

EXAMINATIONS COUNCIL OF ESWATINI

EPC

EXAMINATION REPORT

FOR

AGRICULTURE

2020

EPC AGRICULTURE

Paper 616/01

Theory (Multiple Choice and Structured Questions)

General comments

The modern agriculture syllabus at primary school level currently covers the last two years (Grades 6 & 7). The course covers a wide spectrum of topics; from theory to practical activities, all of which are examinable. The practical activities are in crop science (field crops and vegetables) and livestock (mainly poultry, broilers). The course enrolls both boys and girls; and is compulsory in most of the schools where it is offered.

In the year 2020, more than 21157 Candidates from 492 Centres sat for the Eswatini Primary Certificate modern agriculture examination. The Manzini region dominated in both Candidature and the number of Centres, followed by Hhohho. All the regions have shown a steady increase in the number of Centres over a five year period. However, in the current session, Manzini showed a leap from 140 Centres in 2019 to 193 in 2020 (an increase of 53).

The syllabus was examined for the fourth time in the November 2020 session. The examination was based on syllabus 616; and it tested a variety of skills and knowledge. The paper consisted of two sections (**Section A & Section B**). Section A comprised of 20 multiple choice questions while Section B comprised of 15 short simple response questions; which required a few sentences/statements.

The performance in this paper was generally above average; a little below the 2019 session. There were quite a number of Centres which performed exceptionally well, while there were also those which were far below average. The marks ranged from 03 to 95; a little below last year (2019)'s range, which was 03 to 98. A majority of the Candidates experienced serious/major challenges in those questions which required/demanded practical experiences; and handling of information, as well as application and synthesis. Centres are therefore, encouraged to do all practical activities required by the syllabus; and include such questions in their assessment when preparing the candidates for the external examination.

SECTION A: Multiple Choice

Individual question analysis

There were 20 multiple choice questions in this section. Four possible answers were provided, and the Candidates were required to indicate their responses by writing the letter corresponding to the best answer in a box provided on the question paper, using a soft pencil. Each question was worth one mark.

Comment

This section was fairly done by a majority of the Candidature across the Centres. However, there were a few questions which seemed to be challenging to some Candidates. Questions 3, 13, 14, 15, 18 and 20 were poorly done by a sizeable majority of the Candidates.

Question 3: What is ad-lib feeding?

Expected response: A: Feed is always available for the chickens

Question 13: What is the layer of material on which mushrooms grow and feed?

Expected response: B: Substrate

Question 14: Candidates were required to state the use of the tool in Fig. 14.1..

Expected response: D: Weeding within rows

Question 15: Which gas is required for photosynthesis to occur?

Expected response: B: Carbon dioxide

Question 18: Which of the following is a parasitic weed?

Expected response: D: Witch weed

Question 20: Candidates were required to identify a reason for watering a compost heap.

Expected response: D: To promote rotting

Question which were accessible

1: When are broilers ready for market?

Expected response: A: at 2 kg

Comments: An overwhelming majority of the Candidature were able to recognise the marketable weight for broilers, which was at 2 kg.

SECTION B: Individual question Analysis

Question 1

(a) What is traditional farming?

Expected response: This is farming that focuses on feeding the family by using natural resources such as land, rainfall and seeds.

Comment: The performance in this part was below average. A majority of the candidates were defining subsistence farming (the production of food for family consumption). The key term here was 'use of natural resources'. Candidates ignored this part; thus, lost the mark.

(b) State any two characteristics of traditional farming.

Expected response: Crop land is small; farm run by family; low input required; less work; food produced for family use; farming dependent on weather/climate.

Comments: The performance in this question was above average. A majority of the Candidature provided exceptionally good responses. However, there were some Candidates in some Centres who had a challenge in providing convincing responses.

(c) Explain why capital is necessary in modern farming.

Expected response: Capital is needed to buy all the materials needed; pay for labour; land; seeds/machinery/fertiliser/salaries/wages

Comment: This question was answered exceptionally well by a vast majority of the Candidature across the Centres. The Candidature were providing brilliant responses such as "To provide a base for financing the farming enterprise". This is commendable; and is an indication that the Candidates were prepared for the examination.

Question 2

(a) State any two disadvantages of having a garden in a sloping area.

Expected response: This would encourage soil erosion; nutrients would be washed away as the top soil would be removed.

Comment: This question was very well answered by a majority of the Candidates. They provided excellent responses. This showed that they understood the importance of the landscape in selecting a site for a vegetable garden.

