

GENERAL AGRICULTURE 2

1. GENERAL COMMENTS

The standard of the paper is comparable to that of the previous year. A few candidates performed well while majority of the candidates' performance was average.

2. SUMMARY OF CANDIDATES' STRENGTHS

The Chief Examiner commended candidates for answering at least one question from each of the sections A, B, C, D and E as required of them. Candidates' presentation was orderly with legible handwriting.

Most of the candidates exhibited adequate knowledge in the following areas:

- Advantages of mechanical power on the farm
- Uses of wind and solar power on the farm
- Reasons why land survey is important in Agriculture
- Problems facing wildlife conservation in West Africa
- Agronomic measures used for soil conservation
- Giving examples of igneous rocks and sedimentary rocks
- Mentioning factors that could lead to soil fertility
- Listing factors of soil formation
- Giving examples of soil microbes
- Giving reasons for cultural practices: staking; pricking out and pruning

3. SUMMARY OF CANDIDATES' WEAKNESSES

Candidates had problem expressing themselves in English language with most of them also proving wrong spellings.

Areas that posed much problems to the candidates include:

- Description of what happens in an internal combustion engine during compression stroke.
- Explaining the land tenure systems *freehold* and *leasehold*
- Explanation of the term *afforestation*
- Defining soil properties *texture* and *consistency*
- Stating the importance of soil microbes
- Explanation of the term hybridization
- Stating the benefits of trimming in horticulture
- Differentiating between supplying and thinning
- Reasons why land survey is important in agriculture
- Ways of controlling liver flukes in ruminants
- Discussing *trypanosomiasis* disease under *causative organism*, *mode of transmission*, *symptoms* and *control measures*.

4. SUGGESTED REMEDIES

The Chief Examiner made the following suggestions meant to remedy the weaknesses of candidates:

- Candidates need to improve their reading skills, to enable them develop their spelling skills.
- Candidates should be advised to read wide and not depend only on the teachers' notes.
- At the start of a paper, candidates are entreated to ***spend about five minutes of their time*** to read and understand all the questions before they start to provide answers to them.
- Teachers should set questions that meet the standard required.

6. DETAILED COMMENTS

Question 1

- (a) Give three advantages of the use of mechanical power on the farm.
- (b) Give three uses of each of the following sources of farm power.
 - (i) wind;
 - (ii) solar.
- (c) Describe what happens in an internal combustion engine during the compression stroke.
- (d) Explain each of the following land tenure systems:
 - (i) freehold;
 - (ii) leasehold.

Most candidates did not attempt this question. The few candidates who attempted it showed average performance.

(a) Give three advantages of the use of mechanical power on the farm.

Candidates were requested to give three advantages of the use of mechanical power on the farm.

Some expected answers were:

- enhancing efficiency of farm operations;
- reduced labour force on the farm;
- increased productivity.

(b) Give three uses of each of the following sources of farm power.

- (i) wind;
- (ii) solar.

Most candidates were able to give correct answers to the question requiring uses of wind and solar power as wind power for: generating electricity; pumping water; winnowing; drying farm produce; operating grain mill and for powering small

equipment. A few candidates failed to relate wind power to a source of farm power and gave answers such as cooling the tractor engine. The expected responses for solar power on the other hand is for: heating of water; generating electricity; drying of farm produce and heating of green house. This was well answered by most candidates.

(c) Describe what happens in an internal combustion engine during the compression stroke.

Most candidates could not describe what happens in an internal combustion engine during the compression stroke.

The expected answers were;

- upward movement of piston to top dead centre;
- compression of air-fuel mixture;
- inlet and outlet valves are closed;
- fuel-air mixture is ignited.

Candidates were not expected to describe what happens in the internal combustion engine in any particular sequential order. However, a lot of the candidates failed to describe the processes properly.

(d) Explain each of the following land tenure systems:

- (i) freehold;
- (ii) leasehold.

In the explanation of freehold land tenure system, some of the wrong responses provided by candidates was that, land is free for use by anyone. The expected answer is: A system where the farmer is given absolute ownership of the land through purchasing or receiving as a gift.

Question 2

(a) Give four reasons why land survey is important in agriculture.

(b) (i) What is wildlife conservation?

