GOLDLITE SUPPLIES
BOOSTER HOLIDAY ASSIGNMENTS

GRADE 10 AGRICULTURE
2026 NOVEMBER – DECEMBER HOLIDAY ASSIGNMENT

Name: _____	Admission/Assessment Number: _____
School: _____	Date: _____

INSTRUCTIONS TO CANDIDATES

1. Answer all questions in the spaces provided or in your exercise book where additional space is needed.
2. Read each question carefully and show all working for calculations.
3. For figure-based questions, study the given figure and use its labels or measurements in your answers.
4. Use appropriate agricultural terms and give relevant examples from your home, school or community.
5. Observe safety and hygiene when carrying out any practical activity; do not handle animals, chemicals or tools without suitable adult supervision.
6. Where a task requires observation or a small project, record your method, observations and conclusions clearly.

ASSESSMENT RUBRIC

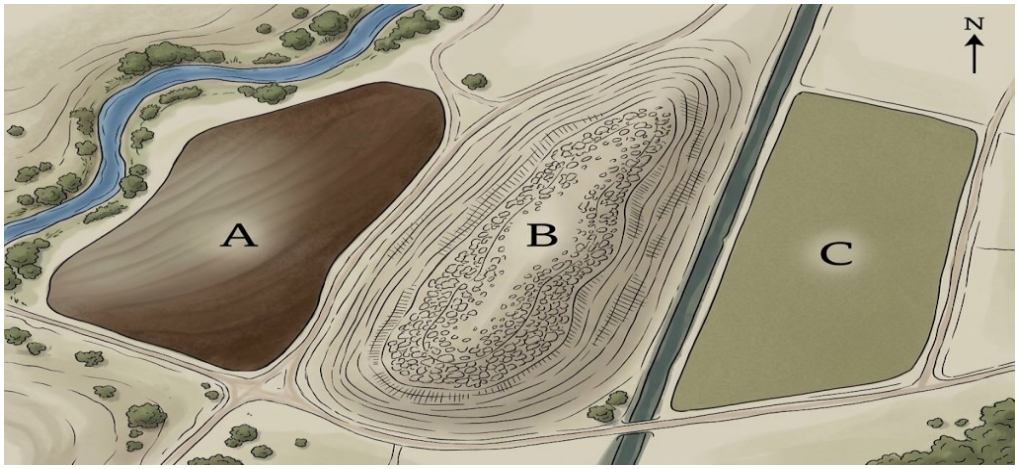
Strand	Maximum Marks	Marks Scored
1.0 Crop Production	84	
2.0 Animal Production	65	
3.0 Agricultural Technologies and Entrepreneurship	82	

TOTAL: 231 MARKS

SECTION A: CROP PRODUCTION

QUESTION 1: AGRICULTURAL LAND

A family plans to start a crop enterprise but has not yet decided which piece of land to use.



(a) State two ways a person may legally access land for agricultural use. [2 marks]

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(b) Identify two natural factors that should be investigated before choosing a plot for crop production. [2 marks]

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(c) Using the figure, select the plot you would investigate first for crop production and give two reasons for your choice. [3 marks]

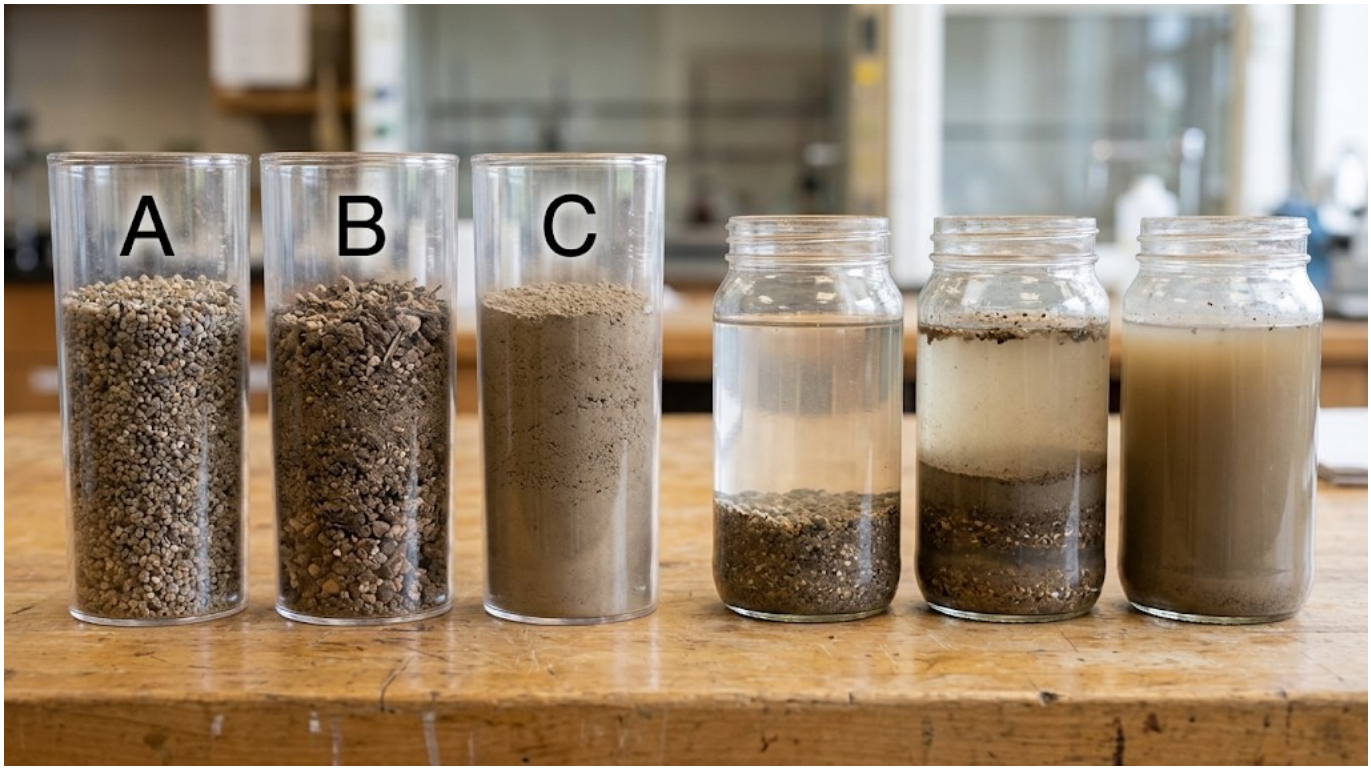
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(d) Explain two ways secure land ownership or tenure can support agricultural productivity and prevent consumer fraud. [3 marks]

