

THE KENYA NATIONAL EXAMINATIONS COUNCIL

SCHOOL BASED ASSESSMENT

2026 AGRICULTURE PROJECT

Grade 4



Instructions to learners

- (a) This paper consists of **TWO** project tasks.
(b) Learners must perform the two tasks

SCORE GRID

No.	Task 1: Agriculture	Score	No.	Task 2: Home Science	Score
1.	Benefits of fruits presentation (7 marks)		1.	Making oral presentations (2 marks)	
2.	Class discussion to select the best presentation (7 marks)		2.	Collaborating with others (2 marks)	
3.	Selection of suitable fruit tree seedlings (8 marks)		3.	Making notes (4 marks)	
4.	Planting fruit tree seedlings (9 marks)		4.	Making posters (8 marks)	
5.	Caring for planted fruit tree seedlings (9 marks)		5.	Making class presentations on fuel use and conservation (6 marks)	
6.	TOTAL		6.	Evidence (3 marks)	
				TOTAL	

This paper consists of 3 printed pages.

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

Turn over

Task 1: Agriculture

FRUIT TREES FOR A HEALTHY LIFE AND LOWER FOOD COSTS

Many families rely on buying fruits from markets, yet the local climate is suitable for growing some fruits. The fruits they buy are expensive, and this leads to:

- limited fruit consumption at home
- poor nutrition
- higher expenditure on food
- underutilization of fertile land around our homes and schools

How can we solve this problem?

- Prepare and use a presentation, poster, demonstration, skit, poem, or song to create awareness on the benefits of fruits. Present it to your class or group of up to 10 members. (7 marks)
- In your class, discuss and select the best presentation, poster, demonstration, skit, poem, or song for the whole class to present to the school assembly or Parents' Day. (7 marks)
- Guided by the teacher, consult farmers, parents, agricultural officers, or other teachers on the fruit trees that can grow and do well in your locality. List **five** fruit trees that can grow well in your locality. (8 marks)
- Select suitable fruit tree seedlings for your locality (mango, avocado, guava, apple, citrus, pear, plum, date palm, pomegranate, fig tree, loquat, tamarind, or Kei apple). Guided by the teacher, parent or guardian, plant at least one of the selected fruit tree seedlings in your locality (at school, school neighbourhood, or at home) by:
 - preparing a hole (usually 30 cm × 30 cm × 30 cm)
 - mixing topsoil with manure
 - placing the seedling upright
 - firming the soil gently around the roots
 - watering immediately after planting
 - adding mulch to conserve moisture.(9 marks)
- Take care of the planted fruit tree seedlings by:
 - watering the seedling regularly, especially during dry seasons
 - mulching to retain soil moisture and suppress weeds
 - staking (for passion fruit or weak stems) to support the plant
 - weeding around the seedling
 - checking for pests and reporting any issues
 - applying manure or compost occasionally.(9 marks)

NOTE: Each school must collect and maintain evidence of the learners' performance on each of the five (a – e) criteria.

Task 2: Home Science

THEME: FUEL CONSERVATION

INSTRUCTIONS TO THE TEACHER

- (a) Task 2 (Home Science) consists of one project task on fuel conservation.*
- (b) The teacher to guide the learners to individually search for information and make notes on using and conserving charcoal and gas fuel.*
- (c) The teacher to put the learners in groups of up to 6 members. Each group member to present their notes.*
- (d) Each group to discuss and agree on the most appropriate ways of using and conserving charcoal and gas when cooking.*
- (e) Each group to agree and write notes on how to use and conserve charcoal and gas fuel and present to the teacher for marking.*
- (f) Each group to make posters and use them to make a presentation to the class on how to use and conserve charcoal and gas fuel.*
- (g) The project task will be carried out in a period of two weeks.*
- (h) The teacher to guide the groups to take pictures and videos when making the class presentation. The group members should take turns to do this.*
- (i) The teacher to use the scoring guides provided to score the learner's work during the project.*

NB: The teacher should ensure that learners observe hygiene and safety while carrying out the project task.

TASK: CONSERVING FUELS

1. Using textbooks, digital and print media, individually search for information and make notes on how to use and conserve charcoal and gas fuel.
2. In groups of up to 6 members, each learner to make an oral presentation on how to use and conserve charcoal and gas fuel.
3. Each group to discuss, agree and make notes on how to use and conserve charcoal and gas fuel and present to the teacher for scoring.
4. Each group to prepare posters and use them to make a presentation to the class on how to use and conserve charcoal and gas fuel.
5. Each group to take pictures and videos during the class presentation. Group members should do this in turns.

THIS IS THE LAST PRINTED PAGE.