



**NAMIBIA UNIVERSITY  
OF SCIENCE AND TECHNOLOGY**

**FACULTY OF COMMERCE, HUMAN SCIENCE AND EDUCATION**

**DEPARTMENT OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (DTVET)**

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

<b>FIRST OPPORTUNITY EXAMINATION QUESTION PAPER</b>	
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<b>MODERATOR</b>	Mrs Charlene Kaereho

<b>INSTRUCTIONS</b>
<ol style="list-style-type: none"><li>1. This paper consists of 2 sections (A and B) with a combination of 6 questions.</li><li>2. All the questions are compulsory.</li><li>3. Read all questions carefully before answering.</li><li>4. Number your answers clearly.</li><li>5. Make sure your student number appears on the answering script provided.</li></ol>

**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**