(b) Candidates were required to explain the importance of windbreakers in a garden.

Expected response: To reduce wind erosion; and provide a barrier for livestock.

Comment: This question was very well answered by an overwhelming majority of the Candidature. They provided specific and relevant responses.

(c) Explain why a school vegetable garden should be located near the school.

Expected response: For ease of maintenance/management of the garden (easy to take care of the garden; easy to monitor and carry materials to use).

Comment: The performance in this question was below average. There were some Candidates who could not provide specific responses/reasons.

Question 3

(a) Name the person who rents a farm from the owner.

Expected response: Tenant

Comment: This question was poorly answered. A majority of the candidature seemed to be guessing. Some were writing "Renter", "Owner", "Landlord", "King", entrepreneur".

(b) Explain why a farmer may prefer to farm in the following land:

(i) Swazi Nation Land.

Expected response: It is cheap or "free", and can be inherited (passed on to descendants).

Comment: This question was well answered by fewer Candidates. A majority of the Candidates could not provide convincing responses.

(ii) Title Deed Land.

Expected response: There is an agreement on the use of the land. There is security on the use of land.

Comment: The question was generally poorly answered. In both Swazi Nation Land and Title Deed Land, a majority of the Candidature were stating the characteristics of the land instead of the reasons why a farmer would prefer the type of land ownership. For instance, the most common responses were "Swazi Nation Land", "Land is owned by the King". Title Deed Land, "It is owned by individuals".

Question 4

(a) This question required candidates to complete Table 4.1, showing examples of equipment and their uses.

Expected responses: (i) For irrigation/to supply water; (ii) Combine harvester; (iii) For planting or sowing seeds

Comment: A majority of the Candidates performance well in this question. However, fewer Candidates experienced a challenge in identifying the combine harvester based on its uses. They called it "shelling machine", "harvesting machine". There were also those who called it "Tractor drawn planter".

(b) What is agriculture technology?"

Expected response: This refers to the use of new methods and equipment to support agricultural activities.

Comment: Fewer Candidates performance well in this question whilst an overwhelming majority of the Candidature confused technology with "tool"; thus, they defined it as anything that makes work easier.

(c) Name any one agriculture technology used in animal production.

Expected response: Battery cages, which have replaced nest boxes; milking machines; automatic feeders and waterers; castrating machine (burdizzo)

Comment: Generally, this question was very well answered by a majority of the Candidature. However, some Candidates were giving examples of agriculture technology in general, whereas the question was specific on technology used in animal production. There were responses like "spade", "tractor".

Question 5

(a) Describe/give a clear description of the term "hybrid".

Expected response: Hybrid is a plant or animal produced from parents of different breeds or types.

Comment: This question was poorly answered by a majority of the Candidates. Some Candidates were giving examples of hybrid animals instead of defining the term. There were also those who confused hybrid with dual purpose breed. They called it "an animal that produces/raised for both meat and milk". Some were also saying "Hybrid is a seed that brings up it nutrient; "an animal that live by eating other animals".

(b) Explain the importance of a fine tilth when planting.

Expected response: For easy growth of plants; easy penetration of water/roots.

Comment: This question was poorly answered by a majority of the candidates. The most common responses were: "It makes the soil soft and cause erosion", "To make the soil soft and make work easy when planting". There were also those Candidates who were describing the importance of weeding and thinning-out.

Question 6

(a) State two stages in which fertiliser could be applied to plants.

Expected response: (i) Before/at planting (basal dressing); (ii) When the plant is growing (Topdressing)

Comment: This question was generally very well answered by a majority of the Candidates. However, there were Candidates who confused the application stage with the method of planting/sowing. Some of the Candidates were giving types of fertilisers. For instance, there were giving responses such as "Direct planting" and "Transplanting", "Organic " and "Inorganic fertilisers".

(b) Describe a straight fertiliser.

Expected response: This is fertiliser that supplies/contains only one nutrient.

Comment: A majority of the Candidates performed above average. Fewer Candidates were confusing straight fertilizer with topdressing. There were responses such as: straight fertiliser is topdressing; the fertiliser you apply straight to the plant. There were also those Candidates who gave an example of a straight fertiliser, instead of describing it.

(c) Give one example of a basal fertiliser.

Expected response: 2:3:2 (22) Zn; 2:3:2 (37) Zn.