(ii) State four problems facing wildlife conservation in West Africa.

(c) Explain the term afforestation.

Majority of the candidates attempted this question. Their performance was fairly good.

(a) Give four reasons why land survey is important in agriculture.

Many candidates who attempted this question failed to provide meaningful answers to score the marks. Some of the wrong answers were to develop certain skills when measuring land. Candidates did not note that the question requires reasons for the importance of land survey in agriculture.

The expected answers were:

- determines area of land;
- produces a map which is basis for planning;
- gives description of the nature of the land surface;
- produces legal documents for registration of agricultural land.

(b) (i) What is wildlife conservation?

Candidates were expected to state that wildlife conservation protects plants and animal species in their natural habitat in order to meet both present and future generations.

Some candidates failed to talk about plant and animal species.

(ii) State four problems facing wildlife conservation in West Africa.

This was well answered by candidates.

The expected answers were:

- poaching;
- bushfires;
- encroachment;
- inadequate law enforcement;
- illegal mining.

(c) Explain the term afforestation.

This question was a problem for candidates as majority could not give a satisfactory response.

The expected answers were;

- It is the planting of tree species by humans to develop a new forest.
- The deliberate establishment of tree species on tracks of land by humans.

Question 3

(c) **Discuss four agronomic measures used for soil conservation.**

(d) **Define each of the following soil properties**

(i) Texture;

(ii) consistency.

(c) **Give two examples each of the following rocks:**

(i) igneous;

(ii) sedimentary.

A few of the candidates attempted this question and managed to score average marks.

(a) Discuss four agronomic measures used for soil conservation.

Some candidates mentioned terracing though this is not an agronomic method.

The expected answers were:

- Crop rotation;
- Cover cropping;
- Strip cropping;
- Mulching;
- High density cropping;
- Agroforestry;
- Application of organic manure.

(b) Define each of the following soil properties

- (i) texture;
- (ii) consistency.

This was a simple question that candidates could have answered easily to score all marks. However, they failed to provide adequate definitions to score.

The expected answers were;

(i) Definition of soil texture

- It is the relative proportions of sand, silt and clay in a soil sample.

(ii) Definition of soil consistency

- The degree of deformation of the soil when it is subjected to mechanical manipulation.

(e) Give two examples each of the following rocks:

- (i) igneous;
- (ii) sedimentary.

Candidates were able to mention examples of igneous rocks and sedimentary rocks correctly.

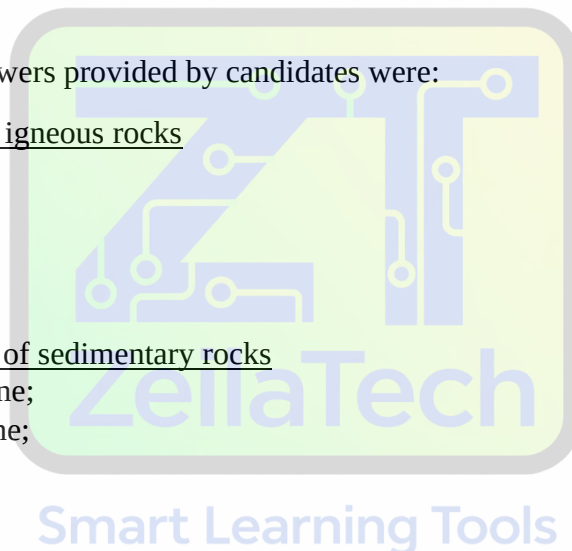
Some of the answers provided by candidates were:

(i) Examples of igneous rocks

- Granite;
- Basalt;
- Pumice;
- Diorite.

(ii) Examples of sedimentary rocks

- Sand stone;
- Limestone;
- Shale.



Question 4

(a) **Mention five factors that could lead to loss of soil fertility.**

(b) **List five factors of soil formation.**

(c) **In three ways, state the importance of soil microbes.**

(d) **Give three examples of soil micro-nutrients.**

Approximately, 80% of the candidates attempted this question and performed fairly good.

(a) Mention five factors that could lead to loss of soil fertility.

The question was generally well answered. Candidates were able to mention factors that could lead to soil fertility as:

- Leaching;
- Erosion;
- Crop removal;
- Bush fires;
- Poor drainage;
- Burning of crop residue.

