

443/3 Instr. to Sc.
AGRICULTURE PROJECT
Paper 3
Jan. - July 2023



THE KENYA NATIONAL EXAMINATIONS COUNCIL
Kenya Certificate of Secondary Education
AGRICULTURE PROJECT
Paper 3

Instructions to Schools

Each school presenting candidates for Agriculture (443) in the KCSE examination for the year 2023 will produce adequate copies of this document. One copy of the document will be for the Head teacher and the others for the teacher in charge of Agriculture project hereafter referred to as the Agriculture teacher and the candidates.

The Head teacher and the Agriculture teacher should each read the document carefully. Relevant information should then be conveyed to the candidates as soon as possible to enable them to carry out the project in good time.

The Agriculture Teacher will mark all candidates' projects.

The projects should be accessible to authorised KNEC monitoring agent(s).

This paper consists of 5 printed pages.

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Turn over

GENERAL INSTRUCTIONS

1. The School Principal should download the instructions for the 2023 KCSE Agriculture Project and together with the teacher of Agriculture read the instructions to understand the requirements and implementation procedures. Each candidate should also be provided with a copy of these instructions.
2. The 2023 KCSE Agriculture Project will be based on environmental conservation under the following sub-themes:
 - i. Tree nursery establishment
(at least 100 potted tree seedlings established per group. Select tree species of your choice. Avoid shrubs)
 - ii. Tree planting
(at least 20 tree seedlings planted per learner. Select tree species of your choice. Avoid shrubs)
 - iii. Growing a crop using water saving irrigation techniques
(at least 100 plants under irrigation per learner. Select a crop species and variety of your choice)
 - iv. Bee keeping
(at least one beehive per learner. Select a beehive type of your choice)
3. Individually, candidates should analyse the school community (within the school and/or around the school) and identify **three** most pressing problems or issues they can help address in line with the above sub-themes. The problems or issues should be ranked starting with the **most** pressing one. A photograph or video recording of the problems or issues should be taken and maintained in the portfolio as evidence.
4. In groups of up to five members, the candidates should discuss the issues or problems identified and the **most** pressing **three** selected by the group. The problems or issues should be ranked starting with the **most** pressing one. The discussion should be video recorded by one of the group members and when it is his/her turn to present, another group member should take over and record the video. A video recording of the discussion and the three problems or issues selected by the group should be maintained in the portfolio as evidence. *(The video recording can be done using a video recorder, smart phone, or digital camera. The use of these digital devices should be guided or supervised. Digital devices can be borrowed from public primary schools in the area.)*
5. The group members should then use their own observations, books, newspapers, magazines, radio, television, guided internet, opinion of teachers, school administration, school workers, elders in the community, and experts in the area to search for information, identify a project and prepare a project write up to address the most pressing issue or problem identified. The write up should contain the following:
 - a) appropriate title to the issue or problem.

- b) the definition or description of the problem or issue:
 - (i) the actual issue or problem facing the school community. Explain.
 - (ii) causes of the issue or problem.
 - (iii) effects of the issue or problem to individuals and school community in general.
 - c) The possible solutions to the problem or issue to improve the situation:
 - (i) the alternative ways of addressing the issue or problem.
 - (ii) the best alternative? explain.
 - d) The objectives of the project:
 - (i) How will the group members benefit from the project?
 - (ii) How will the school community in general benefit from the project?
 - e) Who in the school community can be of assistance to implement the project?
 - f) Project Implementation plan to address the issue or problem:
 - (i) the key project activities.
 - (ii) workplan or schedule of activities including timelines.
 - (iii) resources required and how they can be sourced economically.
 - (iv) assigned roles of the group members.
6. Using the write up prepared, each group member should prepare a presentation on the group's strategy to address the problem or issue identified. In turns, each member should make a presentation to the group. These presentations should be video recorded by one of the group members and when it is his/her turn to present, another group member should take over and record the video.
 7. Each group should then prepare and do a presentation to the school community on the issue or problem selected and how it can be addressed by the school community. The school community should then select **three** most pressing problems or issues presented by the groups and select one for implementation. The group presentations should be video recorded. (*The school should organize a session for the groups to present to the school community*).
 8. Individually, the candidates should implement the project selected by the school community.
 9. Each candidate is required to maintain a collection of evidence of performance on the assigned roles at the various stages of project implementation. The evidence should be maintained in the portfolio.
 10. The candidates are individually required to keep records of their project activities and observations which they will later use to write the final project report. Each candidate should be supplied with an adequate number of ruled A4 papers on which to write the initial project write up and final project report. Each of these should be between 1,000 and 1,500 words. Alternatively, the write up and report can be typed and printed. In addition, each candidate should be given a declaration form which will make the cover page of the report.