Comment: The question was very well answered by a vast majority of the Candidates. However, there were a few candidates who gave an example of a straight fertiliser. They stated Limestone Ammonium Nitrate (LAN). Seemingly, they assumed that the question required an example of a straight fertiliser, because part (b) required a description of a straight fertiliser.

Question 7

(a) State any two ways in which weeds can be spread.

Expected response: (i) Animals; (ii) Water; (iii) Wind

Comment: This question was very well answered by a majority of the Candidature. However, there were a few Candidates who seemed to have misunderstood the question. They stated the different types of weeds; e.g. "parasitic", "invasive", "poisonous/noxious".

(b) Explain two ways of removing weeds in a plot.

Expected response: (i) Uprooted by hand; (ii) Mechanical (using hand tools such as hoe, digging fork); (iii) Chemically (using herbicides)

Comment: A majority of the Candidates performance well in this question. There were some Candidates who gave examples of weeds instead of stating how weeds can be removed from a plot.

Question 8

(a) Name the vegetable disease shown in Figure 8.1.

Expected response: Bulb rot

Comment: Fewer Candidates performance well in this question. A majority of the Candidature were stating other diseases. The most commonly mentioned diseases were: Black rot, Black spot, Onion rot, Rotting, Moulding. There were also those Candidates who wrote names of pests such as Cutworm, American bollworm, Aphids.

(b) State any two main ways of controlling pests and diseases in vegetables.

Expected response: Rotation; spraying; cultivation; timing the planting; hand picking.

Comment: This question was answered exceptionally well by most Candidates across the Centres. There were very few Candidates who stated names of pests instead of ways of controlling the pests.

(c) Give a clear description of the term “wilting” as used in agriculture.

Expected response: This is the loss of water from the plant, causing the plant to die. It can also be referred to as the loss of rigidity on non-woody parts of a plant.

Comment: Fewer Candidates performed well in this question. A majority of the candidates described the cause for wilting instead of describing wilting.

Question 9

(a) State two safety precautions taken when harvesting crops.

Expected response: Use appropriate protective gear; wear long-sleeved clothes, gloves & overalls.

Comment: Very few Candidates performed well in this question whilst a majority of the Candidates were providing only one precaution.

(b) Explain the effects of the sun on harvested potatoes.

Expected response: Exposure to the sun makes the potatoes to turn green; which is poisonous for/to humans. It also makes the potatoes to rot.

Comment: Fewer Candidates performed well in this question whilst a majority of the Candidates were describing how potatoes should be harvested and stored instead of the effects of exposure to the sun.

(c) Explain why it is important to harvest crops at the right time.

Expected response: To reduce crop losses; to minimise insect damage.

Comment: This question was generally very well answered by a majority of the Candidates. There were very few Candidates who could not provide correct/relevant responses.

Question 10

(a) State any two signs which show that mushrooms are ready for harvesting.

Expected response: (i) The veil underneath the mushroom cap tears; (ii) The spores fall from the gills.

Comment: This question was poorly answered. Very few Candidates wrote the correct answer. A majority of the Candidates could not state the correct signs showing that mushrooms are ready for harvesting.

(b) Describe casing in mushroom production.

Expected response: Layer of moist material that is put on top of the spawned substrate to stop it from drying out. It is applied before the substrate is exposed to fruiting conditions.

Comment: This question was poorly answered. Very few Candidates managed to get the correct answer whilst a majority of the Candidates were describing a substrate.

(c) Explain why stalks should not be left in the substrate.

Expected response: They will attract mushroom flies; entry points for rotting/contamination.

Comment: This question was poorly answered. Very few Candidates manage to write the correct answer. Most candidates' responses were: Mushroom is not a plant; does not have leaf.

Question 11

(a) Name the part of a plant where photosynthesis occurs.

Expected response: Leaf/leaves/some green stems

Comment: This question was generally very well answered by a majority of the Candidature. However, there were a few who could not provide the correct response. These were naming other parts of the plant such as root, anther and stigma.

(b) State the three basic needs for plant growth.

Expected response: Moisture/water; sunlight/light; nutrients/food; air/oxygen and good care/management

Comment: The performance in this question was above average. A majority of the Candidates managed to state the correct answer. There were Candidates who provided specific responses, while there were also some who confused the basic needs of plants with the three basic needs for humans such as: food; shelter and clothing. Some of the Candidates also wrote the three major plant nutrients/food, "nitrogen", "phosphorus", and "potassium".

(c) State the two functions of the flower in plants.

Expected response: Produces seeds; produces/makes fruit

Comment: This question was generally very well answered by a majority of the Candidature. Only a few were not able to provide correct/relevant responses. These Candidates mentioned the parts of the flower instead of stating its functions.