(b) List five factors of soil formation.

This is a popular question. Candidates handled this question very well and listed the factors of soil formation as:

- parent material;
- time;
- living organisms;
- climate;
- topography.

(c) In three ways, state the importance of soil microbes.

This question was poorly answered by a lot of candidates as they gave answers that suggested that they were rather considering soil living organisms in general instead of soil microbes.

The expected answers were:

- Nutrient recycling;
- Breaking down crop residue;
- Nitrogen fixation;
- Cause soil borne diseases.

(d) Give three examples of soil micro-nutrients.

Majority of the candidates were able to give examples of soil micronutrients as follows: Boron (B), Chloride (Cl), Copper (Cu), Iron (Fe), Manganese (Mn), Zinc (Zn), Molybdenum (Mo) and Nickel (Ni).

Question 5

(b) Explain each of the following terms as used in plant improvement:

- (i) introduction;
- (ii) hybridization.

(c) Give two reasons each for carrying out each of the following cultural practices:

- (i) staking;
- (ii) pricking-out;
- (ii) pruning.

(d) Give three reasons why some seeds are treated with pesticides before sowing in the field.

(e) Name three fungal diseases of tomato

Majority of the candidates attempted this question. Their performance was good.

(a) Explaining the term (i) introduction; and (ii) hybridization.

Many candidates misconstrued the term introduction.

The expected answer was:

It involves the movement of plant of superior quality from one locality to another place where they never existed.

It must be emphasized that the new area has never had the plant being introduced before.

(a) (ii) In the case of hybridization, the expected answer was:

It is the production of a heterozygote population from crosses of heterozygous lines. Majority of the candidates were unable to explain the term correctly.

(b) Give two reasons each for carrying out each of the following cultural practices: (i) staking; (ii) pricking-out; and (ii) pruning.

Candidates answered by giving correct reasons for the cultural practices. They provided answers as follows:

(i) Reasons for staking

- To provide support for plants with weak stem
- High yielding
- To increase plant population per hectare
- There is less pest damage
- For clean, attractive and marketable fruits
- For easy harvesting
- Facilitate other cultural practices

(ii) Reasons for pricking out

- Eliminate late germinators
- Reduces incidence of diseases
- Reduces incidence of pests
- Reduces competition for light and space
- Reduces competition for nutrients
- To have good account of the number of seedlings

(iii) Reasons for pruning

- To allow air and sunlight into the farm
- Removes diseased plant parts
- To obtain a definite shape
- For ease of movement especially on mechanical farm
- Encourage alternate bearing to ensure long life of plants

(c) Give three reasons why some seeds are treated with pesticides before sowing in the field.

Candidates were expected to provide answers such as:

- prevent damage by soil-borne insects
- to prevent damage by rodents
- to prevent damage by pathogen
- to prevent damage by birds

(d) Name three fungal diseases of tomato.

Candidates were able to name fungal diseases for tomato.

Question 6

- (b) (i) **What is a non-pathogenic disease of crops?**
(ii) **Mention four causes of non-pathogenic diseases in crops climatic requirements.**
- (b) **State four benefits of trimming in horticulture.**
- (c) **Distinguish between the terms supplying and thinning as used in horticulture.**
- (d) (i) **What is seed dormancy?**
(ii) **Mention two ways of breaking seed dormancy.**

A few candidates attempted this question. They could not score as expected though the question were popular.

(e) (i) What is a non-pathogenic disease of crops?

A good number of candidates gave the meaning of non-pathogenic disease as a disease not caused by pathogens. They as a result lost mark.

The expected answer was;

It is a disease caused by other factors other than organisms.

(ii) Mention four causes of non-pathogenic diseases in crops climatic requirements.

Many candidates who answered this question excluded causes of non-pathogenic diseases such as nutrient toxicity, unfavourable pH, unfavourable temperature e.t.c

The expected answers were;

Causes of non-pathogenic diseases in crops

- Soil factors
- Difficulty / lack of soil nutrients
- Nutrient toxicity
- Moisture stress
- Unfavourable pH
- Unfavourable temperature
- Excess salt

(f) State four benefits of trimming in horticulture.

