



**PAMIBIA UNIVERSITY**  
**OF SCIENCE AND TECHNOLOGY**

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

**DEPARTMENT OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING**

<b>QUALIFICATION: DIPLOMA IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING: TRAINER</b>	
<b>QUALIFICATION CODE: 06DTVT</b>	<b>LEVEL: 6</b>
<b>COURSE CODE: PSL620S</b>	<b>COURSE NAME: PSYCHOLOGY OF LEARNING B</b>
<b>SESSION: DECEMBER 2025</b>	<b>PAPER: 2</b>
<b>DURATION: 3 HOURS</b>	<b>MARKS: 100</b>

<b>SECOND OPPORTUNITY/SUPPLEMENTARY EXAMINATION QUESTION PAPER</b>	
<b>EXAMINER(S)</b>	<b>MS J. EISEB</b>
<b>MODERATOR:</b>	<b>DR O. KACHEPA</b>

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

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

**Question 1**

Read the following statements and indicate if they are true or false.

[10x1=10]

- 1) The National Disability Council Act (2004) creates equal opportunities for persons with disabilities.
- 2) The 2006 UN Disability Convention promotes the rights of persons with disabilities and mainstreaming disability in development.
- 3) IDD is shortened for independent disabilities development.
- 4) The Namibian Government signed and ratified the Convention on the Rights of Persons with Disabilities in 2007.
- 5) The Ministry of Education Sector Policy on Inclusive Education (2013) identified three broad reasons why schools in Namibia should adopt inclusive education.
- 6) Trainers should ask themselves the following questions to assess their trainees' learning needs: what, who, when and how.
- 7) Kolb's experiential learning cycle has five stages.
- 8) The trainer should only assess the trainees' learning needs at the beginning of the term.
- 9) Orthopaedic impairment is one of the 14 categories of disability.
- 10) Memory is one aspect of the challenges trainees with disabilities have.

**Question 2**

[10]

- 1) Define what a learning disability is. (3)
- 2) Define what a learning need is. (4)
- 3) Name three (3) basic learning areas in which the trainees with learning disabilities find the most challenging. (3)

**Question 3**

Match the content in Column A with the most appropriate option in Column B. Only list the number as in Column A and the letter as in Column B that matches it, e.g. 1 B.

[5x1=5]

Column A	Column B
1) Impairment	a) man-woman
2) Inclusive education	b) traditional school
3) Gender mainstreaming	c) no provision
4) Mainstreaming	d) loss of limb
5) Mainstream schools	e) process

**Question 4**

In Unit 1, we have discussed the 14 roles trainers can use to promote inclusive education. Provide five (5) examples of how trainers can promote inclusive education. **[5x2=10]**

**Question 5**

In the context of counselling learners or trainees with disabilities, non-verbal communication is used to let learners or trainees know that they are being attended to, heard, and understood. School counsellors may thus need to be aware of the non-verbal cues. **Name and give a description and an example** for five (5) of the 10 non-verbal communication cues as presented by Bowles (2016), trainers can use. **[4x5= 20]**

**Question 6**

After trainers have identified trainees with disabilities, some actions must be taken to assist these trainees. Explain the assessment and referral procedures for helping trainees with disabilities. **[20]**

**Question 7**

What is the suggested process that schools might adopt to facilitate the effective keeping and management of records of trainees with disabilities? Briefly **list, describe and provide an example** of the suggested storage process by Rischmuller and Franzsen (2012). **[20]**

**THE END OF THE PAPER**