



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Science and Technology Education
<u>CAMPUS</u>	: APK
<u>MODULE</u>	: METHODOLOGY AND PRACTICUM: FET LIFE SCIENCE 3A (MOFPLA3)
<u>SEMESTER</u>	: First
<u>EXAM</u>	: SSA July 2020

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DURATION :SUBMISSION **MARKS** : 50

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INSTRUCTIONS:

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

1.1 Describe any two (2) scaffolding questioning techniques used in supporting learners to enhance understanding of life sciences concepts. (4)

1.2 Tabulate three (3) differences between ostensive and heuristic teaching strategies. (7)

1.3. Critically discuss the teaching with analogy model by Glynn (1994) (12)

[23]

QUESTION 2

The term *21st-century skills*, generally used to refer to certain core competencies, that is advocated to teachers at schools to assist learners to thrive in today's world. Critically discuss this statement with reference to 21st century learners and teaching.

[15]

QUESTION 3

3.1 The Life Sciences Curriculum and Assessment Policy Statement (CAPS) document stipulates that indigenous knowledge should be incorporated into the teaching-and-learning process. Critically analyse the rationale for this call. (6)

3.2 Explain the differences between indigenous knowledge and scientific knowledge.

(6)

[12]

TOTAL [50]