This question appeared to be difficult for majority of the candidates who attempted it.

The expected answers were;

Benefits of trimming in horticulture

- to create special forms/aesthetics
- to rejuvenate old or overgrown plants
- to control growth
- to protect people and property
- to encourage flower formation

(g) Distinguish between the terms supplying and thinning as used in horticulture.

Some candidates misunderstood the question and mentioned farm produce supplied to customers.

The expected answers were;

Suppling is replacing ungerminated seeds / seedlings that did not establish while thinning is the removal of excess seedlings from a crop stand.

(h) (i) What is seed dormancy?

Candidates could not adequately explain the term *seed dormancy*.

The expected answer was;

A condition in which a viable seed fails to germinate even though all the external conditions are provided.

d. (ii) Mention two ways of breaking seed dormancy.

This question was answered very well by candidates who attempted it.

Some of the responses were;

- Scarification
- Cold stratification
- Soaking in water
- Exposure to light e.t.c

Question 7

(a) **Mention four ways of controlling liver flukes in ruminants.**

(b) **Give two examples each of the following types of parasites of farm animals:**

- (i) **Ectoparasites;**
- (ii) **Endoparasites.**

(c) **Discuss *trypanosomiasis disease* under the following headings:**

- (i) **causative organism;**
- (ii) **mode of transmission;**
- (iii) **three symptoms;**
- (iv) **three control measures.**

A few candidates attempted this question and performance was just average.

(a) Mention four ways of controlling liver flukes in ruminants.

Most of the candidates could not mention ways of controlling liver flukes in ruminants.

The expected answers were:

- Destroy fresh water snails;
- Avoid grazing animals close to the river side;
- Deworm/drench animals with recommended drugs;
- Avoid early morning grazing/wet pasture;
- Practice rotational grazing.

(b) Give two examples each of the following types of parasites of farm animals:

- (i) Ectoparasites;
- (ii) Endoparasites.

Candidates were able to give examples of ectoparasites and endoparasites as follows:

(i) Examples of ectoparasites in farm animals

- Ticks
- Fleas
- Lice
- Mites

(ii) Examples of endoparasites in farm animals

- Liver fluke
- Round worm
- Hook worm
- Tape worm

(c) Discuss *trypanosomiasis disease* under the following headings:

- (i) causative organism;
- (ii) mode of transmission;
- (iii) three symptoms;
- (iv) three control measures.

This question was poorly answered by candidates. The expected answers were;

Trypanosomiasis

(i) Causative organism

Trypanosomiasis species
Trypanosomiasis gambiense
Trypanosomiasis vivax
Trypanosomiasis cimiae

(ii) Mode of transmission
through tsetsefly bite

(iii) Symptoms

- Dullness
- Intermittent fever
- Emaciation
- Anaemia
- Rapid pulse and respiratory rate
- Abortion in pregnant animals
- Swelling of chest and abdomen
- Death

(i) Control measures

- Give prophylactic drugs to animals before grazing
- Control tsetsefly through aerial spraying
- Animal environment should be weed free
- Treat infected animals with appropriate trypanocidal drug

Question 8

- (a) **Explain the following terms as used in pig husbandry:**
- (i) **Farrowing;**
 - (ii) **Hog;**
 - (iii) **Fatteners;**
 - (iv) **In-sow**
- (b) (i) **Give three desirable features of a hutch.**
(ii) **Name three breeds of rabbit.**
- (c) **Name two breeds of dairy cattle.**

Most candidates attempted this question and performed well.

- (a) Explain the following terms as used in pig husbandry:
- (i) Farrowing;
 - (ii) Hog;
 - (iii) Fatteners;
 - (iv) In-sow

Majority of the candidates attempted this question and were able to explain the terminologies (i) farrowing; (ii) Hog; (iii) fatteners and In-sow.

- (b) (i) Give three desirable features of a hutch.
(ii) Name three breeds of rabbit.

