



**UNIVERSITY OF SWAZILAND**

**2<sup>nd</sup> SEM. 2010/2011**

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**MAIN EXAMINATION PAPER**

**PROGRAMME: BACHELOR'S DEGREE IN AGRICULTURAL  
EDUCATION YEAR 3**

**TITLE: METHODS OF TEACHING AND TESTING IN  
AGRICULTURE**

**COURSE CODE: AEE 302**

**TIME ALLOWED: TWO (2) HOURS**

**INSTRUCTIONS: ANSWER ALL FOUR (4) QUESTIONS.**

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BY THE CHIEF INVIGILATOR**

**QUESTION 1**

- (a) Discuss the characteristics of a question set at the different levels of cognition and give an example of each question

(10)

- (b) Give the advantages, limitations and suggestions for constructing the following types of tests: multiple – choice, true or false and essay test. Give one example of each type of test.

(15)

**[Total 25 Marks]**

**QUESTION 2**

- (a) Compare and contrast the steps in the learning process and those of the problem-solving approach.

(12Marks)

- (b) List the principles associated with each of the steps in the problem-solving approach.

(13 Marks)

**[Total Marks 25]**

**QUESTION 3**

- (a) Discuss any of the methods of teaching you studied in the course. In your discussion include: when appropriate to use, when not to use, requisite skills, potential problems planning and characteristics.

**[Total Marks 25]**

**QUESTION 4**

- (a) Describe three characteristics that help make an objective communicate an intent.

(6 Marks)

- (b) Learning outcome can be thought of as cognitive, affective and psychomotor. List and explain the sub-divisions under each of the domains.

(21 Marks)

**[Total Marks 25]**