



FACULTY	FACULTY OF EDUCATION AND HUMAN SCIENCES		
SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	OFFICE OF THE ASSOCIATE DEAN		
SUBJECT	SCHOOL SPECIFIC PAPER GROUP 1		
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DURATION	2 HOURS	MARKS	[100]

MATURE AGE EXAMINATIONS SCHOOL OF EDUCATION

Examiners: *Ms S. Hoeses, Dr P. Henok, Dr T. Shikukumwa, Mr T. Naweseb, Ms T. Nghipondoka, Dr R. Mwetulundila, Mrs C. Kaereho*

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This question paper consists of twenty (20) pages including the front page.

Instructions:

1. Answer the questions in the provided examination book.
2. Write your name, e-mail address, telephone number and intended phase /area of study (Early Childhood and Junior Primary Education, Senior Primary Education and Secondary Education, or Organizational Learning and Development) on the cover of your answer book.

3. Answer Section A and B (compulsory) and any 1 question in Section C based on the programme you applied for.
4. Number your questions correctly.
5. Please indicate clearly which questions you are answering.
6. Please submit both the question paper and the answer booklet to the invigilator.

UNIVERSITY OF NAMIBIA EXAMINATION

SECTION: A COMPULSORY (20 Marks)

Answer all questions in this section.

1. Choose the correct answer and write only the letter.

1.1 The Namibian Constitution guarantees free and compulsory education for children between the ages of:

- a) 4 – 12 years
- b) 6 – 16 years
- c) 7 – 16 years
- d) 7 – 18 years

1.2 The National Curriculum for Basic Education (2016) is based on which guiding vision?

- a) Harambee Prosperity Plan
- b) Vision 2030
- c) Inclusive Education Policy
- d) Africa Agenda 2063

1.3 Which of the following is an example of formative assessment?

- a) End-of-term exam
- b) A weekly spelling test
- c) Final Grade 12 examination
- d) Placement test for new learners

1.4 Who was the first Minister of Education in independent Namibia (1990)?

- a) Abraham Iyambo
- b) Nahas Angula
- c) Nangolo Mbumba
- d) Pendukeni Iivula-Ithana

1.5 In a learner-centred classroom, the teacher is expected to act mainly as:

- a) A knowledge transmitter
- b) A facilitator of learning
- c) A strict controller
- d) A curriculum inspector

1.6 The main purpose of Continuous Assessment (CA) in schools is to:

- a) Test learners at the end of the year
- b) Monitor learner progress throughout the year
- c) Compare learners with each other
- d) Identify the weakest learners only

1.7 From which year will Namibia offer fully subsidized higher education at state universities and vocational colleges?

- a) 2025
- b) 2026
- c) 2027
- d) Already in place

1.8 The National Institute for Educational Development (NIED) is responsible for which of the following?

- a) Curriculum development, educational research, and teacher development
- b) Managing university funding
- c) Overseeing private schools only
- d) None of the above

1.9 Inclusive education in the Namibian context means:

- a) Allowing only high-achieving learners in class

- b) All learners, regardless of ability or background, learning together
- c) Classes separated by ability levels
- d) Focusing solely on the gifted learners

1.10 ICT integration in Namibian classrooms is currently hindered by:

- a) Full internet coverage
- b) Lack of infrastructure and teacher training
- c) Excess of high-quality equipment
- d) None of the above

2. Indicate whether the statements are true or false. (10)

2.1 The Namibian Language Policy requires that English must be the medium of instruction from Grade 1.

2.2 Inclusive education ensures that learners with special needs are excluded from mainstream schools.

2.3 Namibia Vision 2030 promotes the development of a knowledge-based society.

2.4 According to the National Curriculum, basic education in Namibia covers Grades 1–12.

2.5 Learner-centred teaching means that the teacher does all the talking while learners listen.

2.6 Mother tongue instruction in early grades helps learners build strong foundations in literacy and numeracy.

2.7 Teachers are only responsible for academic development, not social or emotional growth.

2.8 Co-curricular activities can support teaching by promoting teamwork and cultural pride.

2.9 A good teacher should be patient, fair, and a good role model.

2.10 Education is one of the most important tools for reducing poverty and promoting peace in Namibia.

SECTION B: COMPULSORY (30)

Answer all questions in this section.

