



**BOTSWANA
EXAMINATIONS
COUNCIL**

**PSLE
PRINCIPAL EXAMINER'S REPORT**

AGRICULTURE

**Botswana Examinations Council
Private Bag 0070
Gaborone**

Fax: 3650700

Phone: 3185011

Table of Contents

INTRODUCTION 3

GENERAL COMMENTS 3

QUESTION 1 4

QUESTION 2 4

QUESTION 3 4

QUESTION 4 4

QUESTION 5 5

QUESTION 6 5

QUESTION 7 5

QUESTION 8 5

QUESTION 9 5

QUESTION 10 6

QUESTION 11 6

QUESTION 12 7

QUESTION 13 7

QUESTION 14 8

QUESTION 15 8

QUESTION 16 9

QUESTION 17 9

QUESTION 18 10

INTRODUCTION

An analytical summary of the 2024 PSLE candidates' performance in agriculture is given in this report. It looks at how well candidates performed overall on all the assessment items, showing that their scores were comparable to or better than those from the prior year. The data in this report sheds light on possible areas for development and offers an analysis of the strengths and weaknesses of the candidates' responses.

GENERAL COMMENTS

The 2024 Agriculture paper was friendly and accessible to most candidates, like in previous years. It had two sections, A and B.

Section A consisted of 7 knowledge questions and 5 comprehension questions requiring short responses.

Section B had 11 knowledge questions and 13 comprehension questions requiring long responses, all stimulus or scenario based.

Despite the differing numbers of items in each section, the paper strikes a balance between knowledge-based and comprehension-based questions. With both sections carrying the same weight of 30 marks, the exam presents a fair assessment for all candidates, ensuring that they are equally evaluated on their understanding of Agricultural concepts and their ability to apply this knowledge.

Short answer questions were generally well-done, however several candidates lost points for failing to understand the connection or order of the long response questions in Section B. This highlights the need for candidates to cultivate their ability to recognize patterns and relationships in Agricultural concepts and to apply this knowledge in their responses. Focusing on this skill during preparation can significantly improve their performance in the exam.

Attempt to answer questions:

Section A

QUESTION 1.

a) Most candidates provided thoughtful responses to Question (a), with the majority correctly identifying the tool and its purpose.

b) Received strong responses from most candidates, who successfully stated the correct use of the tool. However, some candidates had trouble understanding terminology and confused cultivating instruments with weeding tools.

This indicates that further instruction on the distinct functions of various agricultural tools may be beneficial for candidates in order to avoid similar errors in the future."

QUESTION 2

A sizable percentage of candidates showed that they understood how vaccines work to boost the immune system. Additionally, many candidates were able to describe how these vaccines might affect agricultural productivity economically.

This demonstrates a solid understanding of the relationship between animal health and successful agricultural practices, which is crucial for responsible and sustainable farming.

QUESTION 3

Most candidates showed that they understood the fundamental role that soil plays in agriculture. Despite valid responses from candidates, some lack specificity to the agricultural context, highlighting the need for centres to address this issue.

This suggests that schools should address the tendency for candidates to provide generalized responses, helping them to focus on answering the specific question and demonstrating their depth of knowledge in the field of agriculture.

QUESTION 4

Most candidates successfully answered the task, providing clear explanations and answering specific questions, earning full marks for their strong understanding of the agricultural context.

QUESTION 5

Candidates performed well and demonstrated a thorough understanding of the main advantages of protecting wild animals. Because students were able to recall and articulate these benefits with clarity, most of their responses obtained the highest possible score.

This strong performance shows that candidates possess a solid understanding of the importance of wildlife conservation and its benefits for the environment and society.

QUESTION 6

Most candidates performed well on this question, accurately recalling and articulating a variety of indicators of poor chicken health. However, a small percentage of candidates included indications unrelated to chickens, thus their answers received partial credit.

This suggests that they have a solid understanding of how to identify potential health issues in poultry.

QUESTION 7

Most candidates demonstrated strong reading comprehension skills by correctly identifying internal parasites in the scenario, but few respondents named external parasites instead, suggesting they may have misunderstood the scenario or have a weaker grasp of the difference between internal and external parasites.

This indicates a need for further instruction on these important distinctions in livestock health.

QUESTION 8

Most candidates gave accurate and successful answers to this question because they showed a thorough understanding of the factors to consider while choosing land for crop production. These answers received the highest possible score.

This demonstrates that candidates would be well-equipped to make informed judgements in agricultural settings and shows that they have a solid understanding of the crucial factors to consider when choosing crop producing land.

QUESTION 9

Most candidates correctly remembered the requirements for germination and successfully understood the stimulus given for the Question. As a result, many answers received maximum points.

This indicates that candidates have a solid understanding of the fundamental factors that drive seed germination, which is a crucial aspect of successful farming.

QUESTION 10

In this Question, majority of candidates demonstrated a thorough understanding of the scenario by performing the necessary mathematical operation and obtaining the correct answer. The need for more attention to detail is shown by the fact that some responses did not include units.

