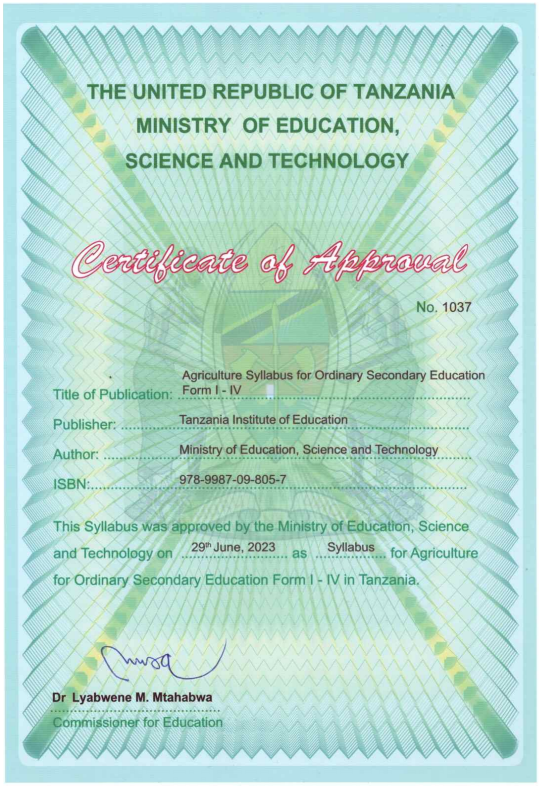
THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



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Dr Lyabwene M. Mtahabwa
Commissioner for Education

AGRICULTURE SYLLABUS FOR ORDINARY SECONDARY EDUCATION FORM I-IV

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Abbreviations and Acronyms

ICT	Information and Communication Technologies
MoEST	Ministry of Education, Science and Technology
TIE	Tanzania Institute of Education
TSL	Tanzanian Sign Language

Acknowledgements

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Dr Aneth A. Komba

Director General

Tanzania Institute of Education

1.0 Introduction

Agriculture is a compulsory subject for Form I-IV students in General Education pathway who choose to join Agriculture stream. It is also an elective subject to students on other streams. The purpose of learning this subject is to enable the student to develop a suitable foundation in agricultural principles and production techniques and apply basic principles and husbandry practices in crop, animal and aquaculture production. It is expected that the subject will act as a tool for promoting other agricultural skills related to problem solving, critical and creative thinking, collaboration and communication (21st Century skills), and thus develop student's confidence to apply their agricultural skills and knowledge in various circumstances. Studying this subject will also act as a catalyst for promoting agricultural development in the country, stimulating economic growth, and enhancing livelihoods and food security in the country.

The Agriculture syllabus is designed to guide the teaching and learning of Agriculture at Ordinary Secondary Education, Form I-IV in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2023 Ordinary Secondary Education Curriculum. It provides information that will enable teachers to plan their teaching and learning process effectively. It also provides teaching and learning opportunities that help teachers to apply different methods and strategies in guiding students to perform various activities that lead to meaningful learning. Thus, in order to implement effectively this syllabus, the teacher should attentively read and understand its requirements.

2.0 Main Objectives of Education in Tanzania

The main objectives of education in Tanzania are to enable every Tanzanian to:

(a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;

(b) Respect the culture, traditions and customs of Tanzania, cultural differences, dignity, human rights, attitudes and inclusive actions;

(c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;

(d) Understand and protect the national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;

(e) Develop life and work-related skills to increase efficiency in everyday life;

(f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;

(g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and

(h) Develop national and international cooperation, peace and justice as per the under the Constitution of the United Republic of Tanzania and international conventions.

