epididymis to the urethra	Testes	Produce male gametes (sperm)	Penis	It directs sperm from urethra to the vagina during copulation	<p>Cross-Cutting Issues Gender Promotes respect and awareness of both male and female anatomy. Encourages equal participation and discussion</p> <p>Inclusive Education Use of visual aids and group support ensures that learners with different abilities and learning styles can participate fully.</p>
Structure	Function																				
1.																					
2.																					
3.																					
4.																					
Structure	Function																				
Sperm duct	Transport sperm from the epididymis to the urethra																				
Testes	Produce male gametes (sperm)																				
Penis	It directs sperm from urethra to the vagina during copulation																				

	5...		Scrotum	It protect testes	
	Give learners self exercise .  Q1.Suggest the function of each part of male reproductive organ.  Q2.Sperm is produced by..... and secrete the male hormone testosterone.		Epididymis	It stores sperms	
Teacher self evaluation	Lesson conducted well and objective was achieved based on assessment given to the learners.				

## 6.2.2 COMPETENTIANCE BASED LESSON PLAN OF MATHEMATICS

School name: G.S MUTUNDA

Teacher name: KATABARWA Patrick

Reg N°: 222017064

Term	Date	Subject	Class	Unit No.	Lesson No.	Duration	Class size
3	26/06/2025	Mathematics	S2B	11	5	40 minutes	44
Types of special educational need and number learners for each category				None			
Unit title		TREE AND VENN DIAGRAMS AND SAMPLE SPACE					

Key unit competence	By the end of the unit, learners will be able to determine probabilities and assess likelihood by using tree and Venn diagrams			
Title of the lesson	Mutually exclusive events			
Instructional objectives	Using tree and Venn diagrams, all presence S2 learners will be able to identify and explain mutually exclusive events and solve problems involving the events with 90% accuracy in 40 minutes.			
Plan of this class (Location)	Inside the classroom			
Learning materials	Coin, chalk, exercise books, calculators, dice, playing cards			
References	<p>1. Rwanda Education Board (2015). Mathematics Syllabus for Ordinary Level Senior 1-3, Kigali.</p> <p>2. Mathematics senior two student book (2020). Rwanda basic Education Board (REB).</p>			
Timing for each step	Description for teaching and learning activities		Generic competence and cross cutting issues+ short explanation	
	Let the learners be organized in groups, One learner should work as the secretary, Let the learners do activity 11.5, Let the learners present their findings through group secretaries, Use this opportunity to explain deeply the meaning of mutually exclusive as explained in learner's book			
	Teacher's activity	Learners activity		
Introduction 7 Min	Teacher help learners to revise basic probability concepts that	Students recall previous knowledge on probability Students observe a simple tree diagram example Students	Inclusive education by ensuring all students grasp the concept	

	<p>learnt in the previous</p> <p>Teacher introduces the concept of mutually exclusive events using a simple example ( like a y events that can not occur at the same time) and using rolling coin and die</p> <p>Teacher facilitates a discussion on the definition of mutually exclusive events</p>	<p>brainstorm what mutually exclusive events are</p> <p>They formulate key question How to calculate probability of two or more events which can not occur at the same time?</p>	<p>regardless of prior knowledge</p> <p>Communication skills are developed during observation.</p> <p>Problem solving will be developed while learners are formulating the key question.</p>
Development 20 Min	<p>Organise Learners into groups of six</p> <p>Ask one learner to work as leader and another one work as secretary</p> <p>Provide activity to work in their groups</p> <p>In Virunga transport company</p>	<p>Learners form a groups of six learners one should be a leader and another should work as secretary</p> <p>They do activity they have given in their respective groups sharing ideas all together and ask questions where they do not understand.</p> <p>A bus can never be</p>	<p>Critical thinking and problem-solving - Encouraging students to apply concepts learned to real-life situations</p> <p>Standardization culture - Emphasizing accuracy in</p>

