Examination Report

Agriculture

516

JC

2025

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Paper 516/02 Theory

Questions that were accessible to candidates

Section A: Questions 1(b), 2 (a), 2 (d), 5 (a), 7 (a), 7(c), 8 (a),8 (b), 9 (d), 10 (b), 11 (a) , 12 (b)

Section B: Question 1 (b)

Questions that were challenging to candidates

Section A: Questions 3 (a), 3 (c), 4 (a), 4 (c), 5 (c), 8(c), 9 (c), 10 (c)

Section B: Question 2 (b)

Question 3(a), (b), (c)

JC Agriculture Paper 2 consists of (2) sections. **Section A**: - Structured Questions and **Section B**: - Essay questions. This paper contributes 40% of the overall mark.

General Comments on Paper

The 2025 candidates performed better in the Agriculture Paper 2 compared to 2024 examination. The majority of candidates scored between 30 and 50 out of the total mark of (100). The paper was appropriate and relevant to the level of candidates. The paper covered all sections of the syllabus from general agriculture to farm business. There is continued poor performance on high order questions with commands of describe and discuss. Some candidates had challenges with some of the questions, thus left those questions unanswered. The essay question from agroforestry attracted very few candidates from few centres and a majority of those who attempted it did not perform well. This was attributed to lack of understanding of agroforestry concepts. Candidates continuously use poor spelling and grammar which makes some of the answers provided difficult to understand.

Comments on specific questions

Section A – Structured Questions

Question 1

(a) Describe how mixed farming reduces production costs in a farm.

Expected responses

- Manure from livestock may be applied on crops:
- Crop residue may be fed to livestock.

Comments

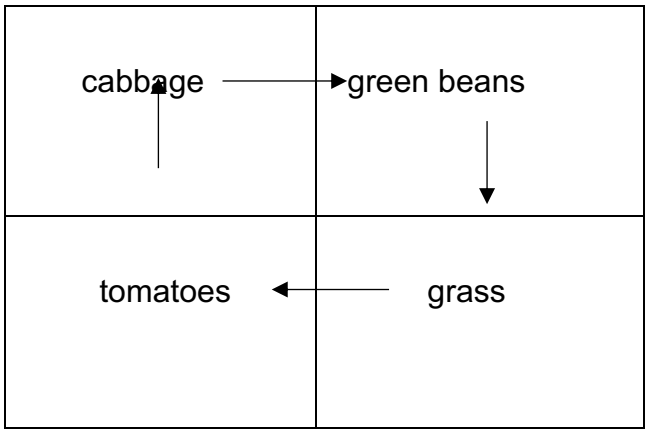
Most candidates answered it correctly but there were those who were giving the advantages or definition of mixed farming instead of how costs are reduced. Common incorrect answers were: sell crops to buy livestock; insurance that if one fails the other may survive; growing crops and animals in the same farm.

(b) **Table 1.1**shows a four-year crop rotation programme.

Using the guidelines for preparing a rotation, prepare a rotational programme based on the

following plants (cabbage, green beans, tomatoes and grass).

Expected Responses



Comments

Generally, well answered question. Candidates were expected to understand the concept that plants that need more nutrients should be planted first followed by legumes and deep-rooted vegetables should follow shallow rooted ones. There were few

candidates who included their own crops in the diagram e.g: maize; potatoes; legumes and tobacco.

Question 2

(a) Define a farm tool.

Expected answers

- Anything/ device that makes work easy/ any device that accomplishes a task.

Comments

Fairly answered by most candidates correctly. Incorrect answers included implement used in

agriculture: something used in the garden; anything used for farming.

(b) **Fig 2.1** shows a farm implement.



Fig. 2.1

Name the implement indicated in **Fig. 2.1**.

Expected Response

- Mouldboard plough Reject: Plough

Comments

This question was very poorly answered by a majority of the candidates. A majority of them; did not know the name of the plough but were only able to write the name 'plough'. Common wrong answers included plough; tractor plough; subsoiler; disc plough.

(c) Discuss the effects of rust in farm tools.

Expected responses

- Rust weakens iron; causes it to bend and break.

Comments

This question was attempted fairly by most candidates. Some candidates were discussing how rust is caused in tools. Common wrong answers included: leaving tools in the garden; exposing it to heavy rain; reaction of oxygen and water.

(d) Explain any **one** way of avoiding accidents in the farm when using tools.

Expected responses

- Avoid using faulty tools/ using tool incorrectly/being careful when using tools/ wear safety clothing.

Comments

Well answered questions by most students, however, most did not give the explanations but only stated the way of avoiding accidents. There were few of those who stated ways of making tools last longer. Common wrong answers were: keep them in a storeroom; lubricate or grease tools.