Question 12

(a) (i) Describe weathering.

Expected response: The process of breaking down rocks/process where rock or soil are dissolved or worn away into smaller and smaller pieces

Comment: This question was poorly answered. Very few Candidates gave the correct answer. A majority of the candidature were defining weather (the condition of the atmosphere over a short period). There were responses like “weathering is when you look at the weather”, “weathering is when a farmer farm crops”.

(ii) **Name the component of soil that has broken down pieces of stones and rocks.**

Expected response: Mineral particles

Comment: This question was poorly answered. Very few Candidates managed to give the correct answer. A majority of the Candidates confused the key word “soil component” with the layers of the soil profile. A vast majority of the Candidature stated examples of the layers of the soil profile such as; A horizon; Parent rock.

(b) **State two characteristics of the B horizon in a soil profile.**

Expected response: Poor/less fertile; lighter in colour; has/contains less organic matter

Comment: This question was poorly answered. Very few Candidates managed to write the correct answer. A majority of the Candidature stated characteristics of the A horizon.

(c) **Explain why the soil is important to farmers.**

Expected response: Soil is where crops and vegetables are grown; supplies nutrients; where grass grows to feed animals

Comment: This question was very well answered.. A majority of candidates were able to state that “Soil is where farmers grow crops, and keep animals”.

Question 13

(a) **State one advantage of buying day-old-chicks.**

Expected response: They are cheaper to buy than older chicks; allows vaccination by the farmer; get experience of raising day old chicks; do not need a lot of space.

Comment: The question was generally well answered by a majority of the Candidature. However, there were a few who stated disadvantages of buying four-week-old chicks instead of the advantages of buying day-old-chicks.

(b) **Explain what happens during hatching.**

Expected response: Egg shells start to crack, after 21 days to let chicks out. The key term here is “cracking” of the shell to let the chick out.

Comment: The question was generally well answered by a majority of the Candidature.

(c) **Explain the importance of the boundary in the brooding area in broilers.**

Expected response: To control the movement of the chicks; to maintain optimum temperature.

Comment: The performance in this question was average. However, there were Candidates who stated that the boundary was for “protecting” the chicks from enemies.

Question 14

- (a) **State any benefits of planting crops in a row(s).**

Expected response: Ease of weeding; plants grow straight in a line; plants grow to the same height (uniform growth); fewer seeds/seedlings needed; ease of pests and disease control

Comment: The performance in this question was generally above average. However, there were Candidates who confused the benefits with the basic requirements for plant growth such as: sunlight; enough water and nutrients. It is recommended that Centres must advise Candidates to read and understand questions before attempting to answer.

- (b) **Explain why a seedbed is watered a few hours prior to transplanting.**

Expected response: For ease of transplanting; roots will not be damaged

Comment: This question was very well answered by a majority of the candidature. This is commendable.

Question 15

Candidates were required to study Figure 15.1, showing a diagram of an activity on a farm and answer questions (a) and (b) based on the diagram.

- (a) **Name the action taking place in Fig. 15.1**

Expected response: Soil erosion

Comment: This question was answered exceptionally well by most Candidates. However, there were a few who thought the diagram showed a river. They said it was water flowing in a river.

- (b) **What are the three ways of controlling the action in Fig. 15.1?**

Expected response: Filling gullies with stones/rocks/soil; building walls; replacing topsoil; planting trees/grass; stop/divert the water from passing through the field.

Comment: This question was very well answered by most Candidates across the Centres.

EPC AGRICULTURE

Paper 616/02

Practical Skills

INTRODUCTION

Paper 2 is a continuous assessment of the Candidate's 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 two-year course is 100. There is one practical project worth 60 marks and one written report based on the project worth 40 marks.

GENERAL COMMENTS

Paper 2 was well attempted by a majority of the Candidates, both in the practical and the guided write up. The Candidate performance can be attributed to the fact that more teachers seem to understand the newly introduced paper 2 concept, and their ability to execute the program according to the prescribe guide lines. However, further training is still required to ensure compliance and uniformity. Due to COVID-19 pandemics effects, elements of inconsistencies and non-compliance on submissions were noted. The expectations were that teachers were supposed to submit both the guide write-up and the practical/descriptors, but a fewer Centres submitted either one of the two thus negatively affecting the Centres performance.

