



**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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SECOND 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 6 PAGES (INCLUDING THIS COVER PAGE)

SECTION A

Question 1: Multiple Choice questions

[15]

- 1.1 Which curriculum approach is the oldest and most widely used for curriculum design and development?
- Systems
 - Behavioural
 - Postmodern
- 1.2 Which educational philosophy belongs to a traditional group?
- Essentialism
 - Progressivism
 - Contemporary
- 1.3 Which is NOT a component of curriculum?
- Aims and objectives
 - Experiences
 - Application
- 1.4 Learning should focus on the affective domain together with the cognitive and
- the genuine domain
 - the freedom domain
 - the psychomotor domain
- 1.5 This method encourages learners to investigate and find answers for themselves and to critically evaluate information.
- Discussion
 - Direct instruction
 - Research
- 1.6 This source falls under the world philosophy of Pragmatism and educational philosophy of Progressivism.
- Society
 - Learner
 - Science
- 1.7 This design is also called the interdisciplinary design.
- Subject design
 - Broad-fields design
 - Discipline design
- 1.8 This approach focuses on starting with a general design and working toward specifics.
- Inductive

- b. Deductive
- c. Mixed

1.9 This model focuses on involving the teachers to develop the curriculum and would start with the teachers to identify the needs of the students and specific objectives.

- a. Tyler's model
- b. Doll's model
- c. Taba's model

1.10 Which cognitive process of the Bloom's taxonomy helps students to break a whole into parts and distinguish elements, relationships, and organizational principles in the subject matter?

- a. Remembering
- b. Analysing
- c. Evaluating

1.11 This approach focuses on all the experiences students have under the guidance of teachers.

- a. Managerial
- b. Humanistic
- c. Contemporary

1.12 Which model is focused on the attainment of objectives and allows all educational experiences to be justified by these objectives?

- a. Taba's model
- b. Tyler's model
- c. Doll's model

1.13 Educational philosophy for the TVET curriculum in Namibia is biased towards

- a. Progressivism
- b. Reconstructionism
- c. Perennialism

1.14 Which curriculum content selection criteria concerns with the authenticity of the content selected?

- a. Validity
- b. Feasibility
- c. Utility

1.15 This approach treats implementation as an ongoing, interactive process and rests on the assumption that individuals care about the future and desire to be actively engaged in designing, developing, implementing, and evaluating the educational system.

- a. Overcoming-Resistance-to-Change

- b. Organizational Development
- c. Concerns Based Approach

Question 2: Matching **[10]**

2.1 Match the different types of curriculum designs with their descriptions. **[5]**

Curriculum design	Curriculum design
1 Child-centred	A Curriculum focus is on separate subjects within a discipline.
2 Experience-centred	B Curriculum is pre-planned and adjusted according to the student's interests and needs.
3 Radical	C Curriculum focus is on allowing a person to develop to reach his/her highest potential based on his/her needs, interests, and experiences.
4 Humanistic	D Curriculum focus is on empowering the student to having their own voice and become free from conforming to a society which is seen to be corrupt.
5 Subject-centred	E Curriculum is not pre-planned and evolves according to the student's experiences and interests

2.2 Match the following curriculum content selection criteria with its correct definition. **[5]**

1 Self-sufficiency	A Used by those who favour the learner-centred design.
2 Interest	B Learning knowledge and skills allow one to function independently in society.
3 Utility	C This criterion requires curriculum planners to consider content in light of the time allocated, the resources available, the expertise of current staff, the nature of the political climate.
4 Learnability	D Concerns the usefulness of the content for the present and future.
5 Feasibility	E Relates to the optimal (best) placement and appropriate organization and sequencing of content.

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

Identify the True and False statements.

3.1 The CBET model is based on the behaviourist learning theory. **(1)**

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

3.3 The curriculum development model used in Namibia applies the principles of Bobbitt and Charter as Namibia's TVET curriculum is intended to contribute to society, the economy, and family life. **(1)**

3.4 A curriculum which focuses on the development of the feelings and attitude, inclusion of student experiences and development of the whole person applies the principles of behaviourist learning theory. (1)

3.5 Evaluation is the formal determination of the quality, effectiveness, and value of a curriculum. (1)

SECTION B

Question 4 [13]

4.1 Name five facilitation methods that are employed in the CBET programmes. (5)

4.2 Explain any three of the facilitation methods you can use in your trade. (6)

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

Question 5 [15]

5.1 According to Vision 2030, Namibia's TVET curriculum is intended to contribute to society, the economy, and family life. The unit standards developed for TVET education in Namibia connect the goals and aims with activities that individuals perform. Which curriculum development model is used in Namibia? (1)

5.2 List four steps of curriculum construction advocated by the model stated in 5.1. (4)

5.3 Which organisations are responsible for development of the TVET curriculum in Namibia? (2)

5.4 William Doll proposed the 4 R's as a criteria to determine whether a curriculum developed is successful or not. Name and explain these criteria. (8)

Question 6 [14]

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

6.2 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)

6.3 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? (3)

Question 7 [12]

- 7.1 What is the role of philosophical foundations in curriculum theory? (2)
- 7.2 Which educational philosophies inform the TVET curriculum in Namibia? (2)
- 7.3 State the characteristics of one of the philosophies stated in 7.2. (4)
- 7.4 Explain how humanistic principles can be applied in the class. Provide four facts. (4)

Question 8

[16]

- 8.1 The unit standards have been developed by the NTA together with the industry and other stakeholders and are grouped to form a National Vocational Certificate (NVC) qualification in the CBET model. Explain why the CBET model did not keep its promise of skills development and economic competitiveness for Namibia. Name at least four facts. (8)
- 8.2 List the societal factors which have influenced the TVET curriculum design in Namibia. Explain how these factors below affected the TVET curriculum. Provide at least four factors. (8)

[END OF PAPER]