Short questions (15)

3.1 Namibia recently launched a national campaign under an AU initiative to combat “learning poverty.” What are two key components of this effort? (4)

3.2 What is the current Ministry of Education called, and why was its portfolio expanded in 2025? (3)

3.3 How can education enhance Namibia’s progression towards achieving the Sustainable Development Goals (SDGs)? (3)

3.4 Why is teacher professional development, especially in areas like coding or AI, important in the current educational context? (3)

3.5 Mention any two classroom management strategies. (2)

Question 4: Structured questions (15)

4.1 Mention five rights of the Namibian children. (5)

4.2 Explain the roles of a leader in an organization/school. Give five reasons. (5)

4.3 Mental health is vital in one's life. What do you think employers should do to help their employees cope with stress? Give 5 reasons. (5)

SECTION C: Choose One Question Only (50 marks)

Answer any (One) of the questions that is relevant to the programme that you applied for admission from this section. e.g if you applied for admission into the Bachelor of Organisational Learning and development, answer only question 5.

BACHELOR OF EDUCATION IN SECONDARY EDUCATION HONOURS:

5. Write down the letter corresponding to the correct answer, e.g. 5.1 c). Each question is worth 1 mark.

5.1.1 What is the value of $9 \div 3 + 49 \div 3 + 4$?

- A) 1
- B) 7
- C) 12
- D) 9

5.1.2 Which number is a multiple of both 2 and 5?

- A) 12
- B) 15
- C) 20
- D) 25

5.1.3 What is half of 3.6?

- A) 1.3
- B) 1.6
- C) 1.8
- D) 2.0

5.1.4 If $7x = 28$, what is x ?

- A) 2
- B) 3
- C) 4
- D) 7

5.1.5 Which fraction is equivalent to $\frac{2}{4}$?

- A) $\frac{1}{4}$
- B) $\frac{2}{2}$
- C) $\frac{1}{2}$
- D) $\frac{3}{4}$

5.1.6 A square has sides of 6 cm. What is its perimeter?

- A) 12 cm
- B) 18 cm
- C) 24 cm
- D) 36 cm

5.1.7 Convert 55000 g to kilograms.

- A) 0.55 kg
- B) 55 kg
- C) 5.5 kg

D) 50.5 kg

5.1.8 Which number is a multiple of both 2 and 5?

A) 12

B) 15

C) 20

D) 25

5.1.9 In a school athletics competition, a learner runs 800 meters. Which component of fitness is MOST important for this event?

A) Flexibility

B) Endurance

C) Strength

D) Agility

5.1.10 Which gas do humans need to breathe in to survive?

A) Carbon dioxide

B) Oxygen

C) Nitrogen

D) Hydrogen

10 marks

5.2 Write down the letter corresponding to the correct answer, e.g. 5.2.1 c). Each question is worth 1 mark. (4)

5.2.1 A system of education that appreciates and prioritise diverse abilities of learners in the classroom can be called _____

(A) Educational psychology

(B) Educational management

(C) Inclusive education

(D) Educational administration

5.2.2 Students who depend on visual cues for educational instruction are said to be regarded as _____

(A) Students with hearing loss

(B) Students with visual impairment

(C) Students with disabilities

(D) Students with learning disabilities

5.2.3 _____ is a major outcome of inclusive education.

- (A) Increased social exclusion
- (B) Improved social interaction and acceptance
- (C) Widening achievement gaps
- (D) Reducing peer support

5.2.4 _____ is one the major factor that serves as barriers to successful implementation of inclusive education?

