

END TERM 3 2026

GRADE 10

AGRICULTURE

MARKING SCHEME & TEACHER'S GUIDE

TIME: 2 HOURS 30 MINUTES

TOTAL: 80 MARKS

Name: _____

Assessment Number: _____

Class / Stream: _____

Date: _____



1. SCOPE AND ASSESSMENT BASIS

The supplied Grade 10 Agriculture Curriculum Design identifies Strand 3.0 as Agricultural Technologies and Entrepreneurship, comprising Sub-strands 3.1 Tools and Equipment, 3.2 Product Processing and Value Addition, 3.3 Establishing Agricultural Enterprise, 3.4 Marketing Agricultural Produce and 3.5 Composting Techniques. The assessment therefore treats Strand 3.0 as the End Term 3 scope, following the sequence of the supplied curriculum design.

Important source limitation: the supplied PDF, as rendered, jumps from the Crop Production material to the pages beginning at printed page 32. The detailed specific-learning-outcome pages for Sub-strands 3.1 and 3.2 are therefore not present in the accessible copy. The paper assesses those two sub-strands only at the level directly supported by their strand/sub-strand titles and the Curriculum Design's Appendix I, which lists relevant assessment methods and learning resources, rather than inventing missing outcomes.

The detailed learning outcomes for 3.3, 3.4 and 3.5 are explicitly available in the supplied Curriculum Design.

2. ASSESSMENT BLUEPRINT

Question	Sub-strand	Main focus	Cognitive demand	Marks	Question type
1	3.1 Tools and Equipment	Identification, uses and safety	Understand / Apply	10	Structured
2	3.2 Product Processing and Value Addition	Meaning, examples, considerations and benefits	Understand / Apply	10	Structured
3	3.3 Establishing Agricultural Enterprise	Factors of production, capital and enterprise selection	Understand / Analyse	15	Structured
4	3.4 Marketing Agricultural Produce	Preparation, cost analysis, market outlets	Apply / Analyse	15	Data + structured
5	3.5 Composting Techniques	Compost quality, methods, soil improvement	Understand / Apply	15	Structured
6	Integrated 3.1–3.5	Enterprise, processing, finance, marketing and composting	Apply / Create	15	Case study

3. MARKING CODES

M — Method / process mark where a method or procedure is required.

A — Accuracy / correct result mark.

C — Correct curriculum concept or content point.

Accept equivalent scientifically, agriculturally or technically correct responses unless the question requires a specific item.

4. QUESTION-BY-QUESTION MARKING SCHEME

1. Agricultural tools (10 marks)

(a) Award 1 mark for each correct identification. Accept the names below or standard equivalent terminology.

- A — jembe — 1 mark each (4)
- B — panga — 1 mark each (4)
- C — pruning knife — 1 mark each (4)

- D — hand saw — 1 mark each (4)

(b) Award 1 mark for each correct use appropriately matched to the named tool. Examples:

- Jembe — digging, opening planting holes, breaking soil or preparing land.
- Panga — cutting vegetation, clearing weeds/brush or cutting suitable plant material.
- Pruning knife — making small pruning cuts or removing unwanted plant parts.
- Hand saw — cutting branches or other suitable woody plant material.

Award 4 marks maximum.

(c) Any two relevant safety precautions, 1 mark each. Examples: carry tools safely; keep cutting edges directed away from people; use appropriate protective equipment; inspect tools before use; store tools safely after use. (2)

Total: 10 marks.

2. Product Processing and Value Addition (10 marks)

(a) Value addition — any response explaining the processing, improvement or transformation of agricultural produce so that it gains increased usefulness, quality, marketability or value. (2)

(b) Any three appropriate examples, 1 mark each: fruits, vegetables, tubers, nuts, grains/cereals or another suitable agricultural product. (3)

(c) Any three relevant considerations, 1 mark each: hygiene/food safety; appropriate equipment/tools; suitable processing method; quality of raw material; safe handling; appropriate packaging/storage; availability of heat/cutting equipment; suitability of the process to the produce. (3)

(d) Any two explained benefits, 1 mark each: improves marketability; increases usefulness/value; may improve storage or handling; can create products suitable for different consumers; can support income generation. (2)

Total: 10 marks.

3. Establishing an Agricultural Enterprise (15 marks)

(a) Land, labour, capital and entrepreneurship — 2 marks each:

- Land: physical space/resources on which the enterprise is established and production takes place. (2)
- Labour: human effort and skills used in production and management. (2)
- Capital: money/assets/resources used to establish and operate the enterprise. (2)
- Entrepreneurship: ability to organise resources, make decisions, take calculated risks and manage the enterprise. (2)

(b) Any three ways of acquiring capital, 1 mark each: borrowing/loan; savings; disposing of assets; grants; donations. (3)

(c) Any four factors, 1 mark each: availability of physical infrastructure; inputs; labour requirements; skills required; production techniques; legal requirements; market; suitability/availability of land or space; access to other necessary resources. (4)

Total: 15 marks.

4. Marketing Agricultural Produce (15 marks)

(a) Weighing, sorting, grading, packaging, branding and/or labelling. Award 1 mark for each of any five correct methods. (5)

(b) Marketing expenses: $2,500 + 1,000 + 500 + 750 + 1,250 = \text{Ksh } 6,000$.

Correct addition — M1; correct total — A1.

Net return = $\text{Ksh } 18,000 - \text{Ksh } 6,000 = \text{Ksh } 12,000$.

Correct subtraction/setup — M1; correct net return — A1.