3.0 Objectives of Ordinary Secondary Education

The objectives of Ordinary Secondary Education-General Education are to:

(a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitude developed at the Primary Education level;

(b) Safeguard customs and traditions, national unity, national values, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;

(c) Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;

(d) Improve communication using Tanzania Sign Language (TSL), tactile communication, Kiswahili and English. The student should be encouraged to develop competence in at least one other foreign language, depending on the school situation;

(e) Strengthen accountability for cross-cutting social issues, including health, security, gender equality and sustainable environmental conservation;

(f) Develop competence and various skills which will enable the student to employ himself or herself, to be employed and to manage his or her life by exploiting his or her environment well; and

(g) Develop readiness to continue to advanced secondary and tertiary education.

4.0 General Competences for Ordinary Secondary Education

The general competences that will be developed by a student are to:

(a) Use the knowledge and skills developed in the Primary Education stage, to strengthen and expand academic understanding;

(b) Value citizenship and national values;

(c) Demonstrate confidence in learning various professions including science and technology, theoretical and technical knowledge;

(d) Use language skills in making professional communication;

(e) Use knowledge of cross-cutting issues to manage the environment around them; and

(f) Use knowledge and skills employ oneself, be employed, and manage life by making good use of their environment.

5.0 Main and Specific Competences

The main and specific competences to be developed are presented in Table 1.

Table 1: *Main and specific competences for Form I-IV*

S/N	Main competences	Specific competences
1.0	Demonstrate mastery of the principles of agriculture	1.1 Demonstrate an understanding of the principles of agriculture
2.0	Use basic agricultural skills	1.1 Apply basic principles of husbandry in crop production 1.2 Apply basic principles of husbandry in animal production 1.3 Apply basic principles of husbandry in aquaculture
3.0	Conduct a project in Agriculture	3.1 Carry out a project in Agriculture

6.0 Roles of a Teacher, Student and Parent/Guardian in the Teaching and Leaning Process

A good relationship between a teacher, student and parent or guardian is fundamental in ensuring successful learning. This section outlines the roles of each participant in facilitating teaching and learning Agriculture.

6.1 The teacher

The teacher is expected to:

(a) Help the student to learn and develop the intended competences in Agriculture;

(b) Use teaching and learning approaches that will allow students with different needs and abilities to:

  (i) develop the competences needed in the 21st century; and

  (ii) actively participate in the teaching and learning process.

(c) Use student centred instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources;

(d) Create a friendly teaching and learning environment;

(e) Prepare and improvise teaching and learning resources;

(f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;

(g) Treat all the students equally irrespective of their differences;

(h) Protect the student while at school;

(i) Keep track of the student's daily progress;

(j) Identify individual student's needs and provide the right intervention;

(k) Involve parents/guardians and the society at large in the student's learning process; and

(l) Integrate cross-cutting issues and ICT in the teaching and learning process.

6.2 The student

The student is expected to:

(a) Develop intended competences by participating actively in various learning activities inside and outside the classroom;

(b) Participate in the search for knowledge from various sources, including textbooks, supplementary books and other publications from online libraries.

6.3 The parent/guardian

The parent/guardian is expected to:

(a) Monitor the child's academic progress in school;
(b) Where possible, provide the child with the needed academic support;
(c) Provide the child with a safe and friendly home environment which is conducive for learning;
(d) Keep track of the child's progress in behaviour;
(e) Provide the student with any necessary materials required in the learning process; and
(f) Instil in the child a sense of commitment and positive values towards education and work.

7.0 Teaching and Learning Methods

The teaching and learning methods are instrumental in developing student's competences. This syllabus suggests teaching and learning methods for each activity which includes but not limited to discussions, presentations, field visits, practical work, research, scientific experiments, and project works. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of students.

8.0 Teaching and Learning Resources

The process of teaching and learning of this subject, requires different resources. In that regard, both the teacher and students should work together to collect or improvise alternative resources available in the school and home environment when needed. The teacher and students are expected to constantly seek information from various sources to effectively facilitate the teaching and learning process. The list of approved textbooks and reference books shall be provided by the TIE.