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QUESTION 2: PROPERTIES OF SOIL

A learner collects soil samples from a school garden and compares their properties.



(a) Name the soil texture represented by each container A, B and C. [3 marks]

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(b) Describe one simple experiment to investigate water-holding capacity of a soil sample. [3 marks]

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(c) Explain how soil structure, porosity and permeability can influence crop growth. [4 marks]

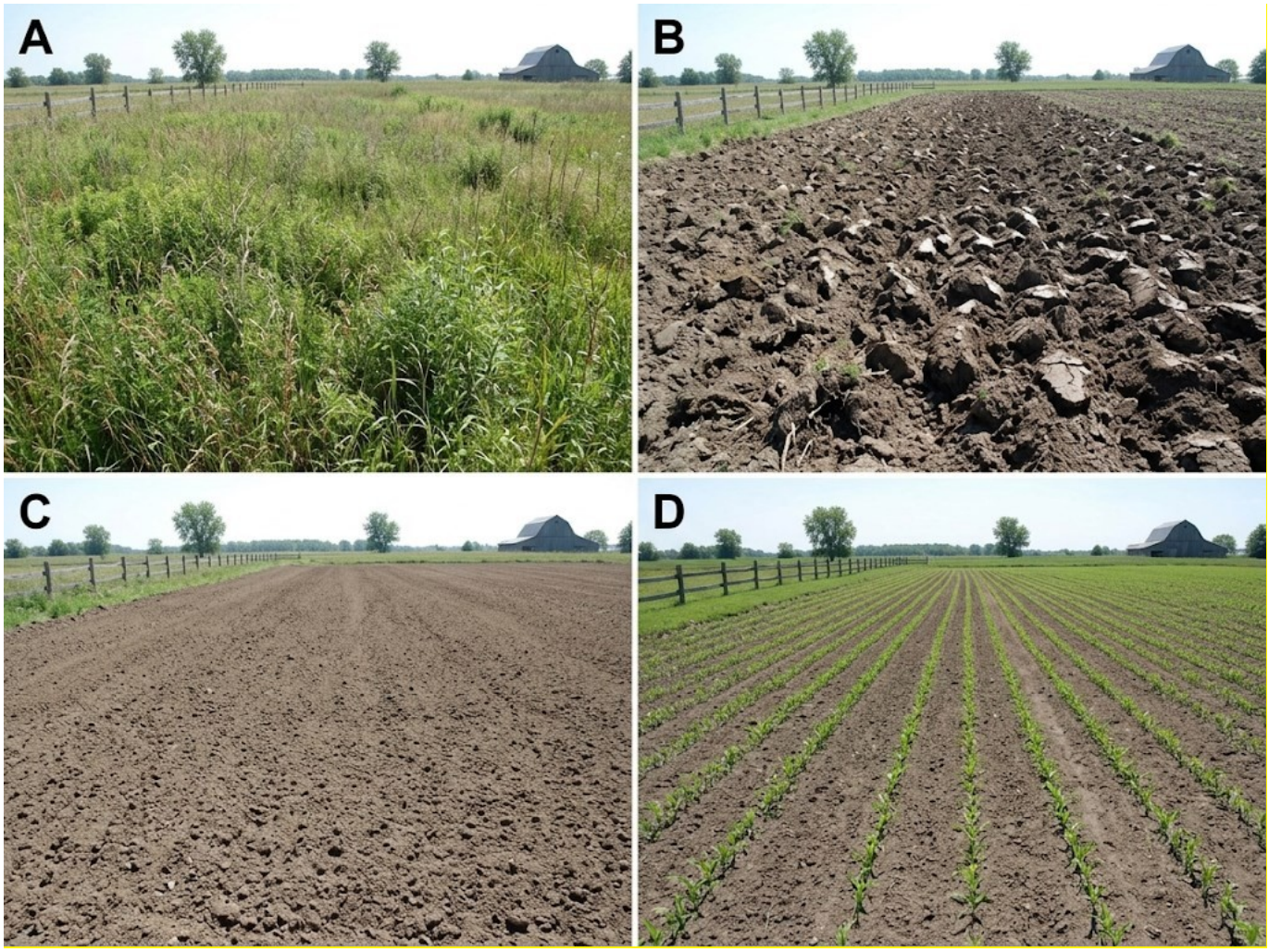
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(d) State two reasons why soil pH and soil organisms are important in crop production. [2 marks]