- (A) Adequate teacher training
- (B) Positive attitudes of teachers
- (C) Lack of required resources and negative attitudes
- (D) Peer collaboration

5.2.5 Home-schooling has become a choice for parents in Namibia. Discuss the advantages (10 points) of home-schooling for children or youths. State the age of the children or group you are focusing on in your discussion. (10)

5.3.1 What is a scheme of work? (2)

5.3.2 In what ways can artificial intelligence (AI) support the goals of Namibia's education curriculum, particularly in promoting learner-centred learning? (2)

5.3.3 During a Grade 11 class activity, learners are tasked with planning and carrying out a group project to organise a school clean-up campaign. Learners brainstorm, plan, and decide on the steps required. Learners demonstrate responsibility, teamwork, respect for others' opinions, and commitment to improving the school environment. Learners actively participate in physical tasks such as collecting litter, planting trees, and arranging cleaning materials.

5.3.4 How does the school clean-up campaign activity promote the development of all three learning domains (cognitive, affective, and psychomotor)? (3)

5.3.5 Suggest two ways a teacher can assess learners' affective and psychomotor domains during this activity. (4)

5.4. Discipline is one of the major problems among learners at your school. Generally, a lack of discipline hinders effective content delivery as learners most of the time disrupt lessons. Explain how you manage learners effectively during your lesson. (15)

BACHELOR OF EDUCATION IN SENIOR PRIMARY EDUCATION HONOURS

(Answer all the questions in this section)

The Academic Writing Challenges of Undergraduate Students: A South African Case Study

By Ernest A. Pineteh published in International Journal of Higher Education Vol. 3, No. 1; 2014

1. This article discusses the academic writing challenges of undergraduate students in Cape Peninsula University of Technology (CPUT), South Africa. It highlights the major weaknesses in student writing such as lack of a mastery of academic writing conventions, analysis of writing topics; using writing to construct social identities; ability to research and apply knowledge across different context and poor sentence skills. Representing academic writing in this article as a literacy practice suggests that writing is linked “with what individuals as socially situated actors do, both at the level of context of a specific situation and at the level of context of culture” (Chouliaraki & Fairclough 1999, p. 21). This justifies why academic writing is at the centre of the scholarship of teaching and learning in universities.
2. In the context of CPUT, Academic writing and other literacy practices have been taught through mandatory courses such as Communication Skills and Academic Literacy. These courses are located within mainstream curricula in the different faculties of the university (Pineteh, 2012; Jacobs, 2007). The location of the offerings within mainstream curricula suggests that literacy practices play an important role in the cognitive development of students. Needless to mention that the “language of academia is a very specialized discourse which presents a problem for all students whether they are first or second language speakers” of English (Archer 2010, p.496). Student success in any university is inextricably about developing a ‘voice’, a culture of intellectual enquiry and “aspects of social integration which involve the affective dimensions of their engagement with higher education” (Beard, Clegg & Smith 2007, p.236). Effective academic writing provides an uncharacteristic space for students to negotiate and articulate these multiple discourses that shape higher education (Archer, 2010; Adams, 2008; Lea, 1998). It is critical not only for socialising students into discipline-specific writing but also for their cognitive development. For a student to succeed in a university of technology like CPUT, they

“need to develop their writing skills in order to cope with university course work” in different disciplines (Bacha 2002, p.161).

