



<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>	: METHODOLOGY AND PRACTICUM: NATURAL SCIENCE 3A (MOSPNB3)
<b><u>SEMESTER</u></b>	: Second
<b><u>EXAM</u></b>	: SSA January 2021

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MS N MDALOSE

**MODERATOR** : DR B MUDADIGWA

**DURATION** : SUBMISSION **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**

The COVID-19 pandemic has brought the world to its knees. The financial impact is being felt by every sector including education. Schools that previously lacked the infrastructure for teaching science from an inquiry approach are very likely to find it more difficult to move out of such a situation. Therefore, it is imperative that science teachers are able to improvise.

- 1.1 Explain what is meant by improvisation in science teaching. (2)
- 1.2 By drawing on any concept in Natural Sciences, clearly demonstrate understanding of improvisation through designing an investigation assessment task for learners, which would be implemented using improvised resources. The task that you design, should be presented in a print ready format, i.e. what it would actually look like when given to learners to complete. (15)
- 1.3 Discuss how the Nature of Science (NOS) influences your teaching. (15)

**[32]****QUESTION 2**

The main purposes of assessing learners is (1) to enhance individual growth and development, (2) to monitor the progress of learners and (3) to facilitate their learning.

- 2.1 Using the theme of Life and Living for Grade 9 Natural Sciences, choose **any** topic and explain how you assess this topic using each of the five (5) forms of assessment. (15)
- 2.2 Define and highlight the key features of *systemic assessment*. (3)

**[18]**

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**TOTAL: 50**