



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

FACULTY OF COMMERCE, HUMAN SCIENCE AND EDUCATION

DEPARTMENT OF TECHNICAL, VOCATIONAL EDUCATION AND TRAINING

QUALIFICATION: DIPLOMA IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING: TRAINER	
QUALIFICATION CODE: 06DTV	LEVEL: 5
COURSE CODE: CWM510S	COURSE NAME: CLASSROOM AND WORKSHOP MANAGEMENT
SESSION: JUNE 2025	PAPER: 1
DURATION: 3 HOURS	MARKS: 100

FIRST OPPORTUNITY EXAMINATION QUESTION PAPER	
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INSTRUCTIONS	
<ol style="list-style-type: none">1. Answer ALL the questions.2. Read all the questions carefully before answering.3. Number the answers clearly	

THIS QUESTION PAPER CONSISTS OF 6 PAGES (Including this front page)

Question 1 True or False questions

[7]

State whether the following statements about classroom/workshop management are true or false by writing the word True or False on the sheet provided.

- (a) Classroom management only involves dealing with misbehaviour when it occurs.
- (b) Effective classroom management helps to maximise instructional time and student learning.
- (c) Arranging the physical environment has little to no effect on student behaviour.
- (d) Classroom management is the sole responsibility of the teacher, and students play no role in it.
- (e) Consistency in applying rules and consequences is essential to effective classroom management.
- (f) Classroom management strategies should consider the developmental level and needs of learners.
- (g) A quiet classroom always means effective classroom management is taking place.

Question 2

[4]

Match each student behaviour in **Column A** with the most appropriate action plan or strategy in **Column B**. Write the correct letter of the action plan from Column B next to the corresponding number in Column A.

Column A	Column B
1. Defiance	(a) Offer structured choices
2. Lack of motivation	(b) Assign roles or engage with questions
3. Need for control	(c) Acknowledge the student's feelings, then restate expectations
4. Off-task behaviour	(d) Dismiss Behaviour
	(e) Connect lessons to real-life applications

Question 3

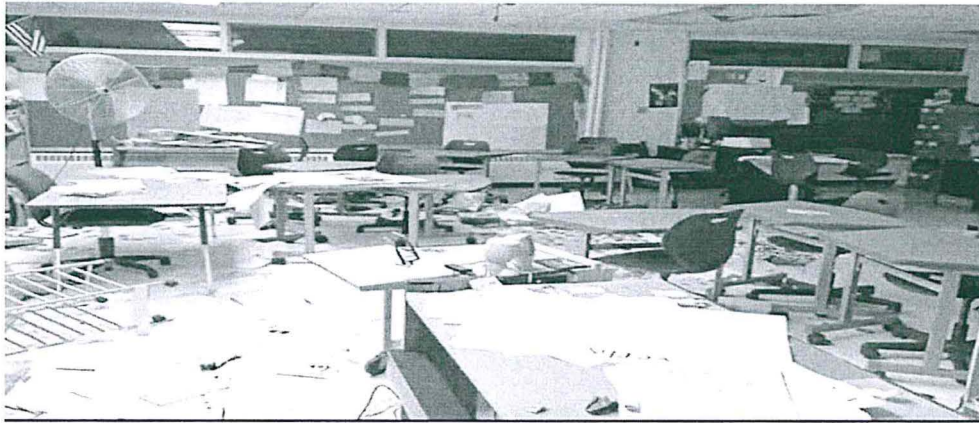
[25]

- (a) Study the two pictures (X) and (Y) provided below about the physical layout of a learning environment, and answer the following questions:

(Picture X)



(Picture Y)



- (i) Describe **three (3)** differences between the two physical layouts. (3)
- (ii) Explain how each arrangement of the physical environment could influence student behaviour, engagement, and safety? (6)
- (iii) Propose **four (4)** realistic recommendations to improve the physical layout in picture Y (4)
- (b) A trainee in your workshop repeatedly shows impulsive behaviour, such as interrupting others and grabbing tools without asking. Develop and describe an action plan to address this behaviour. Your plan should include **three** proactive and **three** reactive strategies. (6)

(c) You are placed at a Vocational Training Centre where classrooms are overcrowded, and trainees often arrive late, and move around frequently. The Head of Trainee asks for your input to improve classroom management without changing staff or class size.

