

KENYA NATIONAL EXAMINATION COUNCIL KCSE, 2014

AGRICULTURE PAPER 3 ANALYSIS

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3.8.5 Agriculture Paper 3 (443/3 – PROJECT)

The agriculture project paper is administered to provide an opportunity for the candidates to show and put into practice, the psychomotor skills acquired during the four years period in secondary school.

Candidates are tested in practical skills in the growing of a selected crop from land preparation to harvesting, rearing selected livestock to maturity or constructing a farm structure such as beehive, rabbit hutch, compost pit/heap, among others.

The instructions are taken to schools, which then provide the required inputs for candidates to carry out the project work independently. The project takes eight months, from February to September of the given year.

In the year 2014, candidates chose between preparation of compost manure and production of beans or cabbages. The agriculture teacher's duty was to objectively assess and evaluate each candidate's work at all the stages of project implementation. **The assessment by the teacher should be on the basis of the class such that there is an even distribution of scores from the lowest, average and finally the highest performers. Inflating project scores disadvantages the candidates when standardisation is done.**

3.8.6 GENERAL ADVICE TO TEACHERS

- (i) The whole syllabus should be effectively covered during instruction because examination items will be sampled from the entire syllabus. A topic should not be ignored because it was recently or is never tested. All the topics are tested.
- (ii) The teacher/school should acquire the relevant reference materials and assist candidates to obtain and use the recommended textbooks. The approved books are found in the orange book published by the Kenya Institute of Curriculum Development.
- (iii) The use of textbooks by teachers should always be guided by the syllabus. The specific objectives stipulated in the syllabus should be correctly interpreted to ensure the topics in question are taught at the appropriate breath and depth.
- (iv) A variety of teaching methods and resources should be utilised by teachers to ensure that the content is effectively delivered during instruction. Resource persons/guest speakers and field visits should be arranged and used in areas where the teacher and the school lack the resources to teach the topic/lesson effectively. Agriculture is a science and should be treated accordingly during instruction. The teaching and learning process should go beyond the mere statement of facts. The candidates should be able to explain and apply the knowledge acquired during instruction. Many candidates had problems in answering questions of high cognitive demand.
- (v) All the suggested practical activities in the syllabus should be carried out to prepare candidates adequately for questions that require application of psychomotor skills acquired during instruction.