	<p>in Rwanda, there are 50 buses. 20 of them are Isuzu model and 15 of them are Coaster model. If a bus is picked at random,</p> <p>(a) Can the bus be both of Isuzu and Coaster model?</p> <p>(b) What is the probability that it is of Isuzu model?</p> <p>c) What is the probability that it is of Coaster model?</p> <p>d) What is the probability that it is of Isuzu or Coaster model?</p> <p>e) Discuss with your classmate the easiest way of determining the probability in (d).</p>	<p>Isuzu and Scania model at the same time.</p> <p>Probability Isuzu is <math>\frac{20}{50} = \frac{2}{5}</math></p> <p>Probability Scania is <math>\frac{15}{50} = \frac{3}{10}</math></p> <p>Probability Isuzu or Scania is <math>\frac{2}{5} + \frac{3}{10} = \frac{9}{10}</math></p> <p>The probability of getting Scania or Isuzu is obtained by adding the two probabilities in (b) and (c). Since a bus cannot be both Isuzu and Scania, the (d) combines mutually exclusive events.</p> <p>They present their findings to the class and to the others</p> <p>Learners do activity in their groups</p>	<p>identifying mutually exclusive events.</p> <p>Peace and values education will be developed while learners are respecting the idea of others in class.</p> <p>Communication skills will be developed while learners are discussing in their groups and presenting their findings.</p> <p>Gender education will be developed while learners are doing activity for both boys and girls.</p>																					
		<table border="1" data-bbox="771 1649 1163 1892"> <tr> <td>Die</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr> <td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> </table>	Die	1	2	3	4	5	6	1	2	3	4	5	6	7	2	3	4	5	6	7	8	
Die	1	2	3	4	5	6																		
1	2	3	4	5	6	7																		
2	3	4	5	6	7	8																		

	<p>Let the learners do activity</p> <ul style="list-style-type: none"> <li>Let the learners present their findings through group secretaries.</li> <li>Use this opportunity to explain deeply the meaning of mutually exclusive as explained in learner's book.</li> </ul> <p>Mutually exclusive events is where occurrence of one event excludes the occurrence of the other one. <math>P(A \text{ or } B) = P(A) + P(B)</math></p> <p>Allow the learners to also attempt examples 11.17 to ensure that they master the concept fully.</p> <p>Activity</p>	<table border="1"> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> </table> <p><math>P(\text{Sum of 8 or 3}) = P(\text{Sum of 3}) + P(\text{Sum of 8})</math></p> $= \frac{2}{36} + \frac{5}{36} = \frac{7}{36}$ <p>(b) <math>P(\text{Sum of atleast 6}) = P(\text{sum of 6 or more})</math></p> $= \frac{26}{36}$ <p>c) <math>P(\text{Sum greater than 9}) = \frac{6}{36}</math></p> <p>(d) <math>P(\text{Sum of 3 or less}) = \frac{3}{36} = \frac{1}{12}</math></p>	3	4	5	6	7	8	9	4	5	6	7	8	9	10	5	6	7	8	9	10	11	6	7	8	9	10	11	12
3	4	5	6	7	8	9																								
4	5	6	7	8	9	10																								
5	6	7	8	9	10	11																								
6	7	8	9	10	11	12																								

	<p>Two dice are thrown together.</p> <p>Find the probability of getting a sum: (a) Of 8 or 3.</p> <p>(b) Of at least 6.</p> <p>(c) Greater than 9.</p> <p>(d) Of 3 or less.</p> <p>Correct their errors and guide the slow learners appropriately.</p>		
Conclusion 13 Min	<p>To guide learners to make summary of the lesson.</p> <p>To give learners Quiz Question</p> <p>When a die is tossed, what are the likelihoods of getting the following events?</p> <p>a) 1 or 2</p> <p>b) 2 or 4 or 6</p>	<p>To work together to summarize the lesson</p> <p>They do quiz individually</p> <p>Expected answer:</p> <p>(a) <math>P(1 \text{ or } 2) = P(1) + P(2)</math></p> $\frac{1}{6} + \frac{1}{6} = \frac{1}{3}$ <p>(b) <math>P(2 \text{ or } 4 \text{ or } 6) = P(2) + P(4) + P(6) = \frac{1}{6} + \frac{1}{6} + \frac{1}{6} = \frac{1}{2}</math></p> <p>(c) <math>P(3 \text{ or } 5) = P(3) + P(5)</math></p> $\frac{1}{6} + \frac{1}{6} = \frac{1}{3}$	<p>Critical thinking will be developed while learners are making summary of what they have studied</p> <p>Gender education will be developed while learners are answering exercises questions for</p>

	c) 3 or 5  Teacher leads a brief discussion on the practical applications of mutually exclusive events.  To give learners home work	Learners reflect on the importance of understanding mutually exclusive events  To write homework.	both boys and girls.  Creativity and innovation will be developed while learners are writing homework in their note books  Long learning are developed.
Teacher self evaluation	Lesson conducted well and objective was achieved based on assessment given to the learners.		

