THE KENYA NATIONAL EXAMINATIONS COUNCIL

SCHOOL BASED ASSESSMENT

2026 GRADE 5 AGRICULTURE PROJECT - VI

Instructions to learners

*(a) This paper consists of **TWO** project tasks:*
Task 1- Agriculture, and Task 2- Home Science.
*(b) Perform **all** the tasks.*

SCORE GRID

No.	Criteria for Task 1: Agriculture	Learner's Score	No.	Criteria for Task 2: Home Science	Learner's Score
1	Presentation on how water loss in soil can be reduced (6 marks)		1	Making notes on knitting (3 marks)	
2	Establishment of identical gardens (6 marks)		2	Oral presentation (3 marks)	
3	Application of water and conservation method (4 marks)		3	Collaborating with peers (2 marks)	
4	Records of moisture check, crop growth, and watering frequency (4 marks)		4	Assembling tools, equipment and materials (2 marks)	
5	Class sharing by the groups (7 marks)		5	Knitting a wrist band (10 marks)	
6	Adaptation of the best method (4 marks)		6	Observing safety and hygiene (2 marks)	
7	Project folder (8 marks)		7	Evidence (3 marks)	

This paper consists of 4 printed pages.
Learners should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.

Task 1: Agriculture

Saving Every Drop

Water is one of the most important resources for healthy plants. However, many gardens lose soil moisture quickly because the soil is left bare, exposed to direct sunlight and wind. This leads to frequent crop wilting, poor growth, smaller harvests, and more water used for irrigation—wasting time and an already scarce resource.

How can we reduce water loss in the soil and maintain healthy crops with less effort?

1. Prepare a presentation on how water loss in the soil can be reduced and present to your group or class, explaining how each method works.
2. In groups of up to 5 members, establish two identical gardens, **E** and **F** planted with the same crop (sukuma wiki, spinach, cowpeas, or tomatoes).
3. Apply a water conservation method of your choice on garden **E**.
4. Leave the soil bare and exposed in garden **F.**
5. Both gardens must:
   a) be the same size
   b) receive the same amount of water at planting
   c) be labelled clearly
6. For **4 weeks**, record the following:
   a) **Soil Moisture Check (Finger Test)**
      - Insert a finger 5 cm into the soil and record whether the soil feels: **very dry, slightly moist, or moist**
   b) **Crop growth**
      Record:
      - leaf colour: **green, pale, or yellowing**
      - wilting: **none, slight, or severe**
      - height of plants (cm)
      - number of new leaves

Use the following table as a guide:

Week 1

Date	**Soil Moisture (Finger Test)**		**Plant Height (cm)**		**New Leaves**		**Leaf Colour**		**Wilting**		**Notes**
	E	**F**	**E**	**F**	**E**	**F**	**E**	**F**	**E**	**F**	
05/03/26	Slightly moist	Very dry	6	5	2	1	Green	Pale green	None	Slight	Planted today. Mulch applied to E.

c) **Watering Frequency**
Record how often each plot requires watering.
Use the following table as a guide

Week 1

Date	Plot E Watered?	Plot F Watered?	Amount of water (Litres)	Reason
01/03/26	Yes	Yes	2 L each	Planting day
4/03/26	No	Yes	1 L	F was very dry

7. **Class Share-Out & Analysis**
Each group will prepare a short class presentation that includes:
   - photos of the setup
   - a graph (bar graph or line graph) showing differences in moisture or plant height
   - a comparison between Plot **E** and Plot **F**

   The class should then discuss and make a clear recommendation:

   "The best moisture conservation method for our school is….....because….....
   .....
   .....
   .....
   ....."

   Explain:
   - how much watering was saved
   - how plant health differed
   - any challenges they encountered

8. **Adopt & use the best method**
Once the class identifies the most effective method, learners should:
   - apply it to a class vegetable bed **or** implement it at home with supervision
   - take weekly photos or notes for two weeks
   - report improvements (e.g., "less wilting", "less water used", "better growth")

9. **C**ompile a **project folder** containing:
   1. Awareness product presentation
   2. Photos of experimental setup (E and F)
   3. Weekly observation sheet (neat table)
   4. Graph or summary of results
   5. Final written recommendation
   6. Two photos of applying the method in the class/home garden

Task 2: Home Science

THEME: MAKING A KNITTED WRIST BAND

INSTRUCTIONS TO THE TEACHER

(a) This paper consists of one project task on ***making a wrist band using knit stitches.***

(b) This is an individual task to be done within a period of ***two*** *weeks.*

(c) The teacher will guide learners to search for information and make notes on how to make knit stitches.

(d) The teacher will guide the learners to identify and choose appropriate tools and materials to use when knitting.

(e) The teacher will guide the learners to source for appropriate tools, equipment and materials to use when knitting.

(f) The teacher will guide the learners to source and assemble appropriate tools, equipment and materials for the task, encouraging improvisation where possible.

(g) The teacher will use the scoring guide provided to assess the learners in the task.

(h) The teacher will guide learners to take photographs and videos and put in their portfolios.

NB: The teacher to guide learners to observe safety and hygiene while carrying out the project task.

TASK: MAKING A KNITTED WRIST BAND

1. Using textbooks and digital devices, search for information and write notes on how to knit stitch; tools, equipment and materials required; and safety measures to observe. The notes should be submitted to the teacher for scoring.
2. In groups of up to 5 learners, each member to make an oral presentation on how to make knit stitches; tools, equipment and materials required; and the safety measures to observe when knitting.
3. Individually, identify and select tools, equipment and materials you will require to make the wrist band.
4. Make a wrist band using the knit stitch.
5. Display the table wiper made and explain to your classmate the procedure you followed and how you felt making it.
6. Comment on your classmate's work during the project.
7. Observe safety and hygiene when carrying out the project.
8. Take pictures and record videos when carrying out the project and keep them in your portfolio.
   Group members can help one another by taking turns to take photographs and record videos.

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