9.0 Assessment

Assessment is important in teaching and learning of Agriculture subject. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are, therefore, expected to apply a wide range of formative assessment methods which include but not limited to discussions, presentations, oral questions, experiments, observations, practical and projects.

Summative assessment, on the other hand, will focus on determining student's achievement of learning. Teachers are expected to use a variety of summative assessments including mid-term tests, terminal, mock examinations and projects. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 30% and the National Form IV Examination shall be 70% of the student's final achievement, as indicated in Table 2.

Table 2: *Contribution of Continuous Assessment and National Examination in the final score*

Assessment Measures	**Weight (%)**
Form II National Assessment	10
Form III Terminal Examination	5
Form III Project	5
Form IV Project	5
Form IV Mock Examination	5
Form IV National Examination	70
Total	**100**

10.0 Number of Periods

The Agriculture Syllabus for Ordinary Secondary Education provides estimates of the time that will be spent in teaching and learning in consideration of the complexity of the specific competences and the learning activities. Five periods of 40 minutes each, have been allocated for this subject per week.

11.0 Teaching and Learning Contents

The detailed teaching and learning contents of this syllabus are presented in a matrix form with seven columns which include main competence, specific competence, learning activities, suggested teaching and learning methods, assessment criteria, suggested resources, and number of periods. Tables 3-6 present the teaching and learning contents for Form I-IV.

Form I

Table 3: *Detailed contents for Form I*

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of the principles of agriculture	1.1 Demonstrate an understanding of the principles of agriculture	(a) Explain the basic concepts of agriculture (meaning of agriculture and its importance, branches of agriculture relationship of Agriculture with other subjects)	**Think-ink-pair-share:** Guide students to identify different types of crops and animals produced in their school farms and homes/ community, hence identify different farming activities. **Brainstorming:** Guide students to explore uses of various crops and livestock (animals) **Discussion:** Guide students in groups to identify main branches of agriculture, relationship between Agriculture and other subjects	The concept of agriculture well explained	Charts depicting various agricultural activities, charts showing branches of agriculture, wall pictures/ charts illustrating the relationship between Agriculture and other subjects, wall charts and examples depicting the application of agriculture in daily life, different actual crop and animal farms	65