Question 3

(a) Explain how the effect of heavy rainfall can be modified when growing vegetables.

Expected responses

- Growing vegetables when there is less rainfall,
- Growing vegetables in greenhouses/ shading nets; to reduce impact of rainfall/ no contact with
- vegetables.
- Mulching the soil
- Improved drainage,

Comments

This question was poorly answered by a majority of the candidates. Most candidates were mentioning the effects of rainfall instead of the ways of adapting to heavy rainfall. Common wrong answers included; causes soil erosion; damage the crops; causes waterlogging.

(b) Explain how the overuse of fertiliser can affect plant growth.

Expected responses

- Too much fertiliser burn/ scorch/ damage the plant; plant wilts/dry up/ dies.
- Causes soil acidity/ salinization/ kill microorganisms; causes stunted growth

Comments

It was a fairly attempted question by most candidates. Most of them gave part of the full answer like the plants die or burn the plant. Most common wrong answers included; cause fast growth because of more nutrients; causes pollution.

(c) Explain how high temperature affects the growth of animals.

Expected answers

- Result in drought/vegetation is destroyed; animals starve to death/ poor growth,
- Dehydration; poor growth,
- Heat stress; poor growth,
- High incidents of pests and diseases; poor growth,
- Poor food intake; poor growth

Comments

This question was moderately performed by candidates. Some of the candidates stated the effects of high temperature on animals and could not explain how. Other candidates stated the effects of high temperature on plants instead of animals. Most common answers were burn grass; dry water. The candidates had problems in giving explanation of each given answer.

Question 4

(a) State any **two** advantages of direct planting in vegetable production.

Expected Answers

- Plants grow quickly;
- No disturbances of plant roots.
- No transplanting shock;
- Saves time.

Comments

This question was fairly answered by most candidates. Some had no idea of what was direct planting about. Most common wrong answers were; easy to control weeds; plants not eroded; makes the soil fertile.

(b) Explain why a slightly sloping land is suitable when planting vegetables.

Expected Responses

- Promote water drainage; to reduce flooding/ water logging,

- Reduce runoff; prevent soil erosion

Comments

This question was moderately answered by the candidates. Most students were able to at least attempt one part of the answer without a proper explanation. There were common wrong answers which included; for easy ploughing/ easy movement of machinery;

(c) Explain why the integrated method of pest control is regarded as the best method.

Expected Responses

- Effective in controlling pest/ kill a wide range of pests; combines different methods;

Comments

This question was challenging to most of the candidates. The major weakness was that most candidates gave advantages of the other control methods; chemical, cultural and biological methods which were not accepted. Most common incorrect answers were; the pest will never come back; friendly to the environment; kills pests; cheap to use; works faster.

Question 5

(a) State the two raw materials needed for photosynthesis to occur.

Expected Answers

- Carbon dioxide; water **A** - chlorophyll; sunlight.

Comments

Most candidates responded well to this question. Most candidates were able to state the raw

materials of photosynthesis. Some candidates stated the end products carbon dioxide and oxygen

while a few stated the leaves which were not accepted.

(b) Discuss the importance of transpiration in plants.

Expected responses

- Regulate the plant temperature; provides nutrients to plants; keep plant turgid

Comments

This part of the question had an average performance. Some candidates confused transpiration with photosynthesis while some only gave a definition of transpiration instead of giving its importance. Common wrong answers were; allows plants to make their own food; plants loose water through leaves.

(c) Explain the role of the cotyledon immediately after germination.

Expected responses

- Provide food for the plant; until the first leaves develop.

Comments

The question was fairly answered by most candidates and most of them got one part of the question being the storage of food as they could not explain the role of the cotyledon.. Some confused it with either the testa or plumule. Common wrong answers given were; to allow the seed to germinate; protect the seed; produce plumule and radical.

Question 6

(a) Explain why a storage grain tank should be placed on a platform.

Expected responses

- To allow air circulation; prevent mould/ rotting/ allow cooling,
- Away from soil moisture; to prevent rust

Comments

This question was generally well answered and explained by a majority of candidates. Most common wrong answers were; to prevent rodents from climbing the tank; prevent diseases.

(b) Explain why it is important to store farm produce that is thoroughly dry.

Expected responses

- To avoid the development of mould; to keep longer.

Comments

Most candidates attempted this question well although most understood that when not dry they mould but failed to explain. There were common wrong answers which included; to keep the produce warm; to keep away diseases; to replant.

(c) Suggest any **one** reason for storing old and new produce separately.

