



**PAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY
FACULTY OF HUMAN SCIENCES**

DEPARTMENT OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

QUALIFICATION: DIPLOMA IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING : TRAINER	
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SECOND OPPORTUNITY EXAMINATION PAPER	
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INSTRUCTIONS	
1. This question paper consists of Sections A and B. 2. Answer all the questions carefully. 3. Number the answers clearly.	

THIS QUESTION PAPER CONSISTS OF 8 PAGES (INCLUDING THIS COVER PAGE)

SECTION A

[30]

Question 1: Multiple Choice questions

(10)

1.1 Which of the following best describes the behavioural approach to curriculum?

- a. Focuses on observable and measurable learning outcomes, with clear goals and objectives aligned with content and activities.
- b. Emphasises personal growth, creativity, and emotional development of the student.
- c. Centres on open-ended exploration and student-directed learning without predetermined objectives.
- d. Focuses on social and cultural contexts influencing education.

1.2 Which of the following is NOT typically considered a core component of a curriculum?

- a. Learning objectives and goals
- b. Content and subject matter
- c. Instructional methods and strategies
- d. School administrative policies

1.3 Which curriculum type refers to educational content that is deliberately left out or excluded?

- a. Operational curriculum
- b. Null curriculum
- c. Formal curriculum
- d. Informal curriculum

1.4 Which of the following is a key characteristic of the Competency-Based Education and Training (CBET) curriculum?

- a. It follows a modular structure based on unit standards and provides flexible entry and exit points.
- b. It is based on fixed time frames and uniform progression for all learners.
- c. It relies solely on traditional classroom lectures without practical assessments.
- d. It excludes recognition of prior learning or current competencies.

1.5 Which of the following best describes the humanistic approach to curriculum development?

- a. Emphasises only cognitive skills and memorisation through teacher-led instruction.
- b. Focuses on the whole person, including emotional, social, and cognitive development, with the learner at the centre.
- c. Concentrates solely on standardised testing and fixed objectives in a rigid curriculum.
- d. Relies mainly on physical conditioning and skill drills without learner input.

1.6 Which type of curriculum design does Namibia follow to achieve its Vision 2030, emphasising knowledge from science and society?

- a. Learner-centred curriculum
- b. Subject-centred curriculum
- c. Problem-centred curriculum
- d. Integrated curriculum

1.7 Which societal factors influence the TVET curriculum design in Namibia?

- a. Politics, unemployment, parents, training resources, job market
- b. Climate, tourism, culture, language, music
- c. History, weather, festivals, religion, art
- d. Agriculture, sports, food, religion, traditions

1.8 According to Hilda Taba, who should be primarily responsible for designing the curriculum?

- a. Curriculum specialists only
- b. School administrators
- c. Teachers
- d. Government education officials

1.9 Which of the following best describes the research methods?

- a. Teacher-led lectures with fixed answers
- b. Workshops, field experiments, and case studies encouraging learners to investigate and think critically
- c. Memorisation of facts from textbooks
- d. Curriculum delivery without learner participation

1.10 Which of the following is NOT one of the four basic principles of Tyler's curriculum model?

- a. Determine the school's purposes
- b. Identify educational experiences related to those purposes
- c. Describe how the experiences are organised
- d. Develop textbooks for each subject

Question 2: Matching

[10]

2.1 Match each curriculum type with the correct description:

(4)

Curriculum Type	Description
1. Formal	a. Content deliberately excluded from the curriculum
2. Informal	b. Planned and explicit curriculum
3. Null	c. Curriculum learned through unplanned social interactions
4. Operational	d. The actual curriculum implemented in the classroom

2.2 Match each curriculum approach with the correct description:

(6)

Curriculum Approach	Description
1. Behavioural	a. Emphasises organisational structure, administration, and leadership
2. Managerial	b. Rejects grand narratives, embraces diversity, negotiation, and reflection in learning
3. Systems	c. Focuses on transmission of established knowledge structured in disciplines
4. Academic	d. Views curriculum as an interconnected system with ongoing evaluation
5. Humanistic	e. Focuses on clear, measurable learning objectives and behaviour change
6. Postmodern	f. Centres on developing the whole person and learner's personal growth

Question 3: True/False

(10)

State whether the given statements are True or False.