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Describe soil (conceptualisation of soil, its formation, physical, chemical, and biological properties)	**Fieldwork:** Guide students in groups or whole class to explore how soil is formed, take soil samples and discuss the importance of soil in crop production **Think-ink-pair share**: Guide students to describe the meaning and importance of soil in agriculture, its formation and constituents, properties of soil. Then, summarise the discussion **Experimentation:** Guide students to carry out simple experiments on physical, chemical and biological properties of soil in relation to crop production	Soil (concept of soil its formation, physical, chemical, and biological properties) well described	Various parent rocks, soil pits, actual landscape/ cross section dipicting various soil profile and horizons, wall charts/ pictures and/or slides showing soil profile and horizons, samples of different soils, relevant tools/ equipment and materials	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Describe the principles and practices for the production of horticultural crops (conceptualisation of horticultural crops; principles and practices for production of horticultural crops: (amaranth, chinese cabbage, onion, tomato)	**Library and internet search:** Guide students in groups or individually, to search relevant materials on recommend principles and practices for production of the selected horticultural crops **Field visit:** Organise students in groups or whole class visit a school farm and/ nearby horticultural gardens/plots, to study husbandry practices involved in production of the selected horticultural crops. Then, write a report **Group discussion:** Guide students to present their group work and discuss on: different types of selected and other related vegetable crops grown in	Principles and practices for production of the selected horticultural crops (amaranth, chinese cabbage, onion, tomato) clearly described	Gardens/plots of selected horticultural crops and its products, students' inventories of crops observed from their family, school and community farms, common tools/ equipment, and materials/supplies used in production of the selected crops	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			the areas, major farming practises involved in the production of the crops and importance of each practise. Then, provide a summary on the above discussion			
		(d) Describe the principles and practices for the production of poultry (conceptualisation of poultry production; principles and practices for production of chicken (layers, broilers and dual purpose) and duck	**Field visit:** Organise students in groups or whole class visit a school and nearby poultry farms, to study husbandry practices used and write a report **ICT based-learning:** Prepare relevant videos showing basic principles and recommended practices on poultry production	Principles and practices for poultry production clearly described	Poultry unit, student's inventories of poultry observed from their family, school and community farms; tools/equipment and materials/ supplies used in production of poultry	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			Group discussion: Guide students in groups to summarise, present and discuss on: different types of poultry kept in their areas, importance of poultry, major husbandry practices involved and importance of each practice in poultry production **Guest speaker:** Invite a resource person to describe the recommended principles and practices for poultry production		poultry production reports,	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
2.0 Use basic agricultural skills	2.1 Apply basic principles of husbandry in crop production	Perform husbandry practices in the production of horticultural crops (amaranth, chinese cabbage, onion, tomato	**Field practicals:** Guide students in groups or individually to apply the recommended practices to produce the selected horticultural crops, prepare a report and share it in class	Husbandry practices for the production of horticultural crops (amaranth, chinese cabbage, onion, tomato) well performed	School farm and / nearby horticultural gardens/plots, common garden tools/equipment, materials/supplies used in production of the selected crops	65
	2.2 Apply basic principles of husbandry in animal production	Perform husbandry practices in the production of poultry (local, layer, broiler and dual purpose chicken) and duck	**Field practicals:** Guide students in groups or individually, to apply the recommended husbandry practices, to raise the selected poultry; Prepare a report and present in class	Husbandry practices for poultry production well performed	Poultry unit, different types of poultry feeders, drinkers, cages, poultry feeds, insecticides and medicines, litter materials, record books	65

Form II

Table 4: *Detailed contents for Form II*

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of the principles of agriculture	1.1 Demonstrate an understanding of the principles of agriculture	(a) Describe the principles and practices for the production of banana and common root/ stem/ tuber crops (conceptualisation of production of banana and the selected common root/stem/tuber crops: cassava, sweet and round potato	**Internet and library search:** Guide students in groups or individually to search relevant information on recommended practices for production of banana and selected common root/stem/ tuber crops (cassava, sweet and round potato) **Field visit:** Guide students in groups or whole class to visit a school and/ nearby farms, to study husbandry practices involved in production of banana and the selected common root and stem tuber crops and other related crop (s) grown in their area. Then, write a report	Principles and practices for production of banana and the selected root and stem tuber crops (cassava, sweet and round potato) well described	School fields and/ nearby fields of the selected crops, tools/equipment and materials/ supplies for production of the crops	50

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			Group discussion: Guide students to discuss their findings from the field works and literature searches on used and recommended practices involved in the production of banana and the selected common root and stem tuber crops; importance of each practice; common tools/equipment used			
		(b) Describe the principles and practices for the production of pig or rabbit (conceptualisation of pig and rabbit production, principles and practices for production of pig and rabbit)	**Internet and library search:** Guide students to search relevant information on recommended principles and practices involved in production of pig/rabbit; and write a report **Field visit:** Organise students in groups or individually to visit a	Principles and practices for the production of pig and rabbit clearly described	Relevant pictures/ wall charts, reports, and production guides on pig/rabbit, Piggery/ rabbit units, tools/equipment and materials/ supplies for pig or rabbit production	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			school and nearby pig/ rabbit farm, to study husbandry practices involved and write a report **Group discussion:** Guide students to present their literature searches and field works and discuss on importance of the visited kind of animal; the used and recommended husbandry practices involved in pig/ rabbit production and importance of each practice. Provide a summary on the above discussion **Guest speaker:** Invite a resource person to describe the recommended principles and practices for pig / rabbit production			