Candidates could not give the desirable features of hutch but named the breeds of rabbit. The expected answers were;

(i) Desirable features of hutch

- Good orientation i.e. long walls of hutch should face eastwards direction to keep out direct sunlight
- Have proper shade
- Walls should be free of cracks and crevices
- Adequate ventilation
- Floor should be covered with straw/wood shaving
- Unit should be kept off the ground
- An entrance and exit be made at each end of the hutch

(ii) Breeds of Rabbit

- California white
- Dutch
- Chinchilla
- Rose
- Beveren
- Belgian
- New Zealand white
- Flemish giant
- French Havana

- (c) Name two breeds of dairy cattle.

Candidates were able to name the breeds of dairy cattle. They provided the answers as follows: Jersey, Guernsey, Holstein, Milking shorthorn and Ayrshire.

Question 9

- (a) **Mention two ways in which each of the following marketing functions are important:**
- (i) **Processing;**
 - (ii) **Distribution;**
 - (iii) **Assembling.**
- (b) **State four characteristics of an effective extension system.**
- (c) (i) **State three advantages of the group method of agricultural extension teaching.**
- (ii) **Give three examples of the group method of agricultural extension teaching.**

Majority of the candidates attempted this question and exhibited fairly good knowledge in the topics.

- (a) Mention two ways in which each of the following marketing functions are important:
- (i) Processing;
 - (ii) Distribution;
 - (iii) Assembling.

Majority of the candidates attempted this question and exhibited a fair knowledge about the topics.

They were able to mention the ways in which each of the following marketing functions are important (i) processing (ii) distribution and assembling.

The expected answers were;

- (i) Processing
 - Converts farm produce/raw form to readily consumable forms
 - Reduces spoilage of farm produce
 - Adds value to produce
 - Makes packaging of produce easier.
- (ii) Distribution
 - Enables produce to reach potential buyers
 - Moves produce from region of glut
 - Prevents produce spoilage at farm gate
 - Enables buyers to get the produce they need at the right time.
- (iii) Assembling
 - Reduces transport cost
 - Reduces spoilage
 - Reduces labour cost by marketing experts
 - Creates job for country buyer

- (iv) State four characteristics of an effective extension system.

Candidates were able to state the characteristics of an effective extension system as follows:

- Strong administrative support
- Provision of adequate financial support
- Good transportation
- Staff motivation
- Adequate logistic support
- Effective monitoring and evaluation

- (c) (i) State three advantages of the group method of agricultural extension teaching.
- (ii) Give three examples of the group method of agricultural extension teaching.

Most of the candidates were able to state the advantages of the group method of agricultural extension teaching and gave examples of the group method of agricultural extension.

Question 10

- (a) Explain each of the following activities performed in agribusiness:

- (i) **Budgeting;**
- (ii) **Coordination;**
- (iii) **Planning.**

- (b) At a price of GH¢10 per tuber, consumers bought 200 tubers of yam per week. At an increased price of GH¢15 per tuber, demand decreased to 150 tubers per week.

Determine the:

- (i) **change in quantity of yam demanded per week;**
- (ii) **change in price per tuber of yam;**
- (iii) **value of price elasticity and type of elasticity.**

A few candidates attempted this question. Performance was fairly good.

- (a) Explain each of the following activities performed in agribusiness:

- (i) Budgeting;
- (ii) Coordination;
- (iii) Planning.

Majority of the candidates were able to explain (i) budgeting (ii) coordination and (iii) planning in agribusiness.

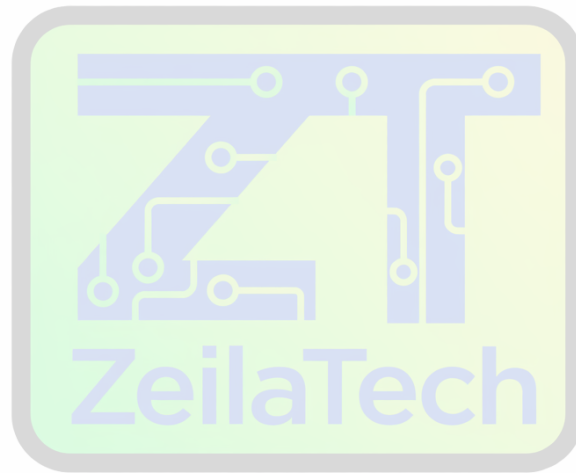
- (b) At a price of GH¢10 per tuber, consumers bought 200 tubers of yam per week. At an increased price of GH¢15 per tuber, demand decreased to 150 tubers per week.