- 3.1 The academic curriculum approach is the oldest and most widely used for curriculum design. (1)
- 3.2 Essentialism belongs to a traditional group of educational philosophies. (1)
- 3.3 An organisation is considered a core component of curriculum. (1)
- 3.4 Learning should focus on the affective, psychomotor, and cognitive domains. (1)
- 3.5 Evaluation is the formal determination of the quality, effectiveness, and value of a curriculum. (1)
- 3.6 Development of higher order thinking skills such as problem solving is one of the principles of the humanistic learning theory. (1)
- 3.7 In the CBA model, the focus is on addressing the teachers' concerns regarding content, materials, pedagogies, technologies, and educational experiences. (1)

3.8 Application is a core component of the curriculum. (1)

3.9 Curriculum is defined as an unplanned set of random educational experiences without a specific structure or goals. (1)

3.10 An experience-centred curriculum bases learning on the learner's interests, needs, and real-life experiences rather than predefined content. (1)

SECTION B [70]

QUESTION 4 [12]

William Doll proposed the 4 R's as criteria to determine the success of a curriculum. Name and explain these criteria.

QUESTION 5 [12]

Distinguish between the **three (3)** main curriculum designs based on the learning theories of behaviourism, cognitivism, and humanism. In your answer, clearly describe the principles of each learning theory as they relate to curriculum design.

QUESTION 6 [15]

6.1 Describe **two (2)** types of subject-centred curriculum designs: subject design and broad-fields design. For each type, explain its characteristics and provide examples to illustrate how content is organised and integrated. (12)

6.2 Name **three (3)** key sources that influence Namibia's curriculum design in alignment with Vision 2030. (3)

QUESTION 7

[11]

Read the extract about the challenges faced during the implementation of the Competency Based Education and Training (CBET) curriculum at the Volombola Vocational Training Centre in Namibia.

Ongwediva Instructors at the Volombola Vocational Training Centre are alleging the Competency Basic Education Training (CBET) curriculum is contributing to the high number of failure as well as prolonging the trainees' stay at the institution unnecessarily. With the previous curriculum, the pass rate at the institution was over 70 percent before the introduction of the CBET programme. Briefing the Minister of Higher Education, Training and Innovation, Itah Kandjii-Murangi, instructors recently informed the minister that the trainees prefer the South African Based Dual Model of the National Trade Testing and Certificate Centre, as opposed to CBET. According to the instructors, the CBET curriculum is sub-standard and is equivalent to Grade 10 admission requirements, which is affecting the trainees' prospects to further their studies. "The new system is not working. In fact, it is not a criteria for graduating although it appears on the qualification statement, but it is affecting the trainees' [opportunities] to further their studies," said one instructor. Apart from the sub-standard curriculum, trainees are remaining at the centre longer than expected, with some having been at the centre for up to seven years now. Instructors informed the minister that the CBET curriculum was introduced prematurely without the prescribed and relevant materials in place to advance to the next levels. As a result, classes are temporarily suspended while the institutions wait to acquire the needed materials, which often takes up to two years. Similarly, the instructors also claim the CBET curriculum foundation has too many gapping loopholes. In addition, they further claim that there is too much paperwork instead of training. However, the biggest challenge is that the curriculum is not relevant in the job market. "The curriculum does not fit the Namibian context. We need a curriculum that is based on the Namibian and South African context," said one of the instructors at the institution. The trainees also complained that they are required to source own funds to pay for their tuition fees once the course is prolonged because their loans only cover for three years' training. However, instead of footing their tuition bills, many students end up dropping out because they cannot afford. "It is as if we are just here to eat and sleep because when we are told to resume classes, sometimes we get here and there is just nothing going on," complained one of the affected students. The minister, however, assured the students that no system or no one has the right to push them out of the system. "No system and no one should push you out of the system while you are quiet," Kandjii-Murangi told the trainees. She assured them that the ministry would look into their issues and address those that can be addressed in a short time.

New Era (July, 2015)

7.1 Identify **five (5)** challenges of implementing the CBET curriculum at Volombola Vocational Training Centre. (5)

7.2 Briefly explain **three (3)** key reasons why Namibia experienced challenges implementing the CBET curriculum as described. (6)

QUESTION 8

[20]

Ornstein and Hunkins (2018) state that the success of the Overcoming-Resistance-to-Change (ORC) model hinges on leaders' ability to overcome staff resistance during curriculum implementation.

8.1 Describe **four (4)** strategies recommended by Ornstein and Hunkins (2018) that can help the staff overcome resistance and feel committed to new curriculum implementation. (8)

8.2 Outline and explain the **four (4)** stages of concerns that individuals may experience in the ORC model when facing curriculum change. (12)

[END OF PAPER]