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
2.0 Use basic agricultural skills	2.1 Apply basic principles of husbandry in crop production	Perform husbandry practices in the production of banana, common root and stem tuber crops (cassava, sweet and round potato)	**Field practical:** Guide students in groups or individually, to apply the recommended farming practices to produce/ maintain banana and the selected root, stem and tuber crops; and write a report	Husbandry practices for the production of bananas and the selected root, stem and tuber crops (cassava, sweet and round potato) well performed	School garden/ plots, tools/equipment and materials/ supplies for production of banana and selected common root and stem tuber crops, production guides on the crops	50
	2.2 Apply basic principles of husbandry in animal production	Perform husbandry practices in the production of pig or rabbit	**Field practical:** Guide students in groups or individually to apply the recommended husbandry practices in production of pig/rabbit; and write a report	Husbandry practices for the production of pig or rabbit clearly described	Piggery or rabbit units, tools/ equipment and materials/supplies used in production of pig/rabbit, production guides	75

Form III

Table 5: *Detailed contents for Form III*

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of the principles of agriculture	1.1 Demonstrate an understanding of the principles of agriculture	(a) Describe the principles and practices for the production of cereals (maize, sorghum, paddy) and pulses (common bean/ pea, cow pea and pigeon pea) (conceptualisation of cereals and pulses; principles and practices for production of selected cereals (maize, sorghum, paddy) and pulses (common bean/ pea, cow pea and pigeon pea)	**Internet and library search:** Guide students in groups or individually, to search relevant information on recommended practices for production of the selected cereals and pulses **Field visit:** Organise students in groups or the whole class visit a school and/ nearby farms, to study husbandry practices involved in production of the selected common cereal and pulse crops grown in their area; and write a report **Group discussion:** Guide students to present their findings from literature searches and field works, and discuss on the used	The principles for production of selected common cereals (maize, sorghum, and paddy), and pulses (common bean/pea, cow pea and pigeon pea) clearly described	Appropriate farming tools, implements, equipment and machines, respective crop farms, charts showing various farm practices	50

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			and recommended practices involved in the production of the selected cereals and pulses; importance of each practice in production of the crops **Guest speaker:** Invite a resource personnel/guest speaker to describe the recommended principles and practices involved in production of the selected cereals and pulses			
		(b) Describe the basic principles and practices for the production of cattle (conceptualisation production of cattle; principles and practices for production of dairy and beef cattle	**Internet and library search:** Guide students in groups or individually to search relevant information on production of dairy and beef cattle **Field visit:** Organise students in groups or the whole class visit a school and nearby farms dealing with production of dairy	Basic principles and practices for the production of dairy and beef cattle clearly described	Dairy and beef cattle units, grazing lands, various types of feeds, documentaries	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			and beef cattle; to study husbandry practices used and write a report **Group discussion:** Guide students to present their findings from literature searches and field works then, discuss on importance of dairy and beef cattle, used and recommend husbandry practices involved, importance of each practice in production of dairy and beef cattle Provide a summary on the above discussion. **Guest speaker:** Invite a resource person to describe the recommended principles and practices for production of dairy and beef cattle			

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
2.0 Use basic agricultural skills	2.1 Apply basic principles of husbandry in crop production	Perform basic husbandry practices in the production of cereals (maize, sorghum and paddy); pulses (common bean/pea, cow pea and pigeon pea)	**Field practical:** Guide students in groups or individually to apply the recommended husbandry practices, to produce/ maintain the selected cereal and pulse crops; and write a report	Husbandry practices for production of the selected cereals and pulses, well performed	Farm workshop, respective crop fields in school/nearby community	50
	2.2 Apply basic principles of husbandry in animal production	Perform basic husbandry practices in the production of dairy and beef cattle	**Field practical:** Guide students in groups or individually to apply the recommended husbandry practices to raise/ manage dairy and beef cattle; and write a report	Basic husbandry practices for dairy and beef cattle well performed	Dairy and beef cattle units, feeds, grazing lands, tools/ equipment and materials for production of dairy and beef production, production guides	70