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QUESTION 3: LAND PREPARATION

A farmer intends to establish a crop on a field that has been left uncultivated for several seasons.



(a) Identify the land-preparation stage shown in each panel A–D. [4 marks]

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(b) Differentiate primary cultivation from secondary cultivation. [2 marks]

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(c) Explain two ways minimum tillage or zero tillage can conserve the environment. [2 marks]

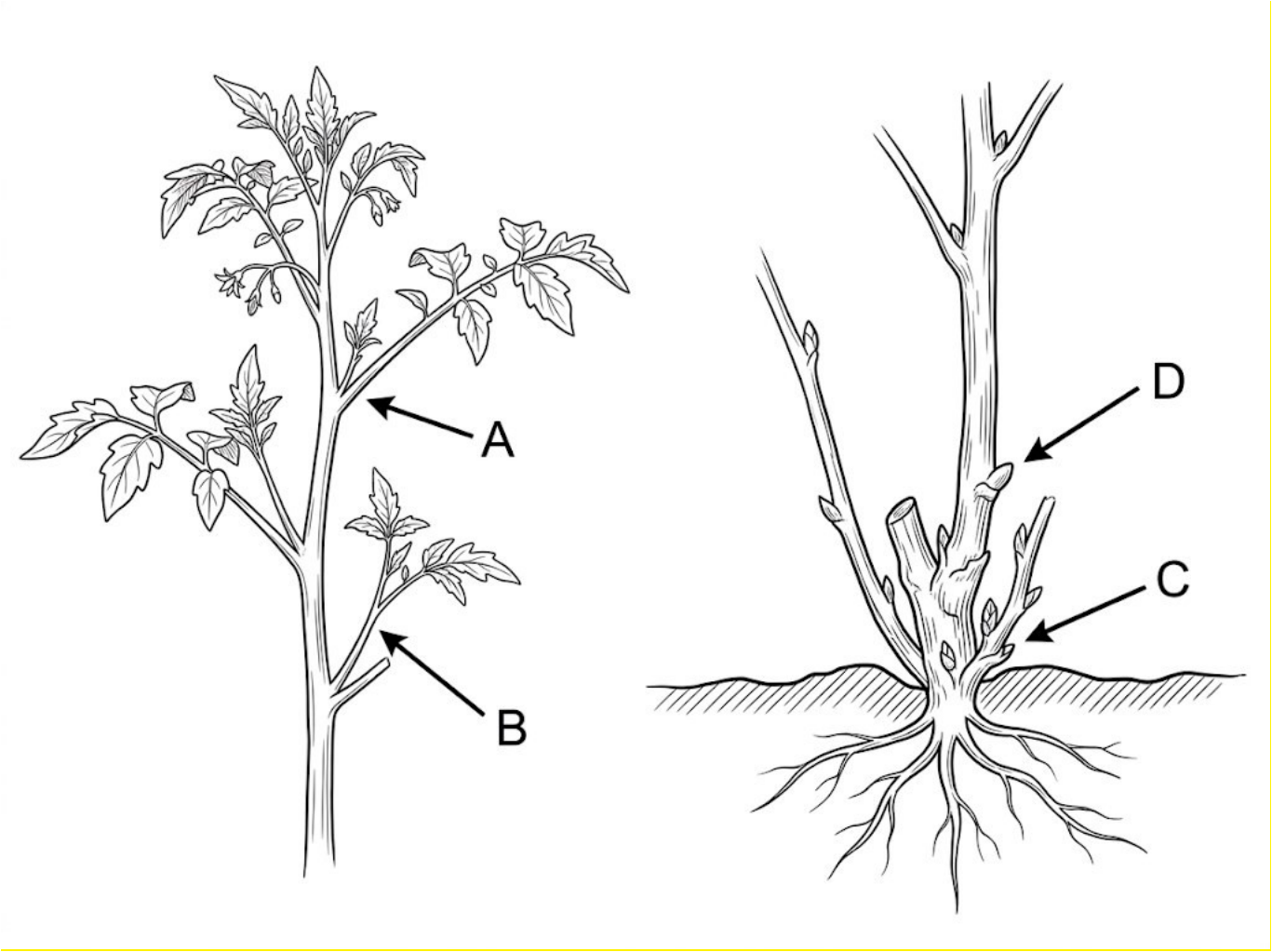
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(d) Outline four land-preparation operations that may be carried out before planting a selected crop. [4 marks]

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QUESTION 4: FIELD MANAGEMENT PRACTICES

A farmer is managing tomatoes and a perennial crop in the school garden.