Expected responses

- To avoid the transfer of pests and diseases from old produce to new produce

Comments

The question was fairly answered by candidates. It was challenging to some candidates who gave a common wrong answer such as; to use the old one first and new one later.

Question 7

Fig 7.1 shows a system of raising chickens.



Fig. 7.1

(a) (i) Name the farming system indicated in **Fig. 7.1**.

Expected response

- Extensive poultry production/ free range poultry production.

Comments

The question was a challenging question for most candidates as most of them got it wrong. A few were able to give the right answer which was extensive or free range poultry production. Common wrong answers given were; subsistence; commercial farming and mentioned indigenous chicken farming.

(ii) State any **one** advantage of the farming system indicated in **Fig. 7.1**.

Expected Responses

- cheap; less labour; chickens exercise; get wide range of food

Comments

Well answered by a few candidates and a variety of answers were given to this question. Most common incorrect answers were: chickens gets ventilation; provide meat for the family; provide profit/income.

(b) State **two** reasons of providing adequate ventilation in a poultry house.

Expected responses

- Release of bad smell; allow fresh air into the house; keeps litter dry/ cooling house

Comments

Most candidates answered this question correctly. The candidates knew that the concept of

ventilation was to provide fresh air to the house. The common wrong answers that they gave

were; allow light; to make chickens stress free; to avoid thieves.

(c) Explain the importance of vaccinating chicken in poultry house.

Expected Responses

- Prevents diseases attacking the chickens; to produce healthy flock/ boost immune

Comments

This question was fairly answered candidates as they were able to state that the vaccination was to

prevent diseases. However, they were unable to give the proper explanation and thus got a single

mark. Common wrong answers were to cure viral infection; to make the chickens grow fast.

Question 8

(a) Give two products of honeycombs.

Expected responses

- royal jelly; propolis; wax; honey

Comments

Well answered by most candidates with a majority getting all possible marks. There were also common wrong answers which included; candles; shoe polish; medicine; jam.

(b) State any **two** benefits of bee-keeping.

Expected responses

- Provide income; pollination; health; education; stress relief; entertainment.

Comments

The question was well answered by a majority of the candidates. Most students understood and knew what was required out of this question as they gave the precise answers.

(c) Describe how the brood is protected during inspection.

Expected Responses

The brood frames are placed in shade; covered with a moist cloth.

Comments

This was a challenging question for a majority of the candidates. A majority of the candidates had no idea of what was expected as they did not attempt the question at all. There were some common wrong answers which included; protected by workers which sing; cover the brood; keep brood in a safe place; feed with sugar syrup; identify the queen.

Question 9

(a) Name the rabbit breed that is difficult to mate.

Expected responses

- Flemish Giant

Comments

There was average performance in this question. Most candidates confused Flemish Giant and Chinchilla Giant. Most common wrong answers were Chinchilla Giant; Giant; New Zealand Giant;

(b) Describe the role of inbreeding in rabbit.

Expected responses

- Brings good characteristics**;** fixes them/ maintain them

Comments

This question was poorly answered by a majority of the candidates. Most candidates confused inbreeding with cross breeding . Common wrong answers included; helps rabbits to grow well; no spread of diseases; description of inbreeding.

(c) Explain the purpose of rubbing vicks on the foster mother's nose during fostering.

Expected responses

- To cover up the smell of the parental doe; to make the kittens acceptable to the foster mother

Comments

This question was well answered by most candidates as they mentioned the purpose of using the vicks during fostering. There were those that gave part of the answer like blocking the smell without giving a proper explanation. Common wrong answers included; allow proper breathing of the rabbit; finish flue; not seeing the smell of the kittens.

Question 10.

Fig 10.1 shows a diagram of milking a goat.



Figure 10.1

(a) Name the milking method used in **Fig.10.1**.

Expected response

- Hand milking

Comments

This question was fairly answered by candidate. Those who did not get it correct, wrote answers which included; machine milking; commercial milking; stand milking; human milking and natural milking.

(b) Give any **two** health tips to consider when milking.

Expected responses

- Milking area should be separate from the rest of house; easy to clean; equipment always clean and sterilized; use stainless steel material; always wash your hands before and after milking

Comments

This question was correctly answered by most candidates. Some candidates described what they saw the goat doing in the diagram which is giving food to the animal while milking. Other common incorrect responses were wear gloves and tie the legs.

(b) Explain any **one** disadvantage of veld mating in goats.

Expected Responses

- Uncontrolled breeding/ possibility of in breeding is high; difficult to keep records, poor quality goats produced; billies and nannies graze together all year

Comments

This question was fairly answered by most candidates even though most of the correct responses were incomplete, due to lack of explanations. Common wrong answers included give birth in the veld and die there; the goat will be injured; nanny gets tired and nanny gets unwanted pregnancy.