Determine the:

- (i) change in quantity of yam demanded per week;
- (ii) change in price per tuber of yam;
- (iii) value of price elasticity and type of elasticity.

Candidates who attempted this question were able to determine:

- (i) change in quantity of yam demanded per week
- (ii) change in price per tuber of yam
- (iii) value of price elasticity and the type of elasticity.



Smart Learning Tools

GENERAL AGRICULTURE 3

1. GENERAL COMMENTS

The standard of the paper was comparable with that of the previous year. Most of the candidates' performance was encouraging, as quite a large number of them scored high marks this year.

2. SUMMARY OF CANDIDATES' STRENGTHS

The Chief Examiner commended candidates for the correct use of terminologies, orderly presentation and clarity of expressions.

Most of the candidates exhibited adequate knowledge in the following areas:

- The uses of the drenching gun, the condition for which they are used and the steps involved in its use.
- Functions and industrial use of Feathers.
- Uses of Carpet Grass, Agronomic practices that limit the growth of carpet grass and methods of establishing carpe grass.
- Observable symptoms of Cassava Mosaic and their Causative agent
- Extension teaching method that uses Radio and the factors that discourage the use of radio by extension agents.
- Merit of application of Urea and Precautionary when applying Urea.
- Method of propagation associated with the use of Cassava Stem, the advantages of the use of Cassava stem and the reasons why the use of cassava stem is not advisable,
- Uses of Sprinkler Head, merits of the operation of Sprinkler head and the demerits of the operation that demand the use of sprinkler head.

3. SUMMARY OF CANDIDATES' WEAKNESSES

Areas that posed much problems to the candidates include:

- The technical term for deworming animals (Drenching);
- Indicating the condition under which the drenching gun is used;
- Steps involved in the use of Drenching gun;.
- Uses of Carpet Grass and methods of establishing Carpet grass;

- Observable symptoms of cassava mosaic;
- Extension method that uses Radio;
- Merits of application of Urea;
- Precautionary measures when applying Urea;
- Methods of propagation of Cassava Stem;
- Uses of Sprinkler Head;
- Merits of the operation that require the use of Sprinkler Head;
- Demerits of the operation that demand the use of Sprinkler head.

4. SUGGESTED REMEDIES

The Chief Examiner made the following suggestions meant to remedy the weaknesses of candidates:

- Teachers should make every effort to teach practical lessons.
- Candidates should read through examination questions carefully to understand the demands before attempting them

5. DETAILED COMMENTS

Question 1

- (a) (i) Give one use of Specimen A.
- (ii) What condition will necessitate the use of specimen A by a farmer?
- (iii) Outline the steps involved in the use of specimen
- (b) (i) Give four functions of specimen B to the animal from which it was obtained.
- (ii) List four industrial products that are manufactured from specimen B.

(i) Give one use of specimen A (Drenching Gun)

Majority of the candidates got this correct. However, majority of them did not use the right technical term (drenching). They rather used the term deworming. Some also said it is used to give medication to animals.

a. (ii) What condition will necessitate the use of specimen A (Drenching Gun) by a farmer?

Majority of the candidates were able to state the condition correctly, but most of them misplaced the condition. E. g. endoparasite. Some also seem not to know the difference between endo- and ecto- parasites.

a. (iii) Outline the steps in the use of Specimen A (Drenching Gun).

Almost all the candidates were able to answer this question correctly. However, about 95% of them could not outline the steps sequentially. Majority of the candidates left out E. g. Restrain the animal before filling the drenching gun with the drug.

a. (i) Give four functions of specimen B (Feathers) to the animal from which it is obtained.

Most of the candidates were able to state the functions correctly. Only a small number of them indicated the industrial products manufactured from the specimen. E. g. It is used in making pillows etc.

b. (ii) List four industrial products that are manufactured from specimen B (feathers).

Though the candidates showed understanding of the question, they provided inadequate answers. E. g. instead of the preambles like, they are used in the manufacture of they just wrote answers like; pillow, mattress, fertilizer etc.

Question 2

(a) (i) State five uses of specimen C.

(ii) Mention two agronomic practices that will limit the fast growth of specimen C.