(a) State two reasons for pruning selected vegetable crops. [2 marks]

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(b) Explain how the timing, type and amount of top-dressing fertiliser can affect crop growth. [3 marks]

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(c) Describe the precautions to take when applying top-dressing fertiliser in a crop field. [3 marks]

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(d) Explain why pruning and top-dressing should be based on the needs and growth stage of the crop. [2 marks]

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QUESTION 5: GROWING SELECTED CROPS

You are asked to help establish a small nursery and then transfer healthy seedlings to a production plot.

(a) Describe four steps in establishing and managing a nursery bed. [4 marks]

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(b) State three factors to consider when choosing a vegetable crop for a nursery project. [3 marks]

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(c) Explain how seedlings should be handled and transplanted to reduce transplanting shock. [3 marks]

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(d) Prepare a simple weekly management plan for a selected crop from establishment until it is well established. [4 marks]

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QUESTION 6: CROP PROTECTION: WEED CONTROL

A crop field contains several weeds competing with the crop for resources.

(a) State two features that can be used to classify weeds during field observation. [2 marks]

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(b) Describe how you would prepare a small herbarium to record and identify weeds safely. [3 marks]

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(c) Compare physical/mechanical, cultural, biological and chemical weed-control methods. [4 marks]

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(d) Explain two possible benefits and two harmful effects of weeds in a farming household or agricultural environment. [4 marks]

QUESTION 7: GENERAL CROP HARVESTING

A farmer is planning to harvest a cereal crop and a tuber crop for household use and sale.

(a) State four factors that determine the appropriate harvesting time for a crop. [4 marks]

(b) Distinguish pre-harvest, harvesting and post-harvest practices, giving one example of each. [3 marks]

(c) Outline safe harvesting practices for a selected cereal or tuber crop. [3 marks]

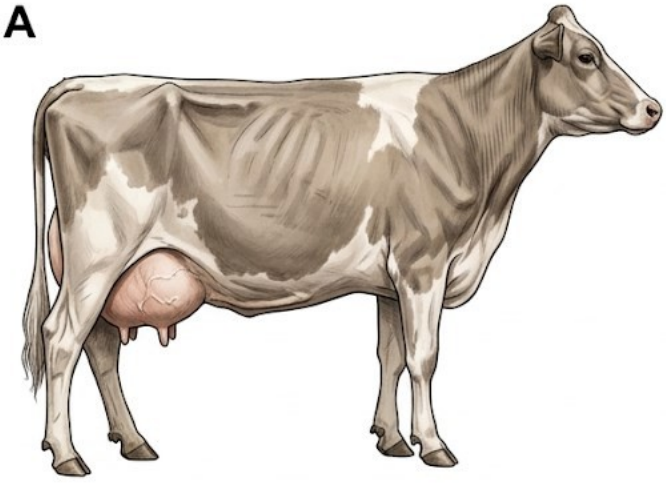
(d) Explain how proper drying and storage of harvested cereals can reduce food-safety risks. [3 marks]

SECTION B: ANIMAL PRODUCTION

QUESTION 8: BREEDS OF LIVESTOCK

A smallholder farmer wants to select livestock suited to the intended production system.

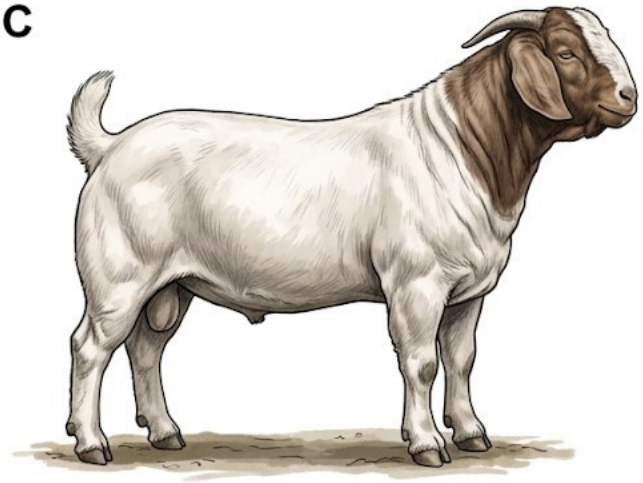
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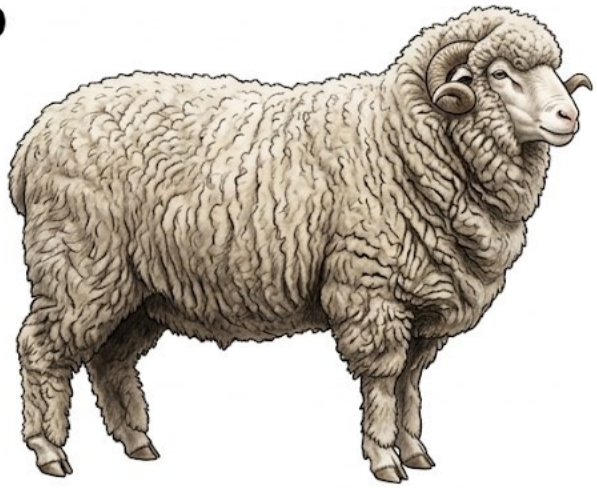
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(a) Identify the type of livestock shown in each illustration and state one likely production purpose for each. [4 marks]

