



**NAMIBIA 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: ICS620S</b>	<b>COURSE NAME: INTRODUCTION TO CURRICULUM STUDIES</b>
<b>SESSION: NOV 2022</b>	<b>PAPER: 1</b>
<b>DURATION: 3 HOURS</b>	<b>MARKS: 100</b>

<b>FIRST OPPORTUNITY EXAMINATION QUESTION PAPER</b>	
<b>EXAMINER(S)</b>	MS B. CLOETE MS R. QUEST
<b>MODERATOR:</b>	MR R. MANAS

<b>INSTRUCTIONS</b>
1. Answer ALL the questions. 2. Read all the questions carefully before answering. 3. Number the answers clearly

**THIS QUESTION PAPER CONSISTS OF \_6\_ PAGES (Including this front page)**

**1. Multiple Choice. Choose one single correct answer.**

1.1 What the child studies in a class is decided by:

- a) Child himself
- b) Parents
- c) Principal
- d) Teacher

1.2 Training programmes that incorporate behaviourist learning theory involve:

- a) skill acquisition
- b) matching instructional materials
- c) remediation
- d) all of the above

1.3 A curriculum is the sum total of a school's influence on a child'

- a) Personality
- b) Attitude
- c) Behaviours
- d) Action

1.4 Curriculum development refers to the total process of curriculum

- a) Designing
- b) Implementing
- c) Evaluating
- d) All of the above

1.5 Curriculum improvement should be a ..... process.

- a) Initial
- b) last
- c) continuous
- d) Internal

1.6 Which is not the perspective of education included in your syllabus:

- a) philosophical
- b) Cultural
- c) political
- d) Economic

1.7 There are ..... basic components of curriculum:

- a) 2
- b) 4
- c) 6
- d) 8

1.8 Curriculum development refers to the total process of curriculum

- a) Designing
- b) Implementing
- c) Evaluating
- d) All of the above

1.9 Philosophical foundation of the curriculum is concerned with:

- a) Ideas
- b) History
- c) Economy
- d) Contents

1.10 Student's needs and interests are important

- a) Historical foundation
- b) Sociological foundation
- c) Psychological foundation
- d) Economical foundation

1.11 Psychological foundations of curriculum help curriculum developers to understand the nature of:

- a) Teacher
- b) Content
- c) Learner
- d) Ideas

1.12 Sociological foundations are concerned with:

- a) Idea
- b) History
- c) Society
- d) Economy

(12 x 1 =12)

2. Match the type of curriculum change to the example in the table below.

2.1 Substitution	Face-to-face classes to Blended mode classes
2.2 Alteration	Online learning will part of full time, part-time and distance learning
2.3 Perturbations	Modular system to CBET system
2.4 Restructuring	Unit 7 and 8 will be covered for the tests instead of Unit 5 and Unit 6
2.5 Value-orientation changes	Curriculum changes from NTA and NQA

(5)

3. Explain how humanistic principles can be applied in the class. Provide five facts.

(5 x 2 = 10)

4. After Independence, Namibia in its efforts to use TVET as a vehicle for its development into an industrial nation focused its attention on significant changes to transform the TVET sector. One of those changes was in the TVET training model. The Competency-Based Education and Training (CBET) model was introduced as the new training model for TVET in Namibia. Explain why the CBET model did not keep its promise of skills development and economic competitiveness for Namibia. Name at least four facts.

(4 x 2 = 8)

5. How do Behaviourists achieve their learning?

(2)

6. List the societal factors which have influenced the TVET curriculum design in Namibia. Provide at least five factors.

(5)

7. The Bank of Namibia 19<sup>th</sup> Annual symposium document identified some aspects that the curriculum designers did not take into account to cater for the TVET system as illustrated in the report. Read the extract from the report below and answer the questions accordingly.

**The current TVET system is characterized by a number of issues, ranging from inadequate capacity for new intake, to lack of adequate resources at centres. The TVET system is characterized by several issues, such as lack of adequate capacity to increase intake, relevance, and responsiveness of training programmes as well as an average pass/competency rate which currently stands at 52 percent. There is a lack of adequate resources at centres which hampers the quality of training outcomes and trainees thus struggle to find jobs as their skills do not match the industry demand. TVET in Namibia does not adequately respond to the demand for skills expressed by formal firms. Trainees face challenges in finding job placement, while industries complain that TVET does not respond to their demand for skills. The lack of adequate workshop facilities, tools, machinery, and equipment (including learning resources) continues to compromise the quality of training outcomes. Many TVET institutions report enormous difficulties in recruiting qualified and competent instructors. The current trainer-trainee ratio which stands at 1 to 20 for technical**

- 7.1 As a potential TVET trainer, come up with suggestions on how you would address the challenges and limitations below:

- 7.1.1 Shortage of resources
- 7.1.2 Dissatisfied employers
- 7.1.3 Inadequate cohorts for training programmes
- 7.1.4 Lack of graduates for TVET centres

(4 x 2=8)

- 7.2 Name at least two factors that NUST has contributed to reporting from the Bank of Namibia findings in 2018.

(2)

- 7.3 Why do you think are employers unsatisfied as stated in the report? Explain briefly.

(2)

- 7.4 What are the biggest problems for TVET trainers to be accepted in TVET institutions?

(2)

8. The Bank of Namibia 19<sup>th</sup> Annual symposium document identified some aspects that the curriculum designers did not take into account regarding the implementation of the curriculum. List and discuss how these aspects can be addressed.

(5 x 2 = 10)

9. Distinguish between the Direct Instruction Method and the Discussion Method.

(2 x 2 = 4)

10. Read the case study below of an excellent example of how engagement with the community led to the success of the students written by Ornstein and Hunkins (2018, p.282)

The work of Geoffrey Canada with the Harlem Children's Zone Academy charter schools has shown what academic success can be achieved by considering the communities within which students live and schools exist. He engaged the community block by block. Today, that community is almost 100 blocks in area. Children who lacked many resources and were underachieving are now achieving academic success. Canada's accomplishments impressed President Barack Obama; he urged the creation of 20 "Promise Neighborhoods" nationwide.<sup>119</sup>

Canada views community with a wide lens. He views innovation as requiring educators and community members not only to make the school innovative, but also to work to make the community innovative. Canada posits, "We need to improve schools at the same time we address the barriers to academic success outside of schools from health problems to misguided parenting practices to lack of physical safety."<sup>120</sup> He urges us to broaden our definition of education and to realize that the educational experience commences at birth and continues in all environments within which students interact.

- 10.1 Provide four (4) challenges from the case study that the community faced that led to the success of the students in the community. (4 x 2 = 8)
- 10.2 Identify from the case study above phrases which indicates that improvements have been made at the Harlem Children's Zone Academy. Provide at least 3 phrases. (3 x 2 = 6)
11. Curriculum implementation deals with change. Provide reasons why people resist change. (3 x 2 = 6)
12. Describe how evidence can be collected for evaluation. (5 x 2 = 10)

[Total:100]

[End of Examination Paper]