(iii) Mention three methods of establishing specimen C in the field.

(b) Specimen D is a diseased part of cassava.

(i) Describe two observable symptoms of specimen D.

(ii) Name the causative agent of the disease on specimen D

a. (i) State five uses of specimen C (Carpet Grass)

Candidates were able to answer this question correctly. However, a few of them stated answers like for feeding animal, for mulching etc.

a. (ii) Mention two agronomic practices that will limit the fast growth of specimen C (Carpet Grass)

Majority of the candidates provided the right answers to this question. Only a few of them wrote the same answer using different words. E. g. mowing and weeding.

- a. (iii) Mention three methods of establishing specimen C (Carpet Grass) in the field.

This question was problematic. Though the candidates understood the question, they had problem with spelling of the words. E. g. sodding was spelt as soding, sprigging was spelt as spriging.

- b. Specimen D (Cassava stem with mosaic disease).

- (i) Describe two observable symptoms of the specimen.

Most candidates provided the right answers to the question.

- (ii) Name the causative agent of the disease on specimen D.

Majority of the candidates provided the right answer which was Virus. A Few candidates however, got the spelling of virus wrong and some wrote mosaic as the answer.

Question 3

- (a) (i) **Name the extension teaching method that makes use of specimen E.**

- (ii) **Give three reasons why an extension agent would use specimen E to educate farmers.**

- (iii) **State three factors that could discourage an extension agent from using specimen E.**

- (b) (i) **State two merits of application of specimen F to crops**

- (ii) **Give two precautionary measures to take when applying specimen F to the soil.**

- a. (i) Name the extension teaching method that makes use of specimen E (Radio)

About 50% of the candidates got the answer wrong. Instead of Mass Method, most of them wrote Mass Media which was wrong.

- a. (ii) Give three reasons why an extension agent would use specimen E to educate farmers.

Most candidates were able to give the reasons why an extension agent will use Radio to educate farmers. A few of the candidates however, gave wrong answers.

- a. (iii) State three factors that could discourage an extension agent from using specimen E.

Majority of the candidates understood the question and were able to provide the right answers. A few of them however, gave wrong answers. Some wrote high cost of radio etc.

- b. (i) State two merits of application of specimen F (Urea) to crops.

Majority of the candidates understood the question but could not provide the right answers.
Only few of them could get the answers right.

- b. (ii) Give two precautionary measures to take when applying specimen F (Urea) to the soil.

Most of the candidates provided the correct answers to this question.

Question 4

- (a) (i) Name the method of propagation associated with the use of specimen G.**

- (ii) State three advantages of the use of specimen G in crop propagation.**

- (iii) Give three reasons why the use of specimen G for crop propagation is not advisable.**

- (b) (i) Give two uses of specimen H to the farmer.**

- (ii) State three merits of the farm operation that demand the use of Specimen H.**

- (iii) State three demerits of the farm operation that demands the use of specimen H.**

- a. (i) Name the method of propagation associated with the use of specimen G (Cassava Stem)

Majority of the candidates were not able to name the appropriate method. Instead of vegetative propagation, most of them wrote stem cutting as the method.

- a. (ii) State three advantages of the use of specimen G (Cassava Stem) in crop production.

Candidates were able to provide the right responses to the question. A few of them however, got it wrong.

- a. (iii) Give three reasons why the use of specimen G (Cassava Stem) for crop propagation is not advisable.

Candidates provided the correct answers to the question. Only a few candidates could not provide the appropriate answers.

- b. (i) Give two uses of specimen H (Sprinkler Head) to the farmer.

A lot of the candidates were able to indicate what a sprinkler head is used for. Some however, indicated that it is used to apply fertilizer instead of “applying liquid fertilizer or fertigation”

- (ii) State three merits of the farm operation that demand the use of specimen H (Sprinkler Head)

This question was a little problematic for the candidates. Looks like they did not understand the question. Most of them talked about the benefits of the water to the soil and the plants. Only few candidates were able to provide the right answers.

(iii) State three demerits of the farm operation that demand the use of specimen H (Sprinkler Head).

This question was problematic. Majority of the candidates got the answers wrong. They talked about the cost involved in purchasing the equipment and its maintenance.