MODERATION

- Individual Candidate Record Cards and Coursework Assessment Summary Forms were provided by Examination Council of Eswatini (ECESWA) and were to be submitted to ECESWA on/before the official deadline. The submission should include the following listed documentation
 - the representative sample of work (sample Candidate file)
 - the teacher's file with the instructions for the practical work
 - the schemes of assessment
 - examination attendance register
 - the letter explaining why certain registered candidate does not have marks where applicable.

- All candidates work was supposed to be submitted in a presentable folder file with the following information written outside:
 - Centre number
 - Centre name
 - Candidate's number
 - Candidate's name
 - Project title and project date.

- If there are less than ten Candidates, all the Candidate files were to be submitted.
- If there are more than ten to fifty candidates, ten sampled/ files were to be submitted.
- If there are more than fifty to one hundred candidates, fifteen sampled files were to be submitted.
- If there are more than one hundred and more Candidates, twenty sampled files were to be submitted.

TEACHER'S FILE

A majority of teachers were able to submit the teachers' files with all the expected content in time. However, fewer Centres were unable to submit a complete content of the teachers' files. Non-compliance Centres on submission, were contacted to submit the missing content of the teacher's file.

REGISTERS

Fewer Centres marked the registers accordingly before sending them to ECESWA. The majority of the Centres did not submit the registers. It is recommended that the registers are packed in the teacher's file.

MS1/ Mark sheet 1

In 2020, the MS1 were not sent to the Centres as per expectations, instead the mark sheets were processed by the moderators for consistence and accuracy.

SAMPLING

Teacher at the Centres were expected to sample three categories: top students, moderate and low students. They were also expected to indicate with asterisk the sampled Candidates. The packaging of files was to be done according to the Candidates' scores ratings. The top student at the top and the lowest student at the bottom.

A majority of the Centres sampled correctly and according to expectations. A few Centres sampled incorrectly or did not sample at all. They either submitted all the Candidate's' practical work or the number of sample files were more or less than the expected samples. Most Centres did not indicate sampled Candidates in the summary sheet as per expectations.

SUMMARY SHEET

A majority of the Centres submitted a well written summary sheet. However, very fewer Centres submitted the summary sheets with issues such as: Scores reported in decimal numbers instead of rounding off; sampled Candidates were not indicated by asterisk (*). Expectations are that all Candidate names and scores are recorded, but some Centres recorded names and scores of sampled Candidates. Other Centres did not submit the summary sheets at all and they were requested to bring them to the marking Centre.

STUDENT CARDS

Teachers were expected to place the student cards inside the candidate's file and at the top. A majority of the Centres submitted well written cards, with the practical's written in chronological order. Some of the Centres had the cards placed at the back of the file. A few Centres had cards with wrong calculations; loose cards or cards in teacher file; card for all Candidates at the Centre instead of sampled Candidate's card; cards in separate envelopes and in exercise book covers instead of folder files.

Teachers are encouraged to write the topic of the project in which the Candidates are assessed, under the topic "brief description of practical" (e.g. maize production, cabbage production, broiler production etc.).

PRACTICALS

Choosing a practical task: most Centres were able to select practical task from different areas of the syllabus. Examples: vegetables production; crop production and broiler production.

Criteria: Almost all the Centres had followed the well written format of the categories. Fewer Centres had categories mixed. e.g. starting with initiative. This resulted in some categories being omitted in the process.

Descriptors: A majority of the Centres had properly design descriptors. Few Centres had descriptors which were not specific (general), similar in all practical's. There was also a variation in the number of descriptors within a practical and within a category. In some categories there were 5, 4, or 3 descriptors. It is recommended that the descriptors within a category should be the same.

Some Centre failed to formulate descriptors that meets the required standard for level 1/0 (more assistance level). The use of "do not", "fails to" and "never" was common in most Centres which did not do well in this level. This creates an impression that there are some Candidates who are allowed not to take part in the practical exercise if they want to. It also displays a negative attitude on the teacher's side. Examples of terms that can be used in this level when formulating the descriptors are; forced to; under strict supervision; need full assistance etc. Almost all the Centre submitted candidates file with descriptors in time. A few Centres did not submit in time.

SCALING

A majority of the Centres had proper scaling, for example

- 5/4
- 3/2
- 1/0

Fewer Centres had incorrect scaling, for example

- $\frac{4}{5}$
- $\frac{2}{3}$
- $\frac{0}{1}$

The Centres that failed to follow correct scaling are encouraged to refer to the syllabus or consult for assistance.

