



**NAMIBIA UNIVERSITY  
OF SCIENCE AND TECHNOLOGY**

**FACULTY OF HUMAN SCIENCES**

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

<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> ICS620S	<b>COURSE NAME:</b> INTRODUCTION TO CURRICULUM STUDIES
<b>SESSION:</b> NOVEMBER 2023	<b>PAPER:</b> THEORY
<b>DURATION:</b> 3 HOURS	<b>MARKS:</b> 100

<b>FIRST OPPORTUNITY EXAMINATION QUESTION PAPER</b>	
<b>EXAMINER(S)</b>	Dr Oksana Kachepa
<b>MODERATORS:</b>	Ms Claudia Maritshane
<b>INSTRUCTIONS</b>	
<ol style="list-style-type: none"><li>1. This question paper consists of Sections A and B.</li><li>2. Answer all the questions carefully.</li><li>3. Number the answers clearly.</li></ol>	

**THIS QUESTION PAPER CONSISTS OF 7 PAGES (INCLUDING THIS COVER PAGE)**

## SECTION A

### Question 1: Multiple Choice questions

[15]

1.1 The word "curriculum" comes from the Latin word "*currere*" which means

- a. to repeat the course
- b. to finish the course
- c. to run the course

1.2 Which curriculum approach is a nontechnical?

- a. Systems
- b. Academic
- c. Managerial

1.3 Which world philosophy informs Perennialism educational philosophy?

- a. Idealism
- b. Pragmatism
- c. Realism

1.4 The curriculum that emerges in the classroom as a result of the actual situation and requires that teachers make adjustments as needed.

- a. Operational curriculum
- b. Null curriculum
- c. Hidden curriculum

1.5 This method allows trainees to share knowledge and ideas, motivating them to achieve more when others respect their contribution.

- a. problem-solving
- b. discussion
- c. direct instruction

1.6 The knowledge level that trainees come out as defined by NQF where the trainee works under close supervision with no responsibility for the work or learning of others is:

- a. Level 1
- b. Level 2
- c. Level 3

1.7 This source falls under the world philosophy of Existentialism. The educational philosophy will be Reconstructionism.

- a. Society
- b. Learner
- c. Science

- 1.8 This design is both the oldest and the best-known design and draws on knowledge, science and society as its sources.
- a. discipline design
  - b. subject design
  - c. broad fields design
- 1.9 Which criteria is NOT used in determination whether the curriculum developed was successful or not as proposed by William Doll?
- a. Richness
  - b. Relations
  - c. Reputation
- 1.10 Which curriculum content selection criteria requires curriculum planners to consider content in the light of the time allowed, the resources available, the expertise of current staff, the nature of the political climate?
- a. Utility
  - b. Feasibility
  - c. Learnability
- 1.11 This is a curriculum model that starts from the specifics and works towards a general design.
- a. Inductive
  - b. Deductive
  - c. Mixed
- 1.12 Which model advocates an inductive approach?
- a. Taba's model
  - b. Tyler's model
  - c. Charter's model
- 1.13 Which educational philosophy views a teacher as an agent of social change?
- a. Essentialism
  - b. Reconstructionism
  - c. Perennialism
- 1.14 Which cognitive process of the Bloom's taxonomy helps students generate hypotheses, design future strategies for learning, and construct products?
- a. Understanding
  - b. Analysing
  - c. Creating

1.15 Users of this approach believe that all changes originate with individuals, so when individuals change their behaviour, the institutions change.

- a. Overcoming-Resistance-to-Change
- b. Organisational Development
- c. Concerns Based Approach

**Question 2: Matching** **[10]**

**2.1** Match the different types of curriculum designs with their descriptions. **[6]**

Curriculum design	Curriculum design
1. Experience-centred	A Curriculum focus is on developing thinking skills that are generic to all disciplines like critical thinking.
2. Process	B Curriculum focus is on changing a society to become free of ills.
3. Broad-fields	C Focuses on real-life problems of individuals and society and intend to reinforce cultural traditions and address unmet needs of the community and society.
4. Reconstructionist	D Curriculum is not pre-planned and evolves according to the student's experiences and interests
5. Problem-centred	E Curriculum focus is on creating knowledge from different disciplines
6. Humanistic	F Curriculum focus is on allowing a person to develop to reach his/her highest potential based on his/her needs, interests, and experiences.