This issue can be fixed by teaching students the importance of writing numbers correctly and using the right units. Accurate measurement is very important in agriculture because it helps farmers make good decisions.

SECTION B

QUESTION 11

The stimulus was well-understood by most candidates.

a)

- Fairly performed item
- Stimulus clear, leading to successful responses from many candidates.
- Structure named by some candidates, while others struggled to differentiate kraal from shed.

b)

- Difficulties naming structure led to difficulties identifying features of a good kraal.
- Candidates experienced challenges with this part.

c)

- Stimulus assisted candidates in providing successful responses.
- Structure's benefits to farmers communicated by most candidates.
- Easy management activities a common response.

Candidates demonstrated strong understanding of agricultural concepts, but areas for improvement include structure identification, scientific notation, and distinguishing between internal and external parasites. Teachers should emphasize accuracy and differentiation.

QUESTION 12

a)

- Stimulus effectively used by candidates to identify crops in pictures.
- Most candidates successfully named crops.

b)

- Candidates effectively communicated crop benefits for HIV AIDS patients.
- Understanding of crop's benefits demonstrated by many candidates.

c)

- Question clear and easy to understand but poorly performed.
- Limited knowledge on sunflower harvesting caused difficulties for many candidates.
- Difficulty explaining how to cut crop hindered responses.

Teachers should educate students on crops, their health benefits, and harvesting sunflowers through visual aids like pictures and diagrams.

QUESTION 13

a)

- Varying levels of understanding among candidates.
- Some candidates struggled to name the activity depicted.
- Centres may need to address this issue.

b)

- Fairly attempted by many candidates.
- Many candidates correctly described reasons for destumping/stamping.
- Some candidates confused reasons with those for weeding.

c)

- Clear stimulus led to successful responses.
- Many candidates received marks.

Assist candidates in realising that they need to describe the activity in addition to naming it. Explain learners the significance of destumping/stamping and weeding, as well as the distinctions between these tasks. Students will study more effectively and be able to provide accurate responses in this manner.

QUESTION 14

The question was well-attempted, with candidates effectively utilizing the stimulus provided.

a)

- Soil structure accurately identified by most candidates.

b)

- Stimulus clear and easy to understand.
- Many candidates performed well.
- Some candidates misinterpreted the question layout, resulting in rubric violations.

Part c)

- Relied on accurate response from part b).
- Challenging for many candidates.
- Connections between parts not always recognized

Teachers' ought to urge candidates to utilise all the exam's stimulus materials, stressing the value of using the visual data to inform their answers. Particularly when the questions are interdependent, teachers should assist students in carefully reading and comprehending the question structure. This will lessen the possibility that pupils will give inaccurate answers because of misunderstandings or confusion.

QUESTION 15

a)

- Fairly done, but some candidates struggled to provide tool care methods, instead describing storage methods.
- Misunderstanding of question requirements apparent among some candidates.

b)

- Many candidates successfully utilized the stimulus to communicate advantages of tool care.
- Strong performance by many candidates on this part.

c)

- Most candidates who recalled additional tool care methods performed well.
- Some confusion between oiling and greasing observed.
- Centres should clarify difference between oiling and greasing for candidates.

Teachers should emphasize the importance of proper tool care beyond storage, distinguishing between maintaining and storing tools. They should also emphasize the value of referencing stimuli and clarifying the difference between oiling and greasing tools.

QUESTION 16

a)

- Stimulus enhanced candidates' ability to answer question accurately.
- No confusion in responses observed among most candidates.

b)

- Most candidates effectively utilized scenario to identify soil structure's effect.
- Strong performance observed on this part.

c)

- Stimulus effectively used by most candidates to identify soil type.
- High level of accuracy in responses demonstrated on this part.

Teachers should use visual aids, thoroughly read scenarios, and emphasize understanding soil types to help students comprehend questions and respond accurately. They should also emphasize the impact of soil type on agriculture and plant growth.

QUESTION 17

a)

- Stimulus successfully used by most candidates to provide correct responses.
- Minor confusion in some responses observed, with some candidates explaining activity instead of naming it.

b)

- Most candidates failed to achieve full marks due to insufficient detail when explaining branding management activity.
- Candidates struggled to explain heating of branding iron, likely due to lack of visual reference in stimulus.

- Centres should encourage candidates to think beyond scope of stimulus.

c)

- Stimulus successfully utilized by candidates to recall and name tool for management activity.

The importance of correctly interpreting stimuli, training learners to differentiate between activity titles and explanations, and developing critical thinking abilities to deduce more information should all be emphasised by teachers. Additionally, they must assist learners in comprehending every facet of management tasks.

QUESTION 18

a)

- Stimulus effectively utilized by most candidates to sort information for farm records.
- Strong performance observed in this part.

b)

- General nature of question facilitated successful responses from most candidates, who were able to select 2 appropriate reasons for sheep injection.

For reliable farm records, teachers should stress the significance of carefully examining stimuli and organising information. They should support learners in making decisions, setting priorities for important details, and efficiently organising and understanding data.