



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

FACULTY OF COMMERCE, HUMAN SCIENCE AND EDUCATION

DEPARTMENT OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (DTVET)

QUALIFICATION: DIPLOMA IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING : TRAINER	
QUALIFICATION CODE: 06DTVT	LEVEL: 6
COURSE CODE: ESB620S	COURSE NAME: EDUCATION FOR SUSTAINABLE DEVELOPMENT B
SESSION: NOVEMBER 2024	PAPER: PAPER 1
DURATION: 3 HOURS	MARKS: 100

FIRST OPPORTUNITY EXAMINATION QUESTION PAPER	
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MODERATOR	Mrs Charlene Kaereho

INSTRUCTIONS
1. This paper consists of 2 sections (A and B) with a combination of 6 questions. 2. All the questions are compulsory. 3. Read all questions carefully before answering. 4. Number your answers clearly. 5. Make sure your student number appears on the answering script provided.

PERMISSIBLE MATERIALS

1. Examination paper.
2. Examination script.

THIS QUESTION PAPER CONSISTS OF 5 PAGES EXCLUDING THIS COVER PAGE

QUESTION 1 - Short Questions [10]

Question 1 consists of 10 multiple choice questions. For each question there are four possible answers **a, b, c and d**. Choose the one you consider correct. Just write the question number and the letter of your choice. E.g., **1. d**.

1.1 Which of the following best describes the interface among conservation, waste minimization, environmental design, and environmentally friendly technologies?

- a. Utilizing only non-renewable resources for industrial development
- b. Integrating resource efficiency and sustainability in product design and processes
- c. Promoting unlimited consumption of resources to boost economic growth
- d. Focusing solely on the production of energy without considering environmental impacts

1.2 Education for Sustainable Development (ESD) across the curriculum primarily aims to:

- a. Focus solely on environmental science subjects
- b. Ensure that all subjects incorporate sustainability principles and practices
- c. Limit sustainability education to extracurricular activities
- d. Remove sustainability topics from arts and humanities education

1.3 Which of the following is NOT a recommended action to reorient education for sustainable development?

- a. Empowering learners to critically examine their communities and act towards sustainability
- b. Focusing education strictly on economic development goals
- c. Encouraging interdisciplinary learning approaches that integrate social, environmental, and economic dimensions
- d. Promoting lifelong learning and community engagement in sustainability practices

1.4. What are the obligations of individuals, social and business organizations, and governments in supporting sustainable development?

- a. Only governments are responsible for creating environmental policies
- b. Individuals and organizations have no role in sustainability, which is the responsibility of international entities alone

- c. All parties, including individuals, organizations, and governments, must actively work towards minimizing environmental impact and promoting sustainable practices
- d. Social and business organizations are exempt from sustainability initiatives, as only governments and individuals bear the responsibility

1.5 Renewable resources are defined as:

- a. Resources that can regenerate or replenish naturally over time
- b. Resources that are permanently available and never run out
- c. Resources that require extensive processing to become reusable
- d. Resources that are finite and will eventually be exhausted

1.6 Which of the following is a key principle in reorienting education for sustainable development?

- a. Teaching sustainability only as a theoretical concept without real-world applications
- b. Prioritizing immediate economic benefits over environmental sustainability in education
- c. Encouraging a shift from traditional learning to holistic, experiential, and interdisciplinary approaches
- d. Limiting sustainability education to specialized environmental courses

1.7 Which of the following actions is considered essential to waste minimisation in sustainable practices?

- a. Ignoring the principles of waste segregation
- b. Encouraging reuse, recycling, and reducing consumption
- c. Promoting the use of non-biodegradable materials
- d. Increasing energy consumption for waste processing

1.8 Which of the following is a major way human activities through technology impact the fragility of the physical environment?

- a. Increased reliance on renewable energy
- b. Over-extraction of natural resources
- c. Sustainable agricultural practices
- d. Preservation of biodiversity

1.9 Reorienting Education for Sustainable Development (ESD) requires broad actions in all of the following areas EXCEPT:

- a. Integrating environmental issues across all subjects
- b. Focusing only on technological advancements for economic growth
- c. Promoting lifelong learning for sustainability
- d. Strengthening local and global partnerships for sustainability education

1.10 The role of international entities such as the United Nations in sustainable development includes:

- a. Overseeing all national governments' environmental policies without cooperation
- b. Enforcing global sustainability standards without consultation
- c. Facilitating collaboration and providing frameworks for countries to work towards global sustainability goals
- d. Focusing solely on developing countries while ignoring sustainability in developed nations

SECTION B: STRUCTURED QUESTIONS

[90 MARKS]

QUESTION 1 - Education for Sustainable Development (ESD) related Concepts [20]

1. Write short notes demonstrating your understanding of the following Education for Sustainable Development (ESD) related concepts:

1.1 Biofuels (4)

1.2 Biodiversity (4)

1.3 Green Economy (4)

1.4 Non-renewable Resources (4)

1.5 Social Equity (4)

QUESTION 2 - Human Activities, Resources and Physical Environment in ESD [20]

2.1 Imagine you are an ESD advisor for a community heavily reliant on fossil fuels. Discuss how you would apply sustainable development strategies to address environmental fragility while considering economic stability. (14)

- 2.2** What are two examples of human activities that lead to biodiversity loss? How can ESD help mitigate this issue? (6)

QUESTION 3 - Actions to reorient Education for Sustainable Development [20]

- 3.1** Identify three key strategies to reorient education systems towards sustainability and discuss their implementation in a school setting. (15)
- 3.2** Explain how ESD contributes to achieving Sustainable Development Goal (SDG) 4. (5)

QUESTION 4 - Rights and Responsibilities in ESD [20]

- 4.** Analyse the role of international organizations, such as the United Nations, in promoting sustainable development globally. What are their rights and obligations in this context? (20)

QUESTION 5 - Education for Sustainable Development across the Curriculum [10]

- 5.** Discuss how TVET contribute to ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all? (10)

[End of Paper]

TOTAL MARKS:100