



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY
FACULTY OF COMMERCE, HUMAN SCIENCE AND EDUCATION
DEPARTMENT OF TECHNICAL, VOCATIONAL EDUCATION AND TRAINING**

QUALIFICATION: DIPLOMA IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING: TRAINER	
QUALIFICATION CODE: 06DTVT	LEVEL: 6
COURSE CODE: HTV510S	COURSE NAME: HISTORY OF TVET
SESSION: JUNE 2024	PAPER: 1
DURATION: 3 HOURS	MARKS: 100

FIRST OPPORTUNITY EXAMINATION QUESTION PAPER	
EXAMINER(S)	MR DM MATEU
MODERATOR:	MS HELVI WHEELER

INSTRUCTIONS
<ol style="list-style-type: none">1. Answer ALL the questions.2. Read all the questions carefully before answering.3. Number the answers clearly

THIS QUESTION PAPER CONSISTS OF 3 PAGES (Including this front page)

QUESTION 1

- A. Define Competence Based Education & Training (CBET), and in a tabulated format, illustrate the distinction between Competence Based Education & Training (CBET) and the Traditional Education method.

(10 Marks)

- B. What is a Unit Standard? Discuss four (4) elements that constitute Unit Standards as described by NZQA (2019)

(10 Marks)

[TOTAL:20 MARKS]

QUESTION 2

- A. How do you define apprenticeship and discuss ten advantages of apprenticeship with reference to a particular trade.

(12 Marks)

- B. Define Industrial Revolution and discuss a briefly background and origin of Industrial Revolution up to today the 21st century.

(8 Marks)

[TOTAL:20 MARKS]

QUESTION 3

Look at the table below and answer the following questions.

Unemployment statistics of some African countries in 2014

Country names	Overall unemployment rate %			Youth unemployment rate %		
	Total	Male	Female	Total	Male	Female
Angola	8.3	8.0	8.7	14.0	13.7	14.3
Botswana	18.9	16.2	22.1	35.3	30.1	40.9
Ghana	4.8	4.6	5.0	9.3	8.3	10.3
Malawi	7.6	6.3	8.8	13.4	12.5	14.2
Mozambique	8.5	8.1	8.7	14.2	13.9	14.4
Namibia	18.5	16.8	20.3	36.8	32.7	41.7
Nigeria	7.5	7.6	7.3	13.6	14.0	13.2
South Africa	25.2	22.5	28.7	52.9	48.3	58.3
Swaziland	23.3	21.3	26.4	44.0	41.6	47.3
Uganda	3.6	3.0	4.2	6.2	5.8	6.6
Zambia	13.3	15.0	11.4	24.3	26.2	22.2
Average for SSA	7.6	6.9	8.4	11.8	11.0	12.7

Source: International Labour Organisation (2014) (ILO).

Important in highlighting the focus of our study the difference between South Africa and other countries in Africa in terms of unemployment and entrepreneurial activities.

- A. According to the graph, what was the male youth unemployment rates of mozambique and Zambia in 2014. (2 Marks)
- B. By relating to any trade of your choice, discuss how that trade provision in Namibia will help to remedy the phenomenon depicted in the table above. (10 Marks)
- C. According to the table, which country had the highest **EMPLOYMENT** rate amongst the countries shown on the table. (2 Marks)
- D. Ralating to the concepts of TVET & unemployment, which country had the highest youth unemployment rates on the table in 2014 and suggest three ways how you can remedy the situation in that country. (8 Marks)
- [TOTAL:20 MARKS]**

QUESTION 4

- A. Discuss any five (5) advantages and any five (5) disadvantages of Competence Based Education & Training. (10 Marks)
- B. The TVET sector has faced severe challenges in the Namibian societies today. Briefly discuss five (5) challenges within the TVET sector in Namibia and five (5) proposed policy interventions as proposed by Lukonga et al (2018). (10 Marks)
- [TOTAL:20 MARKS]**

QUESTION 5

- A. Discuss the development of TVET in Namibia before and after independence in March 1990. (4 Marks)
- B. The provision of TVET in Namibia is supported by the 5th National Development Plan (NDP5), the 5 year strategic plan of the Government of the Republic of Namibia that was launced in 2016 to enable the attainment of the country's long term vision of vision 2030. Discuss and outline eight (8) TVET objectives outlined in the NDP5. (16 Marks)
- [TOTAL:20 MARKS]**

[100 MARKS]

THE END