11. After the individual report writing, the candidates should use the evidence collected and experiences encountered to prepare a video documentary on the project implemented by the school community to address the problem or issue.
12. The school should provide adequate security for the candidates' project.
13. The project chosen by the school community must be seen and treated as an examination. The scores awarded by the agriculture teacher must be objective and remain confidential.
14. The agriculture teacher should assess each candidate's project from time to time using the marking scheme and timelines provided by KNEC and enter the marks in the individual candidate project assessment sheets. It is **important** that the marks are entered in the project assessment sheets **immediately** after each assessment.
15. All the project assessment sheets must be kept under lock and key in the School Principal's office in a sealed envelope. They should be made available **only** to the agriculture teacher whenever the teacher is going to assess the project or an authorized KNEC agent. The sheets must be returned to the School Principal immediately after each assessment.
16. The School Principal should check to ensure that scores are recorded in the assessment sheets after every assessment. In the absence of the School Principal, the Deputy School Principal should be in custody of the documents.
17. The candidate scores on the project, together with pictorial evidence of the entire school project status will be electronically submitted to KNEC twice. Milestone I by **21st April 2023** and milestone II by **31st July 2023**.
18. The agriculture teacher should transfer the total score of each candidate from the assessment sheet to the Manual Mark Sheet. The scores, together with a photograph showing the project status for the entire class at the time the last assessment was done should be uploaded on the KNEC Portal. The photograph should be in **.gif** or **.jpeg** format. It should capture the school Principal, Agriculture teacher and candidates standing at their respective projects in full school uniform. This should be done following the timelines provided.
19. The index numbers of candidates should be entered in assessment sheets and manual mark sheets in ascending order ensuring that all candidates **have the same Index Numbers as in the final examination**.
20. The KNEC Portal will only be accessible for the uploading of scores from **21st March to 21st April 2023** for milestone I and **1st to 31st July 2023** for milestone II. The scores once uploaded cannot be accessed for alteration.

21. The Agriculture Teacher should write a brief report about the centre using the centre report form provided by KNEC.
22. **The project implementation and assessment should be completed by the end of July 2023.**
23. At the end of the project, the School Principal **must** ensure that the Assessment Sheets and Manual Mark Sheet are duly filled, signed, and stamped. All the candidates' Agriculture Project Reports, Project Assessment Sheets, Manual Mark Sheets and Project Report Form for the centre should be packed and handed over to the Sub-County Director of Education in the end of **first week of August 2023.**
24. The Sub-County Director of Education will then hand over **all** the documents to the Kenya National Examinations Council.
25. The project documentation should be captured using the template below. The template should be printed and issued to every candidate. After the template is filled, it should be filed in the project portfolio.



THE KENYA NATIONAL EXAMINATIONS COUNCIL

Kenya Certificate of Secondary Education

443/3 AGRICULTURE PROJECT 2023

CANDIDATE'S NAME _____ INDEX NO _____ / _____

SCHOOL CODE _____ SCHOOL NAME _____

PROJECT CHOSEN _____

PROJECT DOCUMENTATION

1. State the **three** problems or issues you identified in the school community. (Start with the **most** pressing one)

INDIVIDUALLY IDENTIFIED PROBLEM OR ISSUES:

Problem or issue	Effects on the individuals and the school community	Photo or video evidence before the project
1.		<input type="checkbox"/> Available <input type="checkbox"/> Not available
2.		<input type="checkbox"/> Available <input type="checkbox"/> Not available
3.		<input type="checkbox"/> Available <input type="checkbox"/> Not available

2. State the **three** problems or issues your group selected during the group discussion. (Start with the **most** pressing one)

PROBLEMS OR ISSUES IDENTIFIED BY THE GROUP

Problem or issue	Effects on the individuals and the school community	Photo or video evidence before the project
1.		<input type="checkbox"/> Available <input type="checkbox"/> Not available
2.		<input type="checkbox"/> Available <input type="checkbox"/> Not available
3.		<input type="checkbox"/> Available <input type="checkbox"/> Not available

6. Whom have you identified from the community to help you implement the project?

Community member's name	Designation	Assistance to be offered
1.		
2.		
3.		
4.		
5.		

10. Using the template below, draw a workplan/schedule of activities for the project, including the timelines.

Key activity	Timing <i>(Tick the month the activity will be carried out)</i>							Person responsible
	Jan	Feb	March	April	May	June	July	
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								

11. Give the resources your group requires to carry out the project activities.

Key activity	Resources requires
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	

12. State the roles the group members will perform during project implementation.

GROUP MEMBER'S NAME	ASSIGNED ROLES
1.	
2.	
3.	
4.	
5.	