Using your understanding of physical environment arrangement, propose and justify **three** practical changes you will make to the classroom layout to improve learner behaviour, participation, and flow of instruction. (6)

Question 4

[39]

Read the four classroom scenarios provided below. Each scenario represents a different trainer's belief system about teaching, learning, and student motivation. These belief systems significantly influence how these trainers manage their classroom or workshop environment.

Scenario A: Mr. Gabriel – The Enforcer

Mr. Gabriel believes that students learn best when rules are strictly followed and consequences are consistently applied. He uses a structured system of rewards for good behaviour and punishments for misbehaviour. His lessons are highly organised and teacher-directed.

Scenario B: Ms. Lien – The Nurturer

Ms. Lien believes that every learner has an inner drive to learn and succeed. She prioritises students' emotional well-being, builds strong teacher-student relationships, and avoids punitive measures. She gives learners time to reflect and connect personally with their work.

Scenario C: Mr. Moses – The Collaborator

Mr. Moses believes that students learn through interaction and social engagement. He often organises group work, encourages dialogue, and involves learners in co-creating class rules and goals. He sees misbehavior as an opportunity to teach social skills.

Scenario D: Ms. Anna – The Coach

Ms. Anna believes that learners should take responsibility for their own learning and behaviours. She gives students choices, promotes self-assessment, and holds learners accountable through logical consequences. She sees motivation as a product of autonomy and ownership.

Using the scenarios above:

(a) Outline **three strengths** and **three limitations** of each educator's belief system. (Consider aspects such as discipline, learner engagement, autonomy, and classroom climate.)

(24)

(b) Based on your answers in (a), argue which belief system (or combination) you consider most appropriate and effective for managing a diverse classroom or workshop. Justify your position.

(15)

See Scoring Rubric (next page)

Criteria	High (5)	Moderate (3)	Low (1)
Position/Claim Stated	Clear and specific belief system (or combination) selected and well-articulated.	Position stated but lacks clarity or specificity.	No clear position or belief system indicated.
Justification/Reasoning	Strong, relevant justification using logical arguments or practical rationale.	Some justification provided; may be generic or partially relevant.	Weak or irrelevant justification; limited reasoning.
Connection to Classroom/Workshop Practice	Clear connection between belief system and real-world classroom/workshop management practices	Some connection made but lacks detail or realism	little or no connection to practical teaching context

Question 5

[25]

Select **ANY ONE** of the following classroom management models or theories:

- **Behaviourism: The Skinner Model**
- **Choice Theory: The Glasser Model**
- **Learner-Directed Learning: The Jones Model**
- **Assertive Discipline: The Canter Model**

Demonstrate how you would apply the selected theory/model to manage your classroom or workshop effectively. In your response, include the following:

1. A brief explanation of the theory/model and its key principles.
2. Practical strategies you would use in line with the theory to promote positive behavior and learning.
3. Specific examples of how this approach would be implemented in your daily classroom or workshop routines.
4. Reflection on the possible benefits and challenges of using this theory/model in your context.

See Comprehensive analytical marking rubric next page.

Criteria	Excellent (5)	Good (3-4)	Basic (1-2)	Not evident (0)
Explanation of the Theory/Model	Clearly explains the chosen theory with accurate principles and relevance to classroom management	Mostly accurate explanation with minor gaps	Limited or vague explanation	Missing or incorrect explanation
Practical Strategies	Strong, appropriate strategies directly aligned with the theory	Mostly relevant strategies with some alignment	Strategies weakly connected to theory	No relevant strategies provided
Specific Examples	Specific, realistic examples clearly showing how theory is applied	Generally relevant examples, not fully detailed	Vague or generic examples	No examples provided
Benefits and Challenges Discussed	Insightful reflection; discusses both benefits and challenges clearly	Discusses both but lacks depth or balance	Mentions only benefits or challenges, not both	No discussion or superficial mention
Structure, Clarity, and Conclusion	Well-organized, clear writing with a logical flow; strong conclusion that summarizes main points	Clear writing and adequate structure; conclusion is present but not strong	Some issues in clarity or structure; weak or unclear conclusion	Poor structure or missing conclusion

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