TEACHER'S REMARKS

A majority of the Centres had teachers remarks on the marks allocated to Candidates which was a very good practised which is expected to be improved by all Centres and a few did not make remarks. They just awarded the marks only. Teachers need to write their own remarks in relation to performance of the candidates.

EVIDENCE

Evidence in the form of pictures, production records/harvest records and diaries are ideal to a practical exercise. Almost all the Centres submitted diaries as an evidence. Pictures can also be submitted as evidence.

PACKAGING

Paper folders should be used with simple string fastens. Binding is not recommended. Teachers are encouraged to pack the Candidates work in two separate folder files (guided write up and practical/descriptors). All folders' files, including the teachers file should be packed in one envelope, **not** in different or separate envelopes.

RECOMMENDATIONS

It is recommended that teachers should share ideas and work together in the department to avoid the variations of work due to Candidates being taught by different teachers year after year. They should also work together with other Centres in cluster to improve the standard of work presented by the Centres. Teachers are advised to respond immediately when asked to make corrections as the marking time is limited.

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 the name of the Centre. All the Centres managed to clearly write the project title.

Introduction – Should introduce the chosen project. The majority of the Centres were able to write the appropriate introduction.

- **Objectives** – specific purpose of doing the project or practical. The objectives carried a weight of 4 marks, therefore Candidates were expected to list 2 relevant objectives for them to obtain full marks. Almost all Centres were able to list 2 relevant objectives and above. Fewer Centres listed general objectives.
- **Materials used** – listing of inputs, tools and equipment. The material carries a weight of 4 mark. A majority of the Centres listed all the tools equipment and inputs, although some of the Centres did not list the main inputs such as seedlings, seeds, chicks, litter, etc.
- **Preparations (crops & vegetables)** – discussion of activities in land preparation in its sequential order, prior the management stage. The preparation stage carries a weight of 8 marks, therefore Candidates were expected to cover all related activities.
 - All steps/activities prior commencement of project were well covered
 - Primary preparation-land clearing
 - Secondary preparation; marking out plots (compliant to rule 3, 4, 5 and marking of base line is an added advantage), cultivation preparing fine tilt, adding manure.
 - Planting - basal fertilizer, spacing, shading

Most Centres performed exceptional well under this category (preparations stage). Almost all candidates scored marks above average, notable, planting and transplanting activities/ items were captured by Candidates under preparations practices, as well as management practices. Candidates should be guided accordingly to discuss planting and transplanting activities under preparations practices; not management practices.

- **Preparations (Poultry production)** – detailed preparation (explain clearly how the practical was carried out). All preparation on arrival. The preparation stage carries a weight of 8 marks; therefore, Candidates were expected to cover all related activities.
 - All steps and activities prior commencement of project.
 - Before arrival preparation;
 - Cleaning and disinfection of the poultry house two weeks before arrival.

- Making necessary repairs of the poultry house.
- Checking the state of the drinkers and feeders on marking necessary repairs.
- Washing and disinfection of feeders and waterers
- Provide brooder for temperature are regulation
- Putting drinkers and waterers on position
- On arrival preparation;
 - Put feed on feeders and water in waterers
 - Give stress pack
 - Preparing a foot bath

Most Centres performed exceptional well under the preparations stage. The Candidates work was well presented, clearly marked sub- topics. Almost all the Candidates scored marks above average.

Management Activities - This is a description of how the project was done stating the activities carried out. The management activity stage carries a weight of 10 marks, therefore Candidates were expected to cover all related activities

For example:

- Describe how work was done from planting to harvesting
- Explain how activities were done from arrival until sale of livestock

A majority of the Centres performed above average.

Presentation of production records - yield of crops; livestock. These stage carries a weight of 10 marks; therefore, Candidates were expected to cover all related activities. The records should include the following;

- Diary
- Harvest record
- Costs/Expenditure
- Income/Returns
- Profit/Loss

This stage recorded a significant improvement as it was performed exceptional well. A majority of Candidates were able to score marks above average. It was also noted from the Candidate's diaries that assessed was done regularly.

Conclusions - This stage carries a weight of 4 marks; therefore, Candidates were expected to cover all related activities. The conclusions should include the following;

- Explain if the specific objectives of the practical activity were met.
- Problems encountered and relevant solutions.
- Relevant recommendations are an added advantage.

Performance in conclusion was average. A majority of the Candidates were able to state specific objective met, and problems encountered. Some Centres were able to state other relevant recommendations. Other Centres stated either objectives met or problems encountered without full details.