(c) Suggest any **one** reason for avoiding the use of barbed wire when fencing for goats.

Expected responses

- Avoid damaging the udder of nannies; avoid injury of the hide

Comments

Average performance in this question although the concept of damaging the skin or udder was not there to some candidates, they were concerned with the goats escaping when enclosed using barbed wire. Common wrong answers were; goats easily escape or jump over; kill/ trap the goats.

Question 11

(a) State any **two** characteristics of a natural pasture.

Expected Responses

No Bare patches; no useless bush plants; covered with perennial grasses; has palatable grasses; no signs of dongas

Comments

This question was well answered by a majority of the candidates. There were a few candidates who gave the definition of a natural pasture. Some wrong answers given were; sour veld ; invasive plants; grass not palatable.

(b) Name any **two** pasture grasses.

Expected responses

- Cough grass; guinea grass; weeping love grass; rye grass; star grass; kikuyu etc.

Comments

This question was well answered by most candidates in all the centres. Most candidates mentioned a wide variety of grass but they only had a problem with their spellings. Common wrong answers were sour grass; sweet grass; lucaena;

(c) Explain the importance of burning the pasture once every three to five years.

Expected responses

- Remove accumulated of dry grass; Promote growth of pasture vegetation; to kill pest and diseases/ bushes

Comments

This question was moderately answered by the candidate. Most candidates had the idea of new grass growth. Common wrong answers were; to make grass palatable; avoid desertification; add nutrients into the soil and avoid soil erosion.

Question 12

(a) Outline the importance of record keeping in an enterprise.

Expected responses

- Proper planning; decision making; check profit or loss; good management

Comments

This question was well answered by most candidates and most of the candidates were able to give at least one correct importance of keeping records. The most common right answer for most candidates was calculation of profit or loss. Other responses .were descriptions of the above importance such as budgeting, to know what to produce, how much to buy and other planning parameters

(b) **Table 12.1** shows a budget sheet of an enterprise.

Classify the listed items in the correct column of income and expenses.

(cabbage sales; tractor hire; wages; sale of manure)

Expected Income	**Expected Expense**	
(i) ……..	**(i) ……**	
(ii) ……	**(ii)……..**	

Table 12.1

Expected responses

Expected expenses: tractor hire; wages.

Expected income: cabbage sales; sale of manure.

Comments

This question was well answered by most candidates. However, there are those who incorporated figures or values for all the expenses and income which was not accepted. There were a few who never differentiated between an expense and income.

SECTION B: Essay Questions

Candidates answered any **two** questions from this section

Question 1

Vegetable Production

(a) Describe the process of taking care of seedlings in a seedbed.

Expected responses

- Check seedlings/ bed every day;
- remove mulch when seed germinate;
- thin to at least one cm apart in a row;
- you may thin more than once;
- shade seedlings to protect them from direct sunlight and heavy rain;
- after a week, remove the shade for a little time each day;
- start with two hours to no shade/ hardening off;

- water everyday;
- weeding;
- topdressing;
- protective spraying. (any six)

Comments

This part of the essay was performed well by a majority of candidates. A few candidates could not mention all six activities but had an idea on what was required. Some also described either the procedure for making a seedbed or transplanting in this question.

(b) Discuss the steps involved in land reclamation.

Expected responses

- cut down trees/ plants, grass and weeds;
- dig out/ remove stumps and stones;
- burn remaining plant residues/ plant material;
- drain waterlogging soil

Comments

This part of the essay was well answered by a majority of the candidates. There were a few who jumbled up the process by starting with removing stumps then followed by cutting down trees. Some described soil preparation followed by planting vegetables.

(c) Discuss the process of topdressing.

Expected responses

- open ring or band;
- use LAN (Nitrogen fertiiliser) for fast plant growth;
- apply fertiliser10-15 cm away from the plant to avoid burning plants/ more efficient nutrient absorption;
- apply at 4-6 weeks after planting;
- cover the fertiliser with soil to avoid volatilization;
- water to dissolve the nutrients.

Comments

This part of the essay was fairly answered by most candidates except for a few who could not state the correct specifications like the distance away from the plant and the

type of fertilizer used was either 2;3;2(22) or manure. Common incorrect responses were; apply 2:3:2 (22); water before applying topdressing fertilizer.

Question 2

Layers Production

(a) Describe the **three** types of feed given to chickens being raised for laying from day one to egg production

Expected responses

- chicken starter from day one to four weeks; high in protein and contains extra vitamins and mineral
- grower mash for pullets from five weeks until POL; less in protein and contains more carbohydrates
- laying mash for laying birds; has extra protein and minerals with less carbohydrates and fats.

