



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Science and Technology Education
<u>CAMPUS</u>	: APK
<u>MODULE</u>	: METHODOLOGY AND PRACTICUM: NATURAL SCIENCE 3A (MOSPNA3)
<u>SEMESTER</u>	: First
<u>EXAM</u>	: SSA July 2019

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MODERATOR : DR L MAVURU

DURATION : 1 HOUR **MARKS** : 50

NUMBER OF PAGES: 3 PAGES

INSTRUCTIONS:

1. Answer ALL THE QUESTIONS.
 2. Number your answers clearly.
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QUESTION 1

- 1.1 Unlike NCS/RNCS, CAPS emphasised the importance of Specific Aims, which we referred to as ‘guidelines on how to prepare learners to meet the challenges of society and they feature during teaching, learning and assessment’ (DoE, 2011). Choose any Natural Sciences topic and design a lesson that is in line with specific Aim 1 ‘Doing Science’. In your response, consider the following:

- 1.1.1 Provide the topic and grade. (1)
- 1.1.2 Discuss the skills that are required for this specific aim and activity. (2)
- 1.1.3 Provide a summary of content knowledge. (3)
- 1.1.4 What is the purpose or objectives of the lesson? (2)
- [8]

QUESTION 2

There are different models of curriculum design, however, South African curriculum is based on Tyler Model of Curriculum Design. This model address three important aspects when designing a curriculum: The nature & structure of knowledge, the needs of the society and the needs of the learner.

- 2.1 From the three mentioned aspects, select one aspect you understand fully and discuss why it is important for the curriculum developers to take into consideration this aspect when drafting/designing a curriculum. (5)

- 2.2 South Africa experienced several school curriculum reforms. Identify and discuss four (4) factors that have driven science curriculum reform in South Africa. (8)

[13]

QUESTION 3

- 3.1 Differentiate between “environmental education” and “environmental audit”. (4)

- 3.2 Identify three (3) main types of environmental audits and briefly explain each. (6)

What are the three “R’s” of environmental education? (3)

[13]

QUESTION 4

- 4.1 Name and explain the three domains associated with lesson planning. (6)

- 4.2 State six (6) phases of a lesson, other than summary and homework. (10)

[16]

TOTAL: 50