(b) State four factors to consider when selecting a livestock breed for a farm. [4 marks]

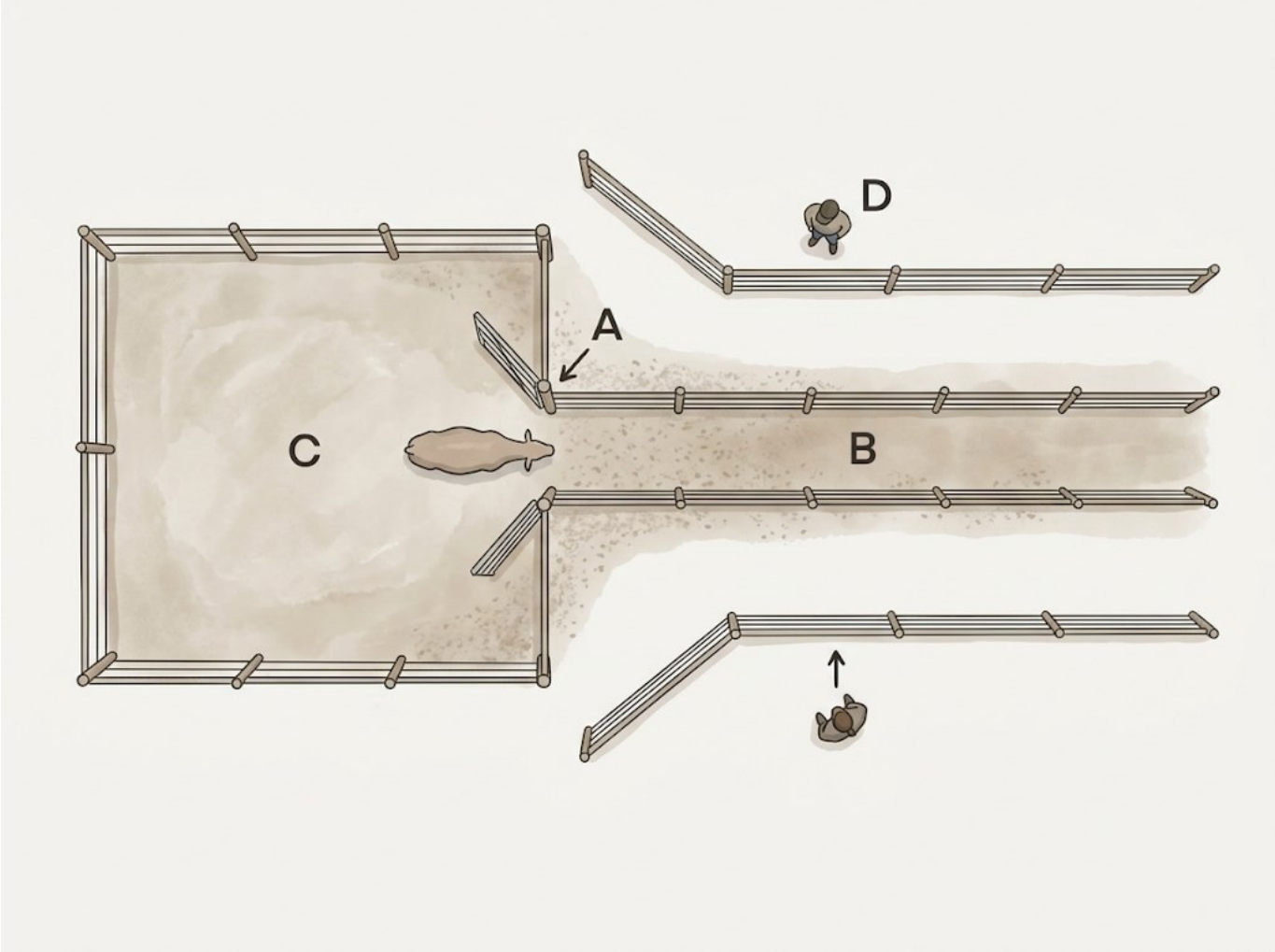
(c) Explain how climate, available feed and market demand may influence breed selection. [3 marks]

(d) Suggest two reliable sources a farmer could use to learn about livestock breeds before purchasing animals. [2 marks]

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QUESTION 9: SAFE HANDLING OF ANIMALS

A learner is helping to move livestock from a holding pen to a handling area.



(a) Identify the structures marked A, B and C and state one purpose of each. [3 marks]

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(b) Describe three safe practices to follow when moving or restraining livestock. [3 marks]

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(c) Explain why calm handling and suitable equipment are important for animal welfare and worker safety. [3 marks]

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(d) State two actions to take if an animal becomes distressed or aggressive during handling. [2 marks]

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QUESTION 10: GENERAL ANIMAL HEALTH

A farmer observes changes in the behaviour and appearance of animals in a herd.