(4)

(c) Physical market outlet: a place/channel where buyers and sellers transact physically; example: local market, shop or physical market centre. Digital market outlet: an online platform/channel used to advertise or transact agricultural produce; example: an online marketplace or social-media-based selling platform. Award 2 marks for distinction and 1 mark for each valid example. (4)

(d) Any one explained importance: improves appearance/quality presentation; makes produce easier to handle; assists sorting/grading and pricing; improves marketability; supports effective display. (2)

Total: 15 marks.

5. Composting Techniques (15 marks)

(a) Compost manure: decomposed organic material produced through controlled decomposition of suitable organic materials to form organic manure. (2)

(b) Any four factors, 1 mark each: quality/type of materials; moisture; aeration/air supply; suitable temperature; appropriate balance/mixture of materials; decomposition conditions; proper management/storage. (4)

(c) Award 2 marks for a suitable conventional method description and 2 marks for a suitable innovative method description. Accept the four-pit method as a conventional example and vermicomposting or containerised composting as innovative examples, provided the response describes the method rather than merely naming it. (4)

(d) Any three, 1 mark each: adds organic matter; improves soil structure; supports soil fertility/nutrient availability; improves water-holding capacity; contributes to better soil condition. (3)

(e) Any two: adequate moisture; adequate aeration; suitable temperature; appropriate mixture of materials. (2)

Total: 15 marks.

6. Integrated Agricultural Enterprise Case Study (15 marks)

(a) Any four appropriate tools/equipment, 1 mark each: jembe, panga, pruning knife, hand saw, slasher, hammer, suitable processing equipment, or another appropriate item. (4)

(b) Any three logically sequenced value-addition steps, 1 mark each. Accept responses such as selection/cleaning of produce; preparation/cutting; processing using an appropriate method; cooling/handling; packaging/labelling/storage, depending on the product selected. (3)

(c) Any three, 1 mark each: borrowing; savings; disposing of assets; grants; donations. (3)

(d) Any three market outlets, 1 mark each: physical market; shop; local market centre; digital/online platform; another appropriate outlet. (3)

(e) Any two explained ways, 1 mark each: supplies organic matter/nutrients; improves soil condition/structure; improves water-holding capacity; supports soil improvement in the crop enterprise. (2)

Total: 15 marks.

5. CURRICULUM TRACEABILITY

Question	Strand	Sub-strand	Learning outcome / curriculum focus	Cognitive level	Marks
1	3.0 Agricultural Technologies and Entrepreneurship	3.1 Tools and Equipment	Use/identify agricultural tools and equipment; supported by Appendix I assessment resources and methods	Understand / Apply	10
2	3.0 Agricultural Technologies and Entrepreneurship	3.2 Product Processing and Value Addition	Product processing and value addition; supported by Appendix I assessment resources and practical observation	Understand / Apply	10
3	3.0 Agricultural Technologies and	3.3 Establishing Agricultural	Explain factors of production; describe	Understand / Analyse	15

Question	Strand	Sub-strand	Learning outcome / curriculum focus	Cognitive level	Marks
	Entrepreneurship	Enterprise	ways of acquiring capital; examine enterprise-selection factors; appreciate roles of production factors		
4	3.0 Agricultural Technologies and Entrepreneurship	3.4 Marketing Agricultural Produce	Prepare produce for marketing; discuss market outlets; evaluate marketing expenses; appreciate preparation for marketing	Apply / Analyse	15
5	3.0 Agricultural Technologies and Entrepreneurship	3.5 Composting Techniques	Describe composting methods; examine factors affecting compost quality; use conventional/innovative methods; appreciate soil-improvement role	Understand / Apply	15
6	3.0 Agricultural Technologies and Entrepreneurship	3.1–3.5	Integrated application of tools, processing, enterprise, marketing and composting	Apply / Create	15

6. TOTAL-MARK VERIFICATION

Question 1 = 10 marks

Question 2 = 10 marks

Question 3 = 15 marks

Question 4 = 15 marks

Question 5 = 15 marks

Question 6 = 15 marks

TOTAL = 80 MARKS

7. TEACHER / EXAMINER GUIDANCE

1. Accept equivalent correct terminology and valid local examples where they satisfy the curriculum focus.
2. For open-ended responses, do not penalise candidates merely for using wording different from the model answer when the agricultural concept is correct.
3. For calculations, award method marks where the candidate demonstrates the correct procedure even if an arithmetic error affects the final answer.
4. Avoid double-awarding the same idea when a candidate repeats it in different words.
5. Where a candidate gives more responses than requested, mark the first required number of responses unless the school's marking policy specifies otherwise.
6. For practical or tool-related responses, accept appropriate alternatives that are consistent with the agricultural task described.
7. The paper is intentionally structured rather than objective-test based, in line with the supplied master assessment-generation requirements.

8. SOURCE-BASED CURRICULUM NOTES

The supplied Curriculum Design's Strand 3.0 is explicitly titled Agricultural Technologies and Entrepreneurship. Its documented Sub-strands include 3.3 Establishing Agricultural Enterprise, 3.4 Marketing Agricultural Produce and 3.5 Composting Techniques. The appendix also identifies observation, written tests, oral assessment and project work, with resources such as agricultural tools, crop produce, established enterprises, sample produce and composting materials. These features informed the structured, practical and application-oriented design of this paper.

Because the accessible source copy does not expose the detailed pages for 3.1 and 3.2, their questions have deliberately been kept conservative and anchored to the sub-strand titles and Appendix I rather than introducing unsupported specialised content.

END OF MARKING SCHEME & TEACHER'S GUIDE

