

17.1.3 PAPER 3 (443/3)

This is a practical project, usually done for eight to nine months in the fourth year of the secondary programme. The candidates do everything on their own with minimal consultation with the agriculture teacher.

The aim of the paper is to test the practical skills that the learner is expected to acquire at the end of the four-year agriculture course. There may not be enough time during the normal class time for the practicals, but during the fourth year when doing the project, the learner has all the time to put into practise what was learnt in class.

In the year 2004, the candidates had to choose between crop production and poultry production. Most schools selected crop production instead of poultry keeping. This could have been because of the financial element of the projects. The project aspect of the agriculture examination is very important because it brings in the practical element of the subject.

The administration has to ensure proper security for the projects to avoid unnecessary losses or interference by either students or outsiders.

17.2 ADVICE TO AGRICULTURE TEACHERS

1. The Agriculture examination tests all sections of the Agriculture syllabus taught from form one to form four. The teachers should teach all sections without being selective.
2. Over the past four years, more questions have been drawn from the economics section and yet these questions are poorly done or not attempted at all. This implies that there is a problem with the economics section in the syllabus. Most Agriculture teachers do not teach this particular area thus disadvantaging the candidates. The teachers should know that the whole syllabus is testable and hence should be taught.
3. The teachers should teach the subject practically as much as possible so as to impart the desired knowledge and skills stated in the objectives. In schools where there are no farms, land should be hired for practicals.
4. The learners should be taken for field trips to observe what they have been taught.
5. The Agriculture teachers should use local materials where necessary to reduce the costs of teaching the subject.