(a) State three signs that may indicate an animal is unwell. [3 marks]

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(b) Explain why sick animals should be isolated and observed promptly. [3 marks]

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(c) Give the appropriate role of each of the following in animal health management: antiseptics, vaccines, bolus guns and hypodermic syringes. [4 marks]

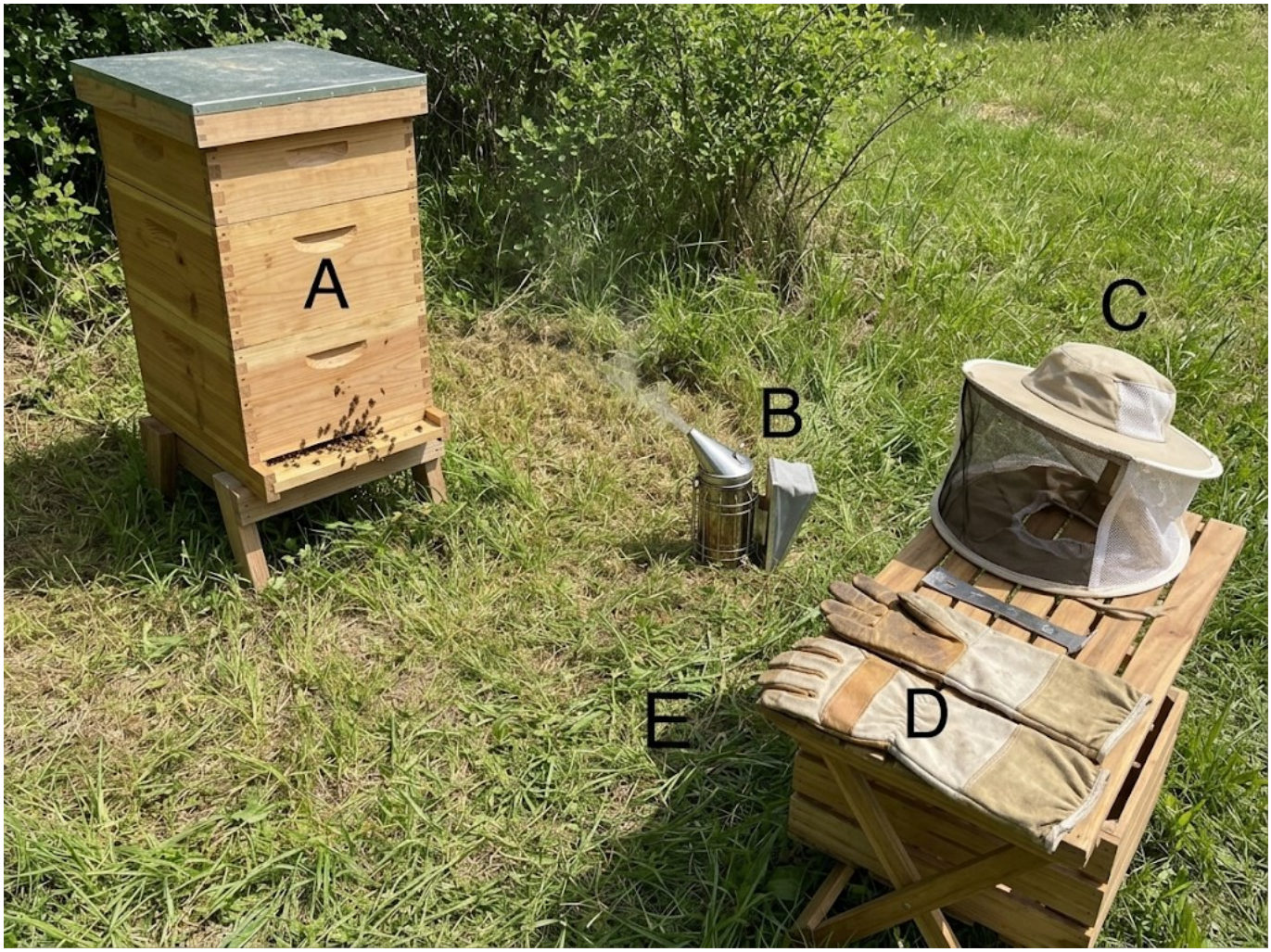
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(d) Describe four routine practices that help maintain good health in livestock. [4 marks]

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QUESTION 11: BEEKEEPING

A community group is considering keeping bees as an additional farm enterprise.



(a) Identify the items marked A–E and state the purpose of any three. [5 marks]

(b) State four safety precautions to observe when inspecting a hive. [4 marks]

(c) Explain three factors to consider when selecting a suitable site for an apiary. [3 marks]

(d) Describe two ways beekeeping may benefit a household or community. [2 marks]

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QUESTION 12: ANIMAL REARING PROJECT

Plan a small animal-rearing project that could be managed at home or in a school club.

