



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

FACULTY OF COMMERCE, HUMAN SCIENCE AND EDUCATION

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 QUESTION PAPER	
EXAMINER(S)	MS B. CLOETE MS R. QUEST
MODERATOR:	MR R. MANAS

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

THIS QUESTION PAPER CONSISTS OF _9_ PAGES (Including this front page)

Question 1: Multiple Choice questions

Each Question below, have possible answers a, b, c and. Write down the one you consider correct.

1.1 Curriculum is a

- A. Course
- B. Syllabus
- C. Co-curricular activities
- D. Overall activities of an institution

1.2 The key players in curriculum implementation are:

- A. The NQA
- B. The NTA
- C. The students
- D. All of the above

1.3 Below is an excellent example of how engagement with the community led to the success of the students.

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.¹¹⁹

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."¹²⁰ 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.

1.3.1 The example clearly shows that learning institutions:

- A. Do not exist in vacuum.
- B. Exist in vacuum
- C. None of the above

D. All of the above

1.3.2 Learning communities are:

- A. Students
- B. Lecturers
- C. Learning institutions
- D. All of the above

1.4 Resistance to curriculum changes is not limited to just the students, parents and communities (Ornstein and Hunkins, 2018). Some of the major resistance according to the authors comes from the

- A. Learning institutions
- B. Teachers
- C. None of the above
- D. All of the above

(5 x 2 = 10 Marks)

Question 2

Indicate whether the following are True/False

- 2.1 Teachers tend to disregard research that does not support what they are already doing.
- 2.2 Some of the aspects of the curriculum implementation that were not successful in CBET are inadequate training.
- 2.3 The three main stages of curriculum implementation are: initiation, implementation, and quality assurance.
- 2.4 Maintenance is according to Ornstein and Hunkins (2018) the monitoring of the implementation after the curriculum has been introduced.
- 2.5 In coercive change, those involved have equal power; they identify and follow precise procedures for dealing with the activity at hand.

(5 x 2 = 10 Marks)

Question 3

Fill in the missing word/s:

3.1 Individuals who adhere to the to curriculum implementation accept that there are various defined rules and procedures for creating change and developing and implementing new curricula.

- a) Non-technical approach
- b) Technical / scientific approach
- c) Null Curriculum
- d) Planned Curriculum

3.2 is a model which allows you as a teacher to evaluate the curriculum and different aspects of training to allow for modifications to the curriculum and the teaching, learning and assessment process which will lead to overall improved learning outcomes.

- a) Action Research
- b) Qualitative Research
- c) Quantitative Research
- d) Mixed Research Design

3.3 is a 4 level model which is used to evaluate the quality of training. The four levels are reaction, learning, behaviour and learning.

- a) Kirk Patrick Evaluation Model
- b) Organisational Development (OD) model
- c) Concerns-Based Adoption (CBA) model
- d) CBET model

3.4 The principles of effective implementation from the emphasises the role of leader and in his/her skills in ensuring that the curriculum is implemented effectively.

- a) ORC model
- b) Organisational Development (OD) model
- c) Concerns-Based Adoption (CBA) model
- d) CBET model

3.5 Important factor of curriculum is to help achieve the

- a) Education
- b) Job
- c) Value
- d) Objectives

3.6 In Namibia, the curriculum in TVET is diversified with a predominant

- a) Academic stream
- b) Predominant pre-vocational stream
- c) Technical stream
- d) None of the above

3.7 The primary purpose of curriculum evaluation is to determine

- a) How the goals and objectives will be achieved
- b) The nature and extent of relevant curriculum
- c) None of the above
- d) All of the above

3.8 Match the type of changes with their definitions.

3.8.1 This is the easiest and most common type of change. In this type of change, one component of the curriculum is substituted with another. For example, a teacher can substitute one textbook for another.

- a) Substitution
- b) Alteration
- c) Perturbations
- d) Restructuring

3.8.2 These changes could at first disrupt an implemented curriculum but can then be adjusted carefully to the current curriculum within a short time span. For example: the adjustment of time allocated for teaching or changing from face-to-face to blended mode (combination of face-to-face classes with online classes).

- a) Substitution
- b) Alteration

- c) Perturbations
- d) Restructuring

3.8.3 These changes lead to modification of the education system itself. For example, change from modular system to CBET system in TVET.

- a) Substitution
- b) Alteration
- c) Perturbations
- d) Restructuring

[10 Marks]

Question 4

Read the following extract about how key stakeholders respond to change and the curriculum implementation models and answer the questions accordingly.

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)

4.1 In your own opinion, what is the main obstacle to successful implementation of the CBET system? Discuss.

(10)

4.2 As a TVET trainer knowledgeable in Curriculum Studies, you are requested to design and implement a comprehensive Curriculum in your field and occupational area. You want to evaluate the unit standards of your trade. Explain how you will use the Kirkpatrick model in evaluating the unit standards.

(10)

Question 5

Curriculum implementation can result in minor changes or major changes. Name and explain the different types of changes from a TVET environment.

(5 x 3 = 15)

Question 6

What are some of the principles of effective implementation you can identify from the CBA model and how does it differ from the ORC and OD models?

(any 3 x 2 =6)

Question 7

Match the type of curriculum change to the example in the table below:

7.1 Substitution	Face-to-face classes to Blended mode classes
7.2 Alteration	Online learning will part of full time, part-time and distance leaning
7.3 Perturbations	Modular system to CBET system
7.4 Restructuring	Unit 7 and 8 will be covered for the tests instead of 5 and 6
7.5 Value-orientation changes	Curriculum changes from NTA and NQA

(5)

Question 8

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

(any 5 x 2 = 10)

Question 9

In order to determine the quality, effectiveness and value of a curriculum, we need to collect

evidence that allows us to determine whether the curriculum is doing what we are expecting it to do. In the case of Namibia, we want the TVET curriculum to produce the workforce needed to achieve Vision 2030. Provide 7 tools that we can use to evaluate the CBET curriculum in Namibia.

(14)

[Total:100]

End of Examination