### 6.3 APPENDIX 3: SAMPLE OF GROUP WORK ACTIVITY FOR EACH SUBJECT

#### 6.3.1 SAMPLE OF GROUP WORK ACTIVITY FOR MATHEMATICS

Question 1. The number of patients who attended a clinic by age was grouped as shown in table.

Age(years)	31-35	36-40	41-45	46-50	51-55
No. of patients	13	20	15	6	2

(a) State the modal class.

(b) Calculate the mode of the distribution.

(c) Calculate the mean and median age of attendance.

### Solutions

Class	Frequency (f)	Cumulative frequency	Class boundary	Mid points (x)	fx
31-35	13	13	30.5-35.5	33	429
36-40	20	33	35.5-40.5	38	1254
41-45	15	48	40.5-45.5	43	720
46-50	6	54	45.5-50.5	48	324
51-55	2	56	50.5-55.5	53	112
	$\sum f = 56$				$\sum fx = 2839$

Modal class: 36 – 40

$$\text{mode}L + C \left( \frac{D_1}{D_1 + D_2} \right) = 35.5 + 5 \left( \frac{20-13}{(20-13)+(20-15)} \right)$$

$$= 35.5 + 5 \left( \frac{7}{7+5} \right) = 38.4$$

c) Mean =  $\frac{\sum fx}{\sum f} = \frac{2839}{56} = 50.7$

$$\text{Median} = L + \left( \frac{\left( \frac{N}{2} - Cf_b \right)}{f_m} \right) w$$

$$= 35.5 + \left( \frac{28-13}{20} \right) 5 = 35.5 + \left( \frac{15}{20} \right) 5 = 39.25$$

### 6.3.2 SAMPLE OF GROUP WORK ACTIVITY FOR BIOLOGY

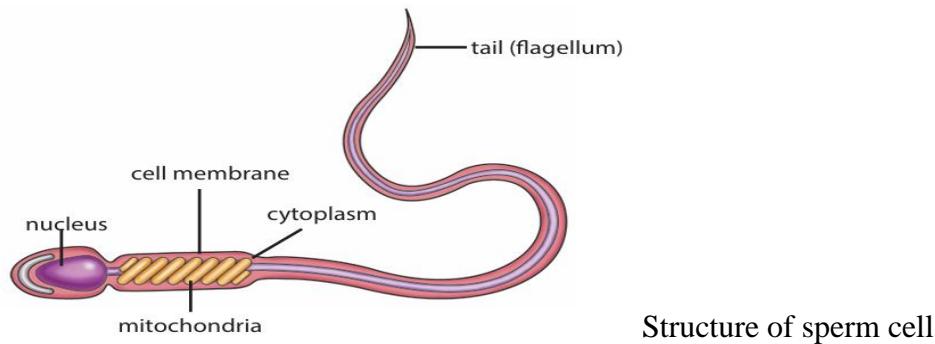
1. Make a neat, labelled drawing of a sperm cell and an ovum.

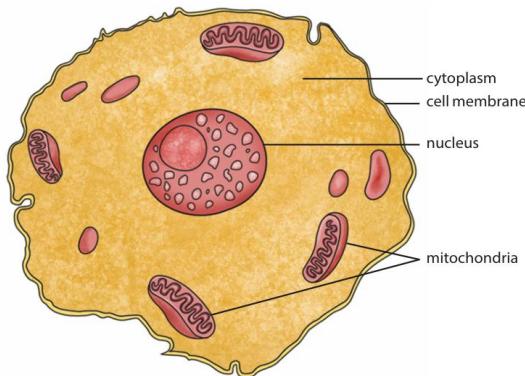
2. Name one male hormone.

3. a) Name four female hormones.

b) Give the functions of each female hormone you named

Suggested answer





Structure of ova cell

## 2. Testosterone

- a) Oestrogen, progesterone, follicle stimulating hormone (FSH), luteinising hormone (LH)

Oestrogen – produces secondary female sexual characteristics; is involved in the development of the ovum; plays a role in the menstrual cycle .

Progesterone – important in the menstrual cycle and pregnancy .

FSH – involved in the production of ova .

LH – causes ovulation to take place

## 6.4 APPENDIX 4: SAMPLE OF ASSESSMENT TEST FOR EACH SUBJECT

### 6.4.1 SAMPLE OF ASSESSMENT TEST FOR MATHEMATICS /20 MARKS

Question 1: A. Differentiate mutually exclusive events from independent events /2marks

A coin is tossed twice. /3marks

Determine the following probabilities.