(a) Select one suitable animal enterprise and state three reasons for your choice. [3 marks]

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(b) Describe the housing, feeding and watering requirements of the selected animal. [4 marks]

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(c) Prepare a simple record table with headings for date, feed supplied, health observations and action taken. [3 marks]

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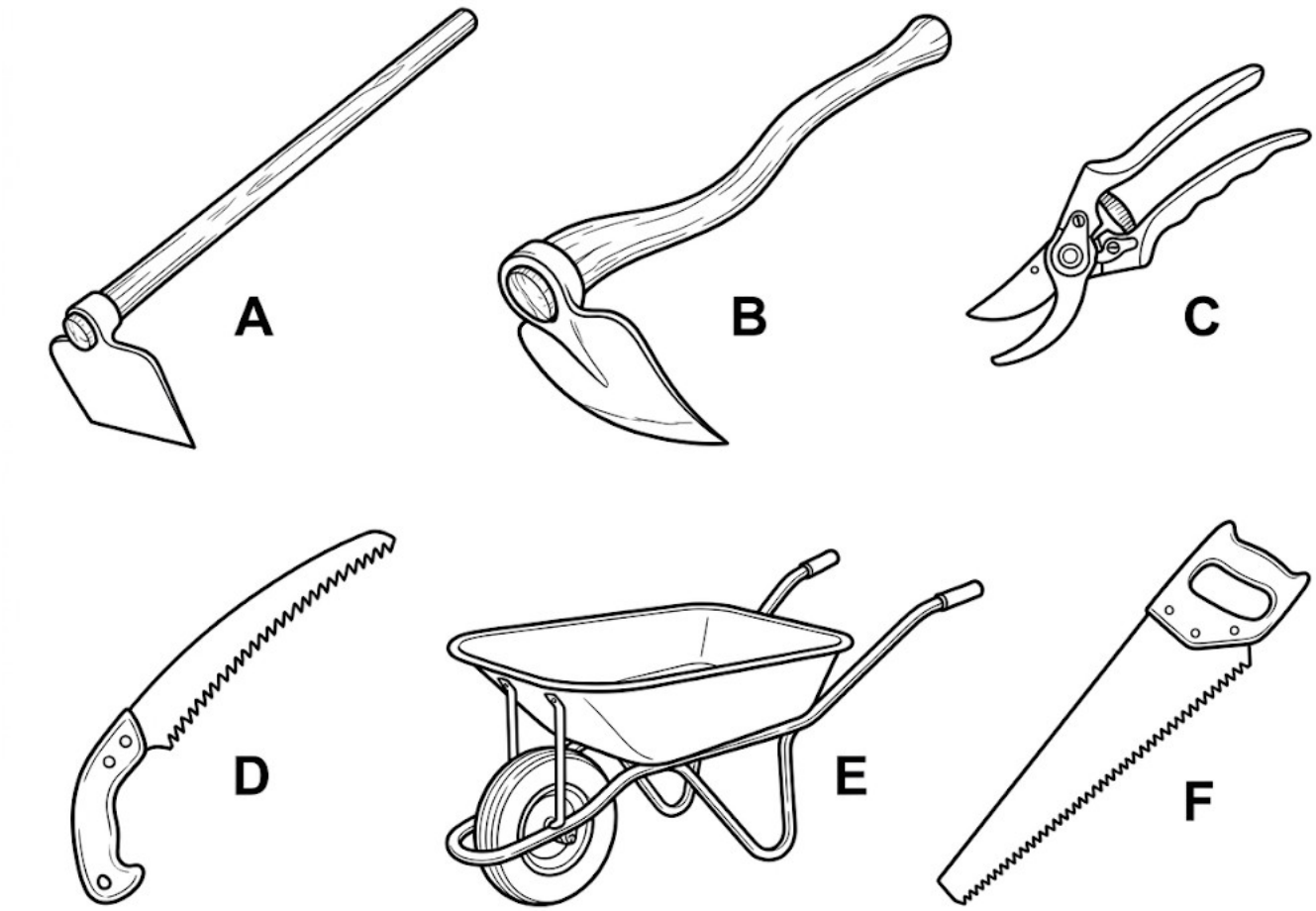
(d) Explain how hygiene, space, routine observation and responsible care contribute to animal welfare. [3 marks]

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SECTION C: AGRICULTURAL TECHNOLOGIES AND ENTREPRENEURSHIP

QUESTION 13: TOOLS AND EQUIPMENT

A learner is selecting tools for routine crop production and simple farm maintenance.



(a) Identify the tools marked A–F. [6 marks]

(b) Match four of the tools to suitable agricultural tasks. [4 marks]