Comments

This part of the essay was fairly answered by most candidates. Most of them mistaken feeding broilers and layers as the same. They got marks for the starter and grower which is a common feed for both layers and broilers but missed for the ages. There was a verysmall number of candidates who were able to describe the nutritional composition for each feed.

(b) Discuss how day length affects the production of eggs in layers.

Expected responses

- shorter day length the hen has less time to eat; low egg production vice versa,
- long day light assisting high egg production hormones; high egg production or vice versa;

Comments

This part of the essay was poorly answered by a majority of the candidates. The concept of day length was not understood by a majority of the candidates as many mistaken it to temperature. Common wrong answers that were stated included; long day length makes chickens to eat more and become lazy to lay; long day length increases temperature which cause stress to the chickens.

(c) Discuss the requirements for storing eggs.

Expected responses

- eggs must be stored in a cool, dry place;
- away from sunlight;
- away from strong smell;
- temperature below 21^0C, eggs sold within a week if out of fridge ;
- sharp end facing down

Comments

This part of the essay was moderately performed by most candidates. A large number had an idea about proper storage in cool, dry place and away from strong smelling substances. There were some common mistakes whereby the candidates would give a detail collection of eggs with a few points on storing eggs. They confused storing and collection eggs.

Question 3

Agroforest Production

(a) Describe three factors that influence the location of a nursery

Expected responses

- water; reliable/ available water supply**;**
- soil**;** good/ fertile soil**;**
- accessibility; good available roads all year;
- protection from wind and livestock; wind breaks and fences;
- slope; slightly slopping

Comments

From the few who opted for this question, a majority of the candidates poorly answered this part of the question. Most of the candidates described factors to consider when choosing a garden site which were not accepted. Some who were able to give the right factors for nursery location could not describe them. Common wrong answers were; government policies; sunlight; weather and market.

(b) Discuss pruning process of fruit trees.

Expected responses

- cut / using a saw/ secateure;
- 10 cm away from bud/ trunk;

- at a slope;
- apply a sealer

Comments

This part of the essay was poorly answered by most candidates who attempted it. Most of them could mention cutting the branches, they had no idea about the distance from the bud and even the slope. Some were stating the reason for pruning not the procedure. Common wrong responses included promote growth of fresh branche, allow more fruits and remove diseased branches.

(c) Discuss the procedure for watering a newly planted fruit tree.

Expected responses

- Water daily for first 2 weeks;
- once every 7 to 10 days;
- form trunk to drip line;
- increase water basin;
- water less often if mulched;
- water thoroughly/ avoid light watering.

Comments

This part of the essay was poorly answered by a majority of the candidates.

A very few candidates attempted this part of the essay. Most candidates mentioned watering twice a day only. A few gave most of the details required for the question. Most common wrong answers were the reasons for watering; water till you harvest and add mulch.

General Comments on Essay

The overall performance of the essays was average with very few candidates attempting the essay on agroforestry. The best performance in the essay was on vegetable production with the worst on agroforestry. Most candidates attempted only part one and two of the essay on agroforestry.

Comments on the question paper

A majority of the candidates attempted all questions as per the paper instructions. The allocated time, 1hour 45 minutes, was adequate for the candidates to answer all sections of the paper. Very few candidates did not attempt some questions and only a few

candidates answered only one essay question in section B. The question paper addressed the syllabus.

Advice to Agriculture Teachers

- Teachers are encouraged to diligently teach all sections of the syllabus including agroforestry. The optional question from this section attracted very few candidates.
- Candidates should be taught and tested on application level so that they perform better on high order questions.
- Emphasis should be made on usage of technical terms used in agriculture when teaching.
- Agriculture is a practical subject. Teachers are encouraged to engage learners in practicals on all relevant topics to make it easy for them when answering practical questions.
- Teachers are encouraged to use Examination reports for the previous years as they teach learners in order to note areas of improvement.
- Teachers should encourage learners to study all contents of the syllabus when preparing for the examination.

Paper 516/03 Practicals

Introduction

Paper 3 is continuous assessment of the candidates' practical work compiled by the teacher, the teacher who is responsible for allocating marks is required to submit the complete schedule of all marks for the purpose of moderation. The total marks available for the assessment of the practical project over the 3 year course is 100. There are two practical projects worth 60 marks and two written reports based on the practical undertaken worth 40 marks.

General comments

Teachers generally show good understanding on the practicals submitted, though this year there was a decline in the quality of work submitted. Most Centres submitted 2 practicals as expected i.e. one on vegetables or crops and the other on livestock. There was an exception of very few schools though that submitted short term practicals instead of long-term practicals. Teachers are advised to develop their own practicals.