(i) Getting H followed by T

(ii) Getting two heads

Question 2; find the mode and range of given data: 23, 31, 25, 23, 23, 31, 35, 20, 22, 30, 23.  
/4marks

Question 3: Two Dice are tossed simultaneously. Draw a tree diagram that shows the sum of scores of the possible outcomes. How many outcomes are there? /3marks

Question 4: A hat contains 20 tickets numbered 1, 2, 3, ..... , 20. If 3 tickets are selected without replacement. Determine the probability that; /4marks

they all contain prime numbers.

The number obtained is 4 or 5 or 6

The number obtained are 4 and 5 and 6

The number obtained is 32

Question 5: Table below shows the grouping by age of students in a certain school.

Age group	11.5-16.5	16.5-21.5	21.5-26.5	26.5-31.5
Number in group	2	5	2	1

Calculate the mean age of the students. /4marks

GOOD LUCK!

#### **6.4.2 SAMPLE OF ASSESSMENT TEST FOR BIOLOGY /20MARKS**

State two ways in which a person's sex is indicated /2Marks

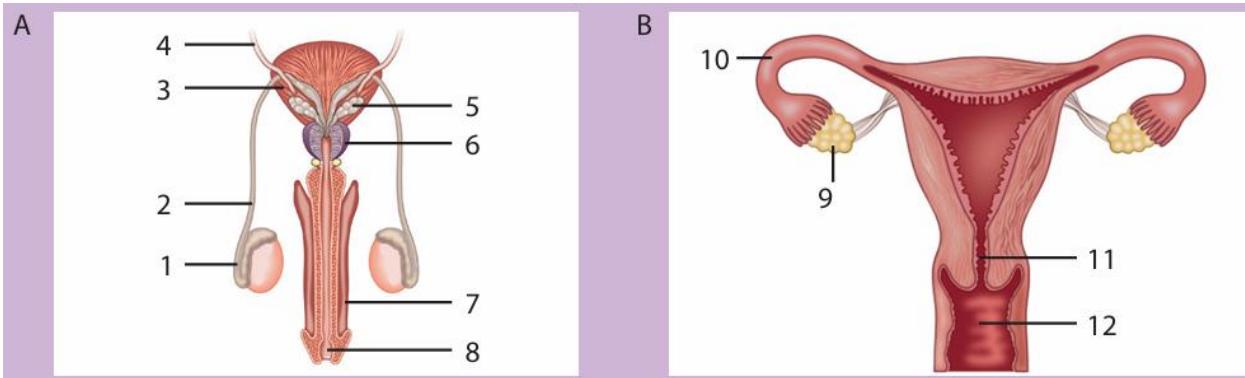
What is a chromosome? /1Mark

Which two chromosomes determine a person's gender? A male sperm has a Y chromosome and it fuses with the female ovum. Will the baby that results be a boy or a girl? /1Mark

Explain why it is the father who determines the sex of a baby. /3Marks

The diagrams below show the human male and female reproductive systems. Look at the diagrams, and then answer these questions. /13Marks

- a) Provide a heading for each diagram (A and B).
- b) Name parts 1 to 8 in diagram A.
- c) Name parts 9 to 12 in diagram B.
- d) Suggest the function of each part in diagram A.
- e) Suggest the function of each part in diagram B



Good luck!!!

## 6.5 APPENDIX 5: TEACHING TIME TABLE

Huye district

G.S Mutunda

Mbazi sector

Timetable of : KATABARWA Patrick

Days Time	No.	.Manday .Lundi .Kuwa mbere	.Tuesday .Mardi .kuwa kabiri	.Wednesday .Mercredi .Kuwa gatatu	.Thursday .Jeudi .Kuwa kane	.Friday .Vendredi . kuwa gatanu
8:30-8:45	0	S. Assembly	S. Assembly	S. Assembly	S. Assembly	S. Assembly
8:45-9:25	1			BIO S1B		
9:25-10:05	2					
10:05-10:45	3					
10:45-11:00		B	R	E	A	K
11:00-11:40	4		BIO S1B			
11:40-12:20	5	MATH S2B	MATH S2B		MATH S2B	
12:20-1:25		L	U	N	C	H
1:25-2:05	6	MATH S2B				
2:05-2:45	7				BIO S1B	MATH S2B
2:45-3:25	8				BIO S1B	MATH S2B
3:25-3:40		B	R	E	A	K
3:40-4:20	9					
4:20-5:00	10					