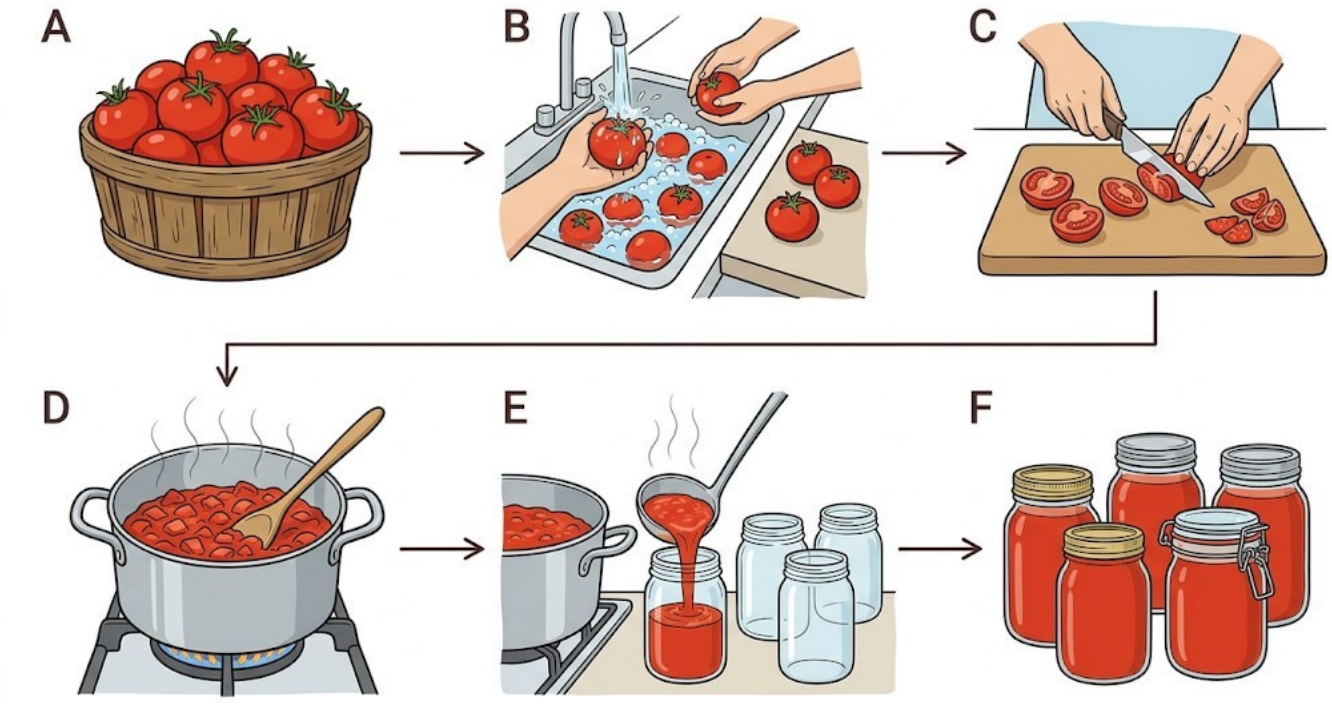
(c) State four safety and maintenance practices that prolong tool life and reduce injuries. [4 marks]

(d) Explain why the correct tool should be selected for each agricultural task. [2 marks]

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QUESTION 14: PRODUCT PROCESSING AND VALUE ADDITION

A group of learners wants to reduce post-harvest losses and increase the value of farm produce.



(a) Describe the processing stage shown in each panel A–F. [3 marks]

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(b) Explain three ways processing and value addition can reduce losses or improve the value of produce. [3 marks]

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(c) State four hygiene and safety practices to follow when processing food products. [4 marks]

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(d) Suggest a suitable value-added product from one crop grown locally and outline the main steps in making it. [4 marks]

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QUESTION 15: ESTABLISHING AN AGRICULTURAL ENTERPRISE

A learner wishes to establish a small agricultural enterprise using locally available resources.

(a) Explain the four factors of production and give one agricultural example of each. [4 marks]

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(b) Describe three possible sources of capital for starting an agricultural enterprise and state one consideration for each source. [6 marks]

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(c) Explain four factors to consider when selecting an agricultural enterprise. [4 marks]

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(d) A learner plans to borrow money to start the enterprise. State four things the learner should check in a loan agreement before signing it. [4 marks]

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QUESTION 16: MARKETING AGRICULTURAL PRODUCE

A group harvests vegetables and wants to sell them at a local market and through a digital platform.



(a) Identify the features marked A–E and explain how any three can support marketing. [3 marks]

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(b) Describe the steps involved in sorting, grading, weighing, packaging, branding and labelling produce before sale. [6 marks]

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(c) State four possible costs incurred when marketing agricultural produce. [4 marks]

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(d) Compare a physical market outlet with a digital platform, giving two advantages and one limitation of each. [5 marks]

QUESTION 17: COMPOSTING TECHNIQUES

A school farm intends to make organic manure from locally available plant and animal materials.

(a) Describe the main stages in preparing organic manure using a conventional composting method. [4 marks]

(b) State four factors that influence the quality of compost manure. [4 marks]

(c) Explain how an innovative composting technique such as vermicomposting or containerised composting may be useful where space is limited. [3 marks]

(d) Give three signs that compost is sufficiently decomposed for use and explain two benefits of applying it to soil. [5 marks]

SIX-WEEK INTEGRATED AGRICULTURE PROJECT

Complete this project progressively during the holiday, with guidance from a responsible adult where necessary. Choose a manageable activity such as a small nursery, a compost unit, a weed herbarium, or a simple animal-care observation project. Do not purchase expensive materials solely for this assignment.

(a) State your chosen project, its purpose and the materials you can obtain locally. [3 marks]

(b) Prepare a six-week work plan showing the activity to be done each week. [6 marks]

(c) Keep a dated record of at least four observations, challenges or changes made during the project. [4 marks]

(d) Explain two safety or environmental precautions followed during the project. [2 marks]

(e) Present your findings, what you learned, and one recommendation for improving the project. [5 marks]