



**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: 06DTVT	LEVEL: 5
COURSE CODE: CWM510S	COURSE NAME: CLASSROOM AND WORKSHOP MANAGEMENT
SESSION: JULY 2025	PAPER: 2
DURATION: 3 HOURS	MARKS: 100

SECOND OPPORTUNITY EXAMINATION QUESTION PAPER	
EXAMINER(S)	DR K. JUNIAS
MODERATOR:	MS. CLAUDIA MARITSHANE

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

[6]

Read the following two definitions and respond to the questions that follow.

Definition

A:

“Classroom management is the process of creating and maintaining a learning environment that fosters academic achievement, respect, and learner engagement in a theory-based setting.”

Definition

B:

“Workshop management refers to the effective organisation and control of resources, tools, learners, and safety procedures in a practical training environment to facilitate hands-on learning.”

- a) Based on the definitions, identify two key similarities and two key differences between classroom and workshop management. (4)
- b) Explain why a teacher in technical and vocational education must understand both forms of management to be effective. (2)

Question 2

[16]

Read the following statements about classroom and workshop management. State whether you agree or disagree with each statement and justify your position.

- 2.1 Workshop management requires the same strategies as classroom management
- 2.2 A trainer’s belief that students learn best through discovery promotes learner engagement.
- 2.3 Effective seating arrangements can reduce behavioral issues in both classrooms and workshops.”
- 2.4 A trainer’s personal teaching style should always take priority over learners’ needs.”
- 2.5 Positive reinforcement is the most effective way to manage trainee behaviour.”
- 2.6 Behaviourist models like Skinner's are outdated and irrelevant in managing today’s classrooms and workshops.”
- 2.7 A trainer’s belief that learners must be independent always leads to a more disciplined and focused learning environment.
- 2.8 Glasser’s Choice Theory is more suitable for adult students than for younger students.”

Question 3

[16]

(a) Trainers' beliefs influence the way they manage their classrooms and or workshops. Consider a trainer who belief in trainee independence and collaboration.

(i) Explain how each belief influences their classroom and or workshop management style. Give two points for each. (4)

(ii) Give one possible challenge for managing classroom and workshop based on each of the two beliefs. (2)

(b) Mr. Shivute believes that strict control and clear consequences lead to better learning outcomes. In both his classroom and workshop, he uses rules, routines, and immediate correction to maintain order. Learners follow instructions but are not very talkative or creative.

(i) What does this scenario suggest about Mr. Shivute's personal beliefs about teaching and learning? Give three points. (3)

(ii) Identify and describe the style of classroom and workshop management he is likely using. (3)

(iii) Outline two potential strengths and two possible limitations of managing learners based on these beliefs. (4)

Question 4

[20]

(a) You are teaching a lesson when one trainee begins talking loudly and making jokes, causing laughter and distraction.

(i) Identify the type of behaviour being displayed. (1)

(ii) Suggest a realistic, step-by-step action plan you would implement to restore order while maintaining a supportive learning environment. *Give five actions* (5)

(b) **Defiance** and **impulsivity** are some of the common student behaviours teachers and trainers encounter in learning environments. For **each of these two behaviours**:

(i) Describe what the behaviour entails including how the behaviour manifests. (4)

(ii) Identify one possible cause of the behaviour. (2)

(iii) Propose a practical action plan or strategy you would implement as a trainer to manage

defiance and impulsivity in your classroom or workshop. Give four actions/strategies for each behaviour. (8)

Question 5 [12]

(a) Read the three classroom scenarios below.

Scenario A: You are facilitating a class debate on the topic *“Technology is replacing skilled labor.”* All trainees are expected to participate equally and respond to one another’s points.

Scenario B: Your trainees are working on an assignment that requires brainstorming and collaboration to design a business plan for a local enterprise.

Scenario C: You are administering a formal trade theory examination in a large classroom with 35 learners.

(i) For each scenario, identify the most suitable seating arrangement (3)

(ii) Justify your choice based on the management and learning needs of the situation. (3)

(b) You are teaching a mixed-ability class of 30 trainees in a trade theory-based session. The class includes some highly distracted learners and some who need frequent support. Describe how you would use seating arrangements to manage behaviour and support learning in this class. Include at least two different seating arrangements and explain how you would apply each. (6)

Question 6 [30]

Trainers’ approaches to managing classrooms are often influenced by their understanding and application of educational theories. Choose **ANY TWO of the following classroom management theories:**

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

Write an essay in which you demonstrate how a TVET trainer can apply each of the two selected theories to manage a classroom effectively. In your discussion, include:

1. A brief description of each theory’s main principles

2. Specific strategies and examples of how the theory can be used in managing trainee behaviour, motivation, and engagement
3. A reflection on the strengths and possible limitations of using each theory in a real-world classroom setting.

Scoring Rubric (next page)

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Partial (2)	Limeted/None (0-1)
Understanding of theories	deep understanding with accurate, detailed descriptions of both theories	Accurate but general descriptions; some depth	Basic but correct understanding; some vagueness	Superficial or partially incorrect descriptions	Confused or incorrect understanding of theories
Application to Classroom Practice	Applies both theories with highly relevant, specific strategies and examples	Applies both with mostly appropriate examples	Applies both with some relevant examples; lacks depth	Application weak or only applies one theory well	Vague or unrelated applications
Practical Examples	Provides 2+ clear, classroom-relevant examples per theory, well explained	good examples per theory, mostly relevant	2 examples per theory; some lack clarity or realism	Few unclear or unrealistic examples	Lacks or misuses examples
Strengths and Limitations of Each Theory	Insightful, balanced analysis of pros and cons of each theory	Some critical reflection; strengths and limitations identified	Basic discussion; may be uneven or general	Very limited or superficial reflection	No meaningful reflection
Structure and Academic Writing	Logical, well-organized essay with excellent grammar and clarity	Mostly clear and well-organized with few errors	Understandable but weak flow or noticeable errors	Very limited or superficial reflection	Disorganized or unclear