Teachers file

A majority of centres were able to submit the teacher's files with all the expected contents.

Contents of the teachers file:

- Blank/ model of the practicals
- Mark guides for written work
- Diaries for each practical and pictures
- MS 1 mark sheets (**do not** staple or punch holes)
- Summary form
- Register

Very few centres did not submit the teacher's file

Some teacher's files lacked details inside. Some had no diaries, no practical exercises. In some instances, the files were empty. Centres are advised to present Teachers' files containing only the required contents inside.

Registers

Most centres submitted their registers and were marked correctly, with both columns ticked. Few centres, however, still have a challenge in completing the register correctly. Some centres marked sample students on the present column of register. Other centres did not have the page totals written. Some centres, instead of marking, crossed the students. Some centres had students appearing on the register and not on the summary sheets. All details on the register have to be filled, signed and date included. Centres are reminded that they should keep the copy of the register and send the original.

NB. All registered students must appear on the summary sheet and if not, an accompanying letter to explain why the student does not appear in your summary sheet must be provided.

Sampling

Some centres sampled correctly according to expectations. Teachers were able to submit all three categories or a whole mark range: top students, moderate and low-ranking students. The highest and lowest students should be part of the sample. Some centres sampled incorrectly, some only sampled top bracket only. It was noted also that some centres submitted work that is not sampled. Some centres submitted more files than is required. Some centres did not show sampled students by asterisk on the summary sheet.

The sampling procedure should be as follows

1 - 10 candidates (all files)

11 – 50 candidates (10 files)

51 – 100 candidates (15 files)

101 and above (20 files)

NB. Centres are advised to sample students as they appear on the register which informs them of the number of students registered to sit for the exam.

MS 1 Form

Most centres submitted the MS 1 form which was correctly filled. Some centres did not submit the MS 1 form claiming that they were not delivered to the centres. Some centres had the forms and filled them but had some information missing, such as shading marks without writing marks. Very few centres would shade M but at the same time have a mark shaded. A number of challenges were repeated this year, which included MS1 forms being shaded but no marks entered. Some MS1 forms were punched, some fastened with staplers and some written in ink. Teachers are advised to avoid doing the above. Some centres shaded the form but the corresponding mark being different, e.g shading 60 then writing 50 as a mark. Some centres had missing candidates entered by hand on the MS1. Centres are encouraged to use supplementary forms to enter students that are missing in the form. Absent students must be marked on the MS 1 form. The MS1 marks should be similar to those in the summary sheet. Teachers are advised to submit their MS1 forms together with the students' work.

Summary Sheets

A majority of the centres submitted well written summary sheets. Some centres had submitted their summary sheet but were incomplete with blank spaces on both practicals and guided reports. Some centres had decimals on their marks. We still had some centres having marks higher than the total e.g. 61 over 60. There has been a significant increase in wrong calculation of marks. Centres are advised to have covering letters for the absent candidates as per the expectations. These letters should bear a school stamp. Centres are advised to staple summary sheets together especially those with a large number of candidates. All necessary information should be filled in the summary sheet e.g. centre name and centre number, teachers' name and contacts. The summary sheets should bear the headteachers' signature and must have the centre stamp. Summary sheets should be filled using a pen and candidates' names should appear as in the register. Note: centres that have candidates that have dropped out for whatsoever reason should give their form 1 and 2 marks, these should be accompanied by a covering letter.

Student Cards

Most centres filled the candidate cards correctly. Most centres had the practical activities arranged according to the arrangement of the practicals in the student cards. However, some centres submitted cards with no titles for the enterprises, some did not arrange their practical activities in the correct order. The correct order being Vegetable Production or Field Crops and Livestock Production. Some centres submitted all the student cards in a separate file instead of submitting sampled students. The title of practicals in the student card should be similar to that on the practical. Some centres still enter marks with decimals which is not allowed. Teachers are requested to fill in student cards themselves.

PRACTICAL SKILLS

There in an increase in centres submitting SGCSE practicals in JC, this was treated as plagiarism. Centres are advised to develop and improve their own practicals. There was an increase in the submission of very old practicals which were not up to standard. There was an improvement on the upper level of descriptors, the biggest challenge was reducing the levels of each descriptor. Teachers are requested to consult if they are facing challenges in developing practicals. Some centres still continue to have their practicals as short term e.g killing and dressing a rabbit, instead of long term as per the requirements of the syllabus.

