



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

FACULTY OF HUMAN SCIENCES

DEPARTMENT OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

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FIRST OPPORTUNITY EXAMINATION QUESTION PAPER	
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INSTRUCTIONS	
<ol style="list-style-type: none">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 Which curriculum approach is the oldest and most widely used for curriculum design and development? (2)
- a. Systems
 - b. Behavioural
 - c. Postmodern
 - d. Academic
- 1.2 Which educational philosophy belongs to a traditional group? (2)
- a. Essentialism
 - b. Progressivism
 - c. Contemporary
 - d. Pragmatism
- 1.3 Which is NOT a component of curriculum? (2)
- a. Aims
 - b. Objectives
 - c. Experiences
 - d. Application
- 1.4 Learning should focus on the affective domain together with the psychomotor and____ (2)
- a. the genuine domain
 - b. the freedom domain
 - c. the cognitive domain
 - d. physical domain
- 1.5 This method encourages learners to investigate and find answers for themselves and to critically evaluate information. (2)
- a. Discussion
 - b. Direct instruction
 - c. Research
 - d. Observation
- 1.6 This design is also called the interdisciplinary design. (2)
- a. Subject design
 - b. Broad-fields design
 - c. Discipline design
 - d. Product design

1.7 This approach focuses on starting with a general design and working toward specifics. (2)

- a. Inductive
- b. Deductive
- c. Mixed
- d. Experimental

1.8 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. (2)

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

1.9 Educational philosophy for the TVET curriculum in Namibia is biased towards (2)

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

1.10 Which curriculum content selection criteria concerns with the authenticity of the content selected? (2)

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

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 [8]

- 4.1 The principles and training approaches in CBET are based on the behaviourist learning theory. How do behaviorists define curriculum? (2)
- 4.2 Explain any three of the facilitation methods you can use in your trade. (6)

Question 5 [15]

- 5.1 State **four (4)** basic principles of Tyler's curriculum model. (4)
- 5.2 Give ONE strength of Tyler's curriculum model. (1)
- 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 (5)** 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 (4)** 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 (4)** 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 (4)** factors. (8)

[END OF PAPER]