**2.2** Match the curriculum development models with their descriptions. **[4]**

Model	Model description
1. Taba	A. Curriculum developers in this model start by determining the school's purpose.
2. Tyler	B. Uses the 4Rs criteria for an effective curriculum.
3. Doll	C. Evaluation conducted in collaboration with the teachers and students.
4. Bobbitt and Charter	D. It is believed that the purpose of education is to prepare students effectively to be competent participants in life.

**Question 3: True/False** **[5]**

Identify the True and False statements.

3.1 Curriculum design that Namibia follows for achieving Vision 2030 is subject-centred as it draws heavily on sources of knowledge, science and society. (1)

3.2 The humanistic field of psychology focuses on aspects of learning that deal with the learner's needs, attitudes, and feelings, self-actualization, motivation, and freedom to learn. (1)



3.3 Development of higher order thinking skills such as problem solving is one of the principles of the humanistic learning theory. (1)

3.4 The lack of involvement of the trainers was a major obstacle in the change from modular to the CBET system in Namibia. (1)

3.5 The Kirkpatrick's model is used mainly for formative evaluation. (1)

## SECTION B

### Question 4 [14]

Read the Case Study below and answer the questions accordingly.

As required by this Vision, the country will operate a totally integrated, unified, flexible and high quality education and training system, that prepares Namibian learners to take advantage of a rapidly changing global environment, including developments in science and technology. This, in turn, would and that contribute to the economic and social development of the citizens. There will be equal access to excellent educational and vocational training institutions and quality sports services/facilities by all, with basic education placing emphasis on Science and Mathematics. Public education, covering every area of life and living, will be an integral part of the system of continuing education, which is free and open to everyone in Namibia. Moral education will be well integrated into the school curricula. In order to meet the exigencies of industrial transformation, Namibia will continue to monitor cross-sectoral internal and external development in the field of "knowledge, information and technology" and assesses its impact on the rights of the individual and the functioning of society and the national economy.

Arising from the overall capacity building investments, Namibia will be transformed into a knowledge-based society, and changes in production and information technology will revolutionise all aspects of the manufacturing process. Relationships with customers and suppliers and the manner in which products are marketed and sold, would receive quality attention.

4.1 In your opinion what are the two critical sources which influence the curriculum design of education and training in Namibia. Give reasons for your answers. (4)

4.2 Namibia incorporates the Perennialism educational philosophy for the TVET curriculum. What are the main characteristics of this philosophy? (5)

4.3 Name at least 5 stakeholders involved in developing the TVET curriculum in Namibia. (5)

**Question 5**

[14]

- 5.1 Which learning theory informs the TVET curriculum in Namibia? Explain your answer. (2)
- 5.2 Identify the societal factors that prevent successful implementation of the TVET Curriculum in Namibia. Use examples from your own experience to support your answers. (6)
- 5.3 If you had the opportunity to address the societal factors above, what changes would you make and why? (6)

**Question 6**

[14]

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. Answer the questions below the report.

**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**

- 6.1 From the extract above identify the challenges faced by the TVET system in Namibia and come up with suggestions on how you would address these challenges. (8)
- 6.2 Name at least two things that NUST has contributed to reporting from the Bank of Namibia findings. (2)
- 6.3 Why do you think are employers unsatisfied as stated in the report? Explain briefly. (2)
- 6.4 What are the biggest problems for TVET trainers to be accepted in TVET institutions? (2)

**Question 7** **[16]**

7.1 State the components of curriculum. (4)

7.2 Explain the different types of curriculum:

7.2.1 Formal curriculum (2)

7.2.2 Hidden curriculum (2)

7.2.3 Null curriculum (2)

7.2.4 Operational curriculum (2)

7.3 Name the different types of curriculum you have encountered with examples in the training you received at your TVET training institution. (4)

**Question 8** **[12]**

8.1 The Overcoming-Resistance-to-Change (ORC) model of curriculum implementation model rests on the assumption that the success or failure of planned change depends on the leaders' ability to overcome staff resistance to change. What strategies can help to overcome resistance of staff members in implementing a new curriculum? (4)

8.2 In Namibia, not all institutions have implemented the CBET model. What recommendations would you give to improve implementation of the CBET model in Namibia? (4)

8.3 List the four levels of the Kirkpatrick's evaluation model. (4)

[END OF PAPER]