



**NAMIBIA UNIVERSITY  
OF SCIENCE AND TECHNOLOGY**

**FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION**

**DEPARTMENT OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING**

<b>QUALIFICATION: DIPLOMA IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING: TRAINER</b>	
<b>QUALIFICATION CODE: 06DTVT</b>	<b>LEVEL: 6</b>
<b>COURSE NAME: CLASSROOM AND WORKSHOP MANAGEMENT</b>	<b>COURSE CODE: CWM510S</b>
<b>DATE: JULY 2023</b>	<b>SESSION: PAPER TWO</b>
<b>DURATION: 3 HOURS</b>	<b>MARKS: 100</b>

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

**THIS QUESTION PAPER CONSISTS OF \_5\_ PAGES (Including this front page)**

**Question 1**

**[14]**

Read the following multiple-choice questions. For each statement, select the option that best answers the statement. Write the number and only the letter of the answer. For example, 1.1 b. Each answer carries two marks. **(7 x 2 =14)**

1.1 The benefits of classroom and workshop management are:

- a) It creates a conducive and orderly learning environment.
- b) It is time-consuming to devote time to classroom and workshop management issues.
- c) Classroom management belongs to primary and secondary schools and TVET settings.
- d) It helps trainees to complete homework tasks.

1.2 Which of the Theories on Classroom and Workshop Management emphasized the fact that trainers must be firm and strict in their interactions with trainees

- a) Behaviourism
- b) Choice Theory
- c) Learner – Directed Learning
- d) Assertive Discipline

1.3 Which description is the best to describe verbal de-escalation?

- a) a process of identifying stages of challenging behaviour and meeting the needs of the trainee in that stage
- b) the process of placing the focus away from the challenging behaviour and toward something or somewhere more productive.
- c) a technique to help increase consistency in how requests are made.
- d) a strategy to assist with control issues

1.4 Active supervision is not associated with:

- a) Reasonable rules and regulations
- b) Authoritative and dictatorial teaching methods
- c) Dignity and respect for trainees
- d) Unconditional love and support

1.5 The dimension that makes up centre climate are:

- a) Safety, respect, teaching, institutional environment and centre improvement
- b) Respect, teaching and institutional environment
- c) Teaching, institutional environment and centre improvement process
- d) Institutional environment and centre improvement process

1.6 A proper definition of Defiance in the context of Classroom and Workshop Management is:

- a) Defiance is about resistance, opposition and lack of obedience
- b) Not accepting authority
- c) Defiance can be corrected by accepting authority
- d) All of the above

1.7 Select the characteristic that is linked to assertive discipline.

- a) Cooperation
- b) Competition
- c) Trainee accountability
- d) Trainee's rights and freedom

**Question 2**

**[10]**

Read the following statements and answer **true** if you agree, and **false** if you do not agree with them. **(10)**

2.1 The study of theories can help trainers to compare and contrast and subsequently assist them to make informed decisions about the choice of action to use to mitigate misbehaviours.

2.2 Trainers having a good relationship with their trainees will lead to increased performance, mastery and success.

2.3 Theories cannot provide suggestions that trainers can use immediately to effectively manage their classrooms and workshops.

2.4 Classroom and Workshop Management is limited to the discipline and indiscipline of trainees.

2.5 It is less important in creating positive relationships as it can contribute to improved trainee behaviour.

2.6 Choice theory allows the trainer to act as the main person responsible to maintain strict discipline in the classroom and workshop.

- 2.7 Trainers need to be equipped with classroom and workshop management strategies and techniques to support teaching and learning.
- 2.8 To acknowledge appropriate behaviour or correct inappropriate behaviour is referred to as a consequence.
- 2.9 A negative consequence is a means by which teachers increase the probability that a desired behaviour will occur in the future, often referred to as a reinforcer.
- 2.10 A positive consequence is a means by which the teacher decreases the probability that an undesired behaviour will occur in the future.

**Question 3 (Matching)**

**[8]**

**Match the preventive strategies and Reactive Strategies with the appropriate statement. (4)**

- 3.1 The establishment of rules and procedures
- 3.2 Favourable trainer: trainee relationships
- 3.3 Giving warnings or punishments
- 3.4 Management of physical space, materials, equipment, movement and lessons

**Match the examples with the different types of intervention below.**

**(4)**

- 1 Allowing the trainee to start a worksheet at the top or the bottom
- 2 Talking excessively and class clowning
- 3 Rearranging groups and identifying needs based on the lesson or assignment
- 4 Maintain the procedures and routines that have been established.

**3.5 Intervention 1: First-then**

**3.6 Intervention 2: Preferential seating**

**3.7 Intervention 3: Equal Choices**

**3.8 Intervention 1: Planned ignoring**

**Question 4**

**[30]**

Select one of the Classroom and Workshop Management theories below:

- a) Behaviourism: The Skinner Model
- b) Choice Theory: The Glasser Model
- c) Learner-Directed Learning: The Jones Model
- d) Assertive Discipline: The Canter Model

Answer the following questions based on the theory selected at Question 4

4.1 Briefly explain the theory. [5 x 2 = 10]

4.2 Explain how a trainer can use the theory for Classroom and Workshop Management. [5 x 2 = 10]

4.3 Create examples of how you will use the theory for Classroom and Workshop Management.  
[5 x 2 = 10]

**Question 5** [6]

In your own words, briefly explain the concept, 'Classroom and Workshop Management' within the TVET context. [3 x 2 = 6]

**Question 6** [16]

For practical purposes, it is important to understand the four basic functions of behaviour. Name and briefly explain the **four (4)** basic functions of behaviour. [4+ (4x3) =16]

**Question 7** [16]

Name four (4) challenges and demands that trainers face in classrooms and workshops. Briefly explain how each challenge or demand can be addressed by the trainer. [(4x2) + (8+8) =16]

**Total marks: 100**

**End of Examination Paper**