3. The student composition of CPUT is very diverse in terms of race, linguistic background and cognitive development. However, the dominant academic discourse seems to privilege students from middle-class backgrounds. Here, students struggle to cope with institutional literacy expectations because the medium of instruction is English, which is not necessarily the native language of many students. Nonetheless, these students are expected to think and write using middle class literacy practices (Archer, 2010; Leibowitz, Bacha, 2002; Goodman, Hannon & Parkerson 1997). For example, to be proficient in academic writing, students are expected to be a critical and analytical thinker. They are expected to apply myriad human skills and organise their thoughts in a methodical manner, while applying specific discipline instructions and conventions.
4. One key factor that has contributed to the writing challenges of CPUT students is the ubiquity of social media in higher education today (Pineteh, 2012). The increasing access to the writing genre of social media such as Facebook, Twitter and Blogging has impacted on the quality of student writing in this context. When writing academic papers, these students often struggle to switch from informal social media writing style that they now use often to the more restricted and more conservative formal academic style (Williams, 2008). Because they spend endless hours on facebook and twitter, they unconsciously transfer instant messaging style into academic writing. By contrast, students in higher education are expected to produce “knowledge which is social accountable, reflexive, trans-disciplinary and problem-oriented” (Waghid 2002, p.461).
5. In Addition, students at CPUT do not understand the role of academic writing in higher education, affirming why CPUT undergraduates do not accord writing tasks the respect they deserve. Naively, these students see academic writing as something for study and teaching skills rather than the interplay of academic literacies or the process of socialisation into discipline-specific discourses (Lea & Stierer, 2000). As a result, they become dependent on Communication lecturers “to perform most of the regulatory and

reflective functions desired in the learner” (Kinsler 1990, p.304). Or they simply approach academic writing with negativities and misconceptions, which stem from their imaginations of a university of technology. For them, the practice-oriented focus of the university should disregard academic writing as a critical practice in the learning process. Here, they do not understand that “academic writing is designed to be an enriching learning experience” (Yong 2010, p. 471). Instead they approach writing with mixed feelings and often “regard it as a time consuming and unpleasant chore” (Yong 2010, p.147).

Proposed strategies for addressing the academic writing challenges of CPUT undergraduate student

6. Since several CPUT departments are in the process of review, Communication and academic literacy lecturers should be redesign academic development curricula in such a way that they are more responsive to the needs of students (Pineteh, 2011). Because subjects like Communication are supposed to develop academic writing skills and socialise students into disciplinary discourses, the contents and teaching strategies should be responsive to the generic and discipline-specific needs of undergraduate students. These curricula should “give young people the productive skills of design to make texts which fully match and express their needs and conceptions” (Kress 1996, p.195). They should be able to develop students’ cognitive skills through academic literacies, problem solving and creativity and innovation. Such curricula will ensure that students use writing to “remake their systems of representation and communication, in productive interaction with the challenges of multiple forms of difference” (Kress 1996, p.196).
7. As academic staff members engage in this curricula review processes, they should provide discursive spaces for valuable collaboration between Communication lecturers and disciplinary specialists in the new curriculum documents (Jacobs, 2007). Instead of blaming Communication lecturers for the weak academic writing skills of students, core discipline lecturers should create avenues for Communication lecturers to embed literacy practices within disciplinary curricula. Academic writing practices cannot be

disassociated from core disciplines because “tacit knowledge is acquired through being socialised into communities of practice through interaction with the existing members” (Jacobs 2007, p.75). For me, academic reading and writing in the context of universities of technology can develop more easily if embedded in core subjects. In fact “disciplinary specialists are best placed to induct students into the discourses of their disciplines” and academic writing is best taught within disciplinary spaces” (Jacobs 2007, p.75).

8. The new curriculum documents should create space for intensive academic reading and writing activities which allow for experimentation with different writing challenges. These activities should promote and encourage critical self-reflection on academic writing exercises (Fernsten & Reda, 2011). The lecturers mandated to help with the development of the academic skills of students should engage more with student writing, providing clear instructions and feedback that can guide students to improve on the quality of their writing (Tuck, 2012; Hounsell, McCune, Hounsell & Litjens, 2008). These lecturers should focus more on a continuous developmental process, which orients students into the academic culture of reading and writing. This should be informed by the writing process, which involves drafting, revision and redrafting. Here, lecturers should attempt to re-ignite the culture of reading in students through exposure to different academic and non-academic texts. This will perhaps revitalise their confidence and minimise the ethos of ‘writing to pass’ which invariably puts tremendous pressure on students and ultimately increases the amount of plagiarism in academic writing (Bailey, 2008; Bacha, 2002; Kinsler, 1990).
9. The university should market and make its Writing Centres more visible to students on all campuses. Literature on Writing Centres such as Archer (2010) and