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 SIX (6) PAGES (INCLUDING THIS COVER PAGE)

SECTION A

Question 1: Multiple Choice questions [20]

1.1 The word "curriculum" comes from the Latin word *"currere"* which means (2)
   a. to repeat the course
   b. to finish the course
   c. to run the course
   d. to evaluate the course

1.2 Which curriculum approach is a nontechnical? (2)
   a. Systems
   b. Postmodern
   c. Managerial
   d. Behavioural

1.3 Which model advocates an inductive approach? (2)
   a. Taba's model
   b. Tyler's model
   c. Bobbitt's model
   d. Charter's model

1.4 Which educational philosophy views a teacher as an agent of social change? (2)
   a. Essentialism
   b. Reconstructionism
   c. Perennialism
   d. Progressivism

1.5 The curriculum that emerges in the classroom as a result of the actual situation and requires that teachers make adjustments as needed. (2)
   a. Operational curriculum
   b. Null curriculum
   c. Hidden curriculum
   d. Formal curriculum

1.6 This method allows trainees to share knowledge and ideas, motivating them to achieve more when others respect their contribution. (2)
   a. problem-solving
   b. discussion
   c. direct instruction
   d. practical

1.7 This design is both the oldest and the best-known design and draws on knowledge, science and society as its sources. (2)
   a. discipline design
   b. subject design
   c. broad fields design
   d. romantic design

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1.8 Curriculum improvement should be a ……………… process. (2)
   a. Initial
   b. last
   c. continuous
   d. Internal

1.9 Student's needs and interests are important (2)
   a. Historical foundation
   b. Sociological foundation
   c. Psychological foundation
   d. Economical foundation

1.10 Which cognitive process of the Bloom's taxonomy helps students generate hypotheses, design future strategies for learning, and construct products? (2)
   a. Understanding
   b. Analysing
   c. Creating
   d. Memorising

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

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   **[10]**

Explain how humanistic principles can be applied in the class. Provide any **five (5)** facts.

Question 5   **[15]**

5.1 Which learning theory informs the TVET curriculum in Namibia? Explain your answer. (3)

5.2 Identify **three (3)** societal factors that prevent successful implementation of the TVET Curriculum in Namibia.   (6)

5.3 If you had the opportunity to address the societal factors above, what changes would you make and why? Provide any **three (3)** facts. (6)

Question 6 [14]

Read the case study below of an excellent example of how engagement with the community led to the success of the students written by Ornstein and Hunkins (2018, p.282)

> 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.

6.1 Provide **four (4)** challenges from the case study that the community faced which led to the success of the students in the community. (8)

6.2 Identify from the case study above phrases which indicate that improvements had been made at the Harlem Children's Zone Academy. Provide at least **three (3)** phrases. (6)

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   **[10]**

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. Mention **four (4)**
     strategies that 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. Mention **three (3)**
     recommendations you would give to improve implementation of the CBET model in
     Namibia?   (6)

[END OF PAPER]