

**FACULTY** : Education

**<u>DEPARTMENT</u>** : Science and Technology Education

**CAMPUS** : APK

**MODULE** : SUBJECT METHODOLOGY PHYSICAL SCIENCE

(MPFPSY1)

**SEMESTER** : Second

**EXAM** : SSAO January 2020

ASSESSOR(S) : DR S RAMAILA

MODERATOR : PROF SK SINGH (UL)

**DURATION** : 2 HOURS MARKS : 100

NUMBER OF PAGES: 3 PAGES

**INSTRUCTIONS:** 

1. Answer ALL THE QUESTIONS.

2. Number your answers clearly.

## **QUESTION 1**

- 1.1 Provide an analysis of the FET Phase for the Curriculum and Assessment Policy Statement (Physical Sciences) in terms of the following structural aspects:
- (a) The depth of the subject in terms of the extent to which learners could move from a superficial grasp of a topic to a more refined and powerful grasp.
- (b) The progression of topics from Grades 10 to 12 in terms of increase in level of complexity and difficulty.
- (c) The coherence of the curriculum in terms of connections and coordination between topics through the levels.
- (d) The degree to which teachers are given explicit guidance regarding pedagogy.
- (e) The degree to which teachers are provided with guidance regarding assessment.

Use specific examples from the policy document (CAPS) to support the arguments you are making. [25]

## **QUESTION 2**

- 2.1 Discuss the competencies of an accomplished Physical Sciences teacher. (10)
- 2.2 Discuss the role of inquiry-based learning in science teaching. (15)
- 2.3 Differentiate between pedagogical content knowledge and technological pedagogical content knowledge. (5)
- 2.4 Discuss the significance of Technological Pedagogical Content Knowledge (TPACK) in science teaching. (10)

- 2.5 Discuss the nature of Transformed Specific Pedagogical Content Knowledge according to the Mavhunga (2012) model. (10)
- 2.6 Briefly explain the basic tenets of the nature of science. (15)
- 2.7 Discuss the significance of research on pedagogical content knowledge science education? (10)

[75]

**TOTAL: 100**