



**NAMIBIA 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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FIRST OPPORTUNITY EXAMINATION QUESTION 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 7 PAGES (INCLUDING THIS COVER PAGE)

SECTION A

[30]

Question 1: Multiple Choice questions

(10)

1.1 The word “curriculum” originates from the Latin word “currere,” which means

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

1.2 Which curriculum approach is considered non-technical?

- a. Systems
- b. Behavioural
- c. Managerial
- d. Humanistic

1.3 Which educational philosophy belongs to a traditional group?

- a. Essentialism
- b. Progressivism
- c. Contemporary
- d. Pragmatism

1.4 Which of the following is NOT considered a component of the curriculum?

- a. Aims
- b. Objectives
- c. Experiences
- d. Application

1.5 This type of design is also known as the interdisciplinary design.

- a. Subject design
- b. Broad-fields design
- c. Discipline design
- d. Product design

- 1.6** This curriculum model emphasises the active involvement of teachers in its development, beginning with teachers identifying students' needs and setting specific objectives.
- Tyler's model
 - Doll's model
 - Taba's model
 - Bobbitt's model
- 1.7** This type of curriculum develops naturally in the classroom based on real-time circumstances and requires teachers to make modifications as necessary.
- Operational curriculum
 - Null curriculum
 - Hidden curriculum
 - Formal curriculum
- 1.8** This technique encourages trainees to exchange knowledge and ideas, enhancing their motivation as they feel valued for their contributions.
- problem-solving
 - discussion
 - direct instruction
 - rote learning
- 1.9** Students' needs and interests form a key part of the
- Historical foundation
 - Sociological foundation
 - Psychological foundation
 - Cultural foundation
- 1.10** Which educational philosophy sees the teacher as a catalyst for social transformation?
- Essentialism
 - Reconstructionism
 - Perennialism
 - Progressivism

Question 2: Matching**(10)****2.1 Match curriculum approaches with their descriptions****(6)**

Approach	Description
1. Behavioural	A. View curriculum broadly and are concerned with curriculum issues relevant to the entire learning institution system.
2. Managerial	B. The oldest and most widely used for curriculum design and development.
3. Systems	C. It considers the whole child and believes that in curriculum the total development of the individual is the prime consideration.
4. Academic	D. Curriculum managers look at curriculum changes and innovations as they administer the resources and restructure the institution.
5. Humanistic	E. School is an extension of society and students as capable of changing society.
6. Postmodern	F. Traditional, knowledge-oriented, intellectual, encyclopaedic approach.

2.2 Match the curriculum development models with their descriptions.**(4)**

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

Question 3: True/False

(10)

State whether the given statements are True or False.

- 3.1** Curriculum is just a fixed set of textbooks and exercises with no consideration for teaching methods or student needs.
- 3.2** A curriculum approach defines the roles of students, teachers, and curriculum specialists, and sets the curriculum goals.
- 3.3** Behavioural, humanistic and managerial approaches fall under the technical/scientific approaches.
- 3.4** ORC model rests in the assumption that the success or failure of planned change basically depends on the leaders' ability to overcome staff resistance to change.
- 3.5** Namibia's curriculum falls under the non-technical/non-scientific category.
- 3.6** Curriculum cannot exist without an underlying educational philosophy.
- 3.7** Namibia's TVET curriculum is grounded in essentialist educational philosophy.
- 3.8** Teachers can easily create effective curriculum materials without professional training in curriculum design.
- 3.9** Tyler's curriculum model emphasises setting clear educational objectives and assessing learning outcomes.
- 3.10** The subject-centred curriculum model focuses primarily on student interests and individual learning styles.

SECTION B [70]

QUESTION 4 [15]

4.1 Explain how humanistic principles can be applied in a TVET classroom. Provide **five (5)** key points. (10)

4.2 Describe an example from your teaching experience that illustrates the use of humanistic principles in your classroom. (5)

QUESTION 5 [10]

Identify and explain at least **five (5)** societal factors that have influenced the design of the TVET curriculum in Namibia. Provide detailed points for each factor.

QUESTION 6 [18]

The Bank of Namibia's 19th Annual Symposium report highlighted certain challenges that affect the quality and relevance of the TVET system in Namibia. Read the report and respond to the questions that follow the report.

The current TVET system is characterised 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 Identify at least **five (5)** challenges stated in the report. (10)

6.2 As a potential TVET trainer, come up with suggestions on how you would address any **four (4)** challenges you identified in 6.1. (8)

QUESTION 7 [14]

7.1 Who are the key players in the TVET curriculum implementation? List at least **five (5)** key players. (5)

7.2 The focus of the Concerns-based (CBA) model is on addressing the teachers' concerns regarding content, materials, pedagogies, technologies, and educational experiences. Explain the following concerns: concern for self, concern for teachers and concern for students. (6)

7.3 How does the CBA model differ from the Overcoming Resistance to Change (ORC) and Organisational Development (OD) models? (3)

QUESTION 8 [13]

8.1 The principles and training approaches in CBET are based on the behaviourist learning theory. How do behaviourists define curriculum? (2)

8.2 Explain the importance of philosophical foundations in the development of curriculum theory. (2)

8.3 Which educational philosophies inform the TVET curriculum in Namibia? (2)

8.4 Describe the key characteristics of one philosophy mentioned in question 8.2. (3)

8.5 State **four (4)** basic principles of Tyler's curriculum model. (4)

[END OF PAPER]