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
3.0 Conduct a project in Agriculture	3.1 Carry out a project in Agriculture	Plan and carry out a crop/animal-based production project	**Project work:** Guide students in groups or individually to identify a crop/animal-based production problem; plan and carry out a project work to address the problem and write a report	Project work planned and conducted successfully	School farm, crop/livestock of their choice, required tools/ equipment and materials/ supplies used in production of the selected crop/animal based project	25

Form IV

Table 6: *Detailed contents for Form IV*

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of the principles of agriculture	1.1 Demonstrate an understanding of the principles of agriculture	(a) Describe the principles and practices for the production of nut/ oil seed crops (conceptualisation of nut/oil seed crops; principles and practices for production of sunflower, simsim and groundnut)	**Internet and library search:** Guide students in groups or individually to search relevant information on recommended principles and husbandry practices for production of sunflower, simsim and groundnut **Field visit:** Organise students in groups or the whole class visit a school and/ nearby fields for the selected nut/oil seed crops farms, to study husbandry practices involved; and write a report **Group discussion:** Guide students to present their findings from field works and literature searches and discuss on	Basic principles and husbandry practices for production of the selected nut/oil seed crops well described	School and/ nearby fields of nut /oil seed crops, documentaries	44

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			used and the recommended husbandry practices for production of the selected nut/oil seed crops grown in their area; importance of each husbandry practices in production of the selected crops **ICT based-learning:** Prepare relevant videos on recommended husbandry practices in production of the selected nut/oil seed crops **Guest speaker:** Invite a resource person/guest speaker to describe the recommended husbandry practices for production of the selected nut/oil seed crops			

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Describe the principles and practices for aquaculture (conceptualisation of aquaculture; principles and practices for production of fish, sea cucumber and seaweed farming)	**Internet and library search:** Guide students in groups or individually, to search relevant information on recommended production practices for aquaculture farming **Field visit/:** Organise students in groups or the whole class visit any aquaculture site to learn on practices involved in aquaculture farming; write a report **Group discussion:** Guide students present their findings from literature searches and field works and discuss on importance of aquaculture, favourable conditions for aquaculture, used and recommended principles and practices involved	The principles for aquaculture practices clearly described	Aquaculture production sites, aquarium, wall charts with various aquaculture practices	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			in aquaculture farming; and importance of each practice **ICT based-learning:** Prepare relevant videos on aquaculture farming **Guest speaker:** Invite a resource person/guest speaker to describe the recommended practices involved in aquaculture production			
2.0 Use basic agricultural skills	2.1 Apply basic principles of husbandry in crop production	Perform basic husbandry practices for the production of nut/oil seed crops (sunflower, simsim and groundnut)	**Field practical:** Guide students in groups or individually, to apply the recommended husbandry practices to produce/ maintain sunflower, simsim and groundnut crops; and write a report	Each husbandry practice of selected nut/oil seed crops is carried out accordingly	School and/ nearby fields of selected nut/ oil seed crops, appropriate production tools/ equipment and materials/ supplies used in production of the crops	56

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.2 Apply basic principles of husbandry in aquaculture production	Perform husbandry practices in aquaculture (fish, sea cucumber and seaweed farming)	**Field practical:** Guide students in groups or individually to apply the recommended aquaculture practices in production of fish sea cucumber and sea weeds; write a report and present in class	Husbandry practices for aquaculture well carried out	Production sites, aquarium, common tools/ equipment and materials/ supplies used in aquaculture	70
3.0 Conduct a project in Agriculture	3.1 Carry out a project in Agriculture	Complete the crop/ animal-based production project started in Form III and submit a report	**Project work:** Guide students to accomplish the project work started in Form III and submit a report	The project started in Form III completed and a report submitted	School farm / nearby farm enterprise, tools equipment and materials/ supplies appropriate to the project	25

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