TOPIC

It is expected that all practical activities should have a topic that is relevant to the practical skill evaluated. The topic should be short and clear within the enterprises in the syllabus. The topic that appears on the assessment instrument must be the same as the one on the student card. Most centres though gave topics that were specific. Some centres still had topics that were not specific to the enterprise e.g. Vegetable Production which could fit every vegetable. Some topics were not corresponding with what was written inside of the practical. Centres are advised to edit their practicals to make their topics specific to the enterprise.

Instructions

The instructions must be brief and precise. They should cover the entire duration of the practical. Observations indicated that some centres had their instructions for short-term practicals. Most centres were able to select practical tasks across the enterprise they had selected. Example in vegetable production, tasks were selected from preparation, planting, management and harvesting. Some centres though had tasks taken from one part of the enterprise. Some centres still had too many instructions and very few had no instructions at all. Centres are advised to stick to instructions of long-term practicals. The instructions must be specific. Avoid instructions like manage your crop.

Materials

Tools, equipment and inputs must be relevant to the practical activity. Most centres had materials properly written in their practicals. Candidates may tabulate the materials. Some centres still had the main input missing especially in the livestock enterprises.

Criteria

Most centres followed the well written format of the criteria, i.e. is Responsibility, Initiative, Technique, Perseverance and Quality. Few centres had criteria jumbled, for example starting with Initiative or ending with Perseverance. This resulted in some criteria being omitted in the process. Each criterion should start on a new page. It is preferred that the criteria are not typed back-to-back. Few centres had their criteria overlap to other pages. The tasks should be specific to the enterprise. Centres are advised to use Times Roman when printing.

Descriptors

Descriptors must be distributed across the enterprise under each criterion; the descriptors should be specific to the enterprise. Centres are advised to have 5 descriptors within and across the criterion. There was a significant decline in the standard instruments submitted for moderation this year. Challenges noted were in the construction of initiative, Technique and Quality, also how to reduce the level of descriptors. Centres are advised to use the same reducing word for middle level and lower level but must avoid using failed, Never and does not. The level of assistance must be qualified to differentiate between the middle and lower levels of descriptors. Some centres had their descriptors too general and not clear. Few centres were still using descriptors copied from the EGCSE ECESWA practicals. Teachers should edit their descriptors to avoid some being irrelevant to the enterprise e.g having a good descriptor for onion production in a spinach production practical exercise. NB. Centres are encouraged to develop their own descriptors to avoid plagiarism, which is a malpractice.

Scaling

The expected scaling should be 5/4; 3/2; and 1/0 differentiating the three levels under each criterion in their own column. The columns of the instrument should be as follows. Descriptors, Scale, Mark allocated and Teacher's comment.

Descriptors	Scale	Mark allocated	Teacher's comment
	5/4		
	3/2		
	1/0		

Most centres had the correct scaling. There were only a few centres that had a scaling of 5, 4, 3, 2 and 1 which was wrong. Very few centres had no column for marks and also had the first column as the scale.

Teacher's comments

There was a great improvement in the comments made by teachers, doing away with the general comments of good, fair and bad.

Packaging

(a) Student files

These should have the following materials arranged in this order:

- Student cards for practical
- Student cards for guided write up
- Practical exercises in this order vegetables or crops and livestock
- Guided write up also arranged in the same order
- Evidence i.e. diaries, pictures and written work.

Teachers are urged to use paper files with Indian treasure tags not metal paper fasteners
It is recommended that all work for a pupil is placed in one file i.e. practicals and write-ups. Some centres did not have anything to fasten papers in the student files. Very few centres used pocket files which is discouraged. NB. centres are urged to improve the packaging of their candidates files.

(b) Examination Packaging

Centres are expected to write the following items under CONTENTS ENCLOSED.

1. Attendance register
2. Summary sheet
3. Quantity of sampled students' files
4. Teacher's file
5. MS1 form (in a brown envelope)

There should be one teacher's file even in centres that had more than one teacher for that level.

Evidence

Evidence in the form of diaries, production records, written work and photos are ideal to a practical exercise. Most centres submitted diaries and written work as evidence and the written work must be marked and graded. Very few centres did not submit any evidence at all. Teachers are encouraged to maintain original diaries as opposed to transferring notes from original to new diaries for the purpose of submission to ECESWA.

Guided write-up report

Title

The report should bear a clear title. This should appear on the first page, together with the name of the candidate and name of centre. Most centres had specific topics and relevant to the enterprise, but some still have general topics thus centres are encouraged to have specific titles to the enterprise starting with the vegetable or crops, followed by the livestock. A few centres still had titles that are not in line with the practical undertaken.

Introduction

The introduction is expected to be brief, about 5 lines, which should include the importance of the enterprise, nutritional value, economic importance and origin or a brief description of the enterprise. Most centres had the introduction relevant to the topic and its depth was relevant to the level of the candidates. We still had a few centres even this year that had very long Introductions which were of higher level than the candidates. The structure of the introductions should be kept at the relevant level as some centres include limitations.

Objectives

These should be specific based on the purpose of doing the enterprise or practical. Centres should have only four objectives that are specific to the enterprise. The objectives should be SMART (specific, measurable, attainable, realistic and time bound). Only a few students were able to write specific and measurable objectives. We still have centres that write objectives that compare two variables which are not in JC level. Some centres had similar objectives for all the students. Some centres had less than four objectives. It is advisable to have an opening statement for objectives, e.g. The objectives of the practical were to. Centres are advised to avoid command words such as ” to describe, / identify laying percentage”.

Materials Used

Candidates should list inputs, tools and equipment used during the practical. Some centres listed only tools and implements as they appear in the textbooks. Some centres just gave the list of tools without uses. Some centres still do not write the main input of the enterprise, especially with the livestock enterprises. It is recommended that candidates explain the functions or uses of the tools, equipment, and inputs. These should be explaining how they

were used in the practical. Some centres had general inputs such as fertilizer instead of LAN. All materials used for the enterprise must be indicated.

Preparations

These are activities done prior to management e.g. activities done until planting/ transplanting or receiving livestock. These activities must appear in sequence, i.e. in the order of occurrence. Candidates should give a report on how they have done the activities. Most centres had their preparations in order and correctly done. Some centres still had a plan for the whole practical activity instead of preparations, which should be avoided, while some gave instructions as preparations. Learners should report on activities done not as the activities appear in the book. Very few centres still did not understand how far they have to write on preparations. Centres are advised to keep up-to-updated with the syllabus to be able to stick to the dictates of the syllabus. The preparations must be written in subtopics eg land clearing, land preparation etc. Centres are advised to write in a reported speech.

Management

These are things done while the enterprise is in progress. Some centres listed preparations under management. These must be written in clear sub-headed points. Some centres still allow students to copy activities as they appear in the book instead of reporting on that they did in the practical. Most centres wrote the management in the report well. The report should include the timing on which the management activities were done. It is recommended that teachers should guide the learners in answering these questions what, when, how and why. Teachers are advised to help students discuss the management activities under the different subheadings. NB. Centres are advised to urge students to use reported speech.

Presentation

The presentation should be done as per objective; data may either be qualitative or quantitative or have a brief explanation below. Some centres had good presentations with tables and explanations. There are some centres though that still present tables with no explanations, some had tables, linear graphs and bar graphs for the same objective. Some centres presented data that did not match any objective. Some presented data without explanations. Some centres had their presentations in statement form. Some centres failed to have presentation because their objectives were statements. Some centres jumbled the presentation not following the order of objections. Centres are encouraged to present tables and graphs as per the objectives.

Conclusion

The conclusion should inform you of the outcome of the practical exercise per objective, summary of the results, problems and solutions. Most centres had their conclusions based on the objectives and results. Some concluded by giving a general comment on the enterprise without addressing the objectives. There were a few centres that only concluded by writing down problems and solutions encountered in the enterprise. Some also had conclusions without data to draw the conclusion from. Some confused problems and

conclusions. Some used recommendations as conclusions. Very few centres did not have conclusions.

Recommendations

These should be problems encountered as the practical was being done. Most centres identified the problems and also had solutions to them. Few centres though still misplaced the problems and solutions just after the introduction.

General Comments

- Some centres were bringing same practicals as the previous year, teachers are encouraged to revisit their practical in order to improve on them.
- New in the programme thus must seek help.
- Candidates should be guided through all the stages of the report. All the sections of the report should be covered.
- Some centres had their practicals and reports awarded very high marks, teachers are advised to improve their practicals and reports to align with the marks allocated
- Marks awarded to students should follow a normal distribution curve
- During filing some papers were misplaced, teachers are urged to be very careful
- When filing, put student cards first followed by two practicals and then two reports.
- Teachers are advised to keep the guided report at the level of form three. Centres must desist from the habit of making students write an investigatory project.
- Some centres type their work which is good, some remove the originality of the students' work, thus reports are similar for the whole class, and hence teachers must monitor the typing closely.
- Grading of reports must be consistent through all the candidates
- The students' work must be marked, and the marked scripts should be submitted
- The report should follow the order of vegetables or field crops and livestock and should be arranged as per the student card
- Reports should be in line with the specification of the JC syllabus
- Teachers are advised to use summary sheets from ECESWA.
- Teachers are advised to help their students to start writing the practicals earlier to avoid being caught off guard by ECESWA deadlines
- Centres are advised to start writing their reports in form one, so as to avoid candidates getting zeros.





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