



UNIVERSITY  
OF  
JOHANNESBURG

<b><u>FACULTY</u></b>	:	Education
<b><u>DEPARTMENT</u></b>	:	Science and Technology Education
<b><u>CAMPUS</u></b>	:	APK
<b><u>MODULE</u></b>	:	MOFPLA3
		METHODOLOGY & PRACTICUM: FET LIFE SCIENCES 3A
<b><u>SEMESTER</u></b>	:	First
<b><u>EXAM</u></b>	:	July 2018

**ASSESSOR(S)** : MR D MOYO  
MRS M PENN

**MODERATOR** : DR L MAVURU

**DURATION** : 1 HOURS      **MARKS** : 50

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NUMBER OF PAGES: 2 PAGES

INSTRUCTIONS:

1. Answer ALL the questions.
  2. Number your answers clearly.
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**QUESTION 1: Technological Pedagogical Content Knowledge (TPACK)**

- 1.1 Mention **any two** examples of a Life Sciences topic you would teach using technology. (4)
  - 1.2 Using examples differentiate between a law and a theory in Life Sciences. (8)
  - 1.3 By means of a flow diagram, outline the trends in curriculum development in the South African education system from curriculum 2005 to Curriculum Assessment and Policy Statement (CAPS). (10)
  - 1.4 State three (3) strategies that contribute to the development of teachers' PCK. (3)
- [25]**

**QUESTION 2: Indigenous knowledge**

- 2.1. What is indigenous knowledge? (2)
  - 2.2. The Life Sciences CAPS curriculum calls for the integration of indigenous knowledge in Life Sciences teaching and learning. Critically analyse the rationale for this call. (5)
  - 2.3. Tabulate five (5) differences between indigenous knowledge and scientific knowledge. (10)
  - 2.4. What are the merits and demerits of integrating indigenous knowledge in science in the Life Sciences curriculum? (8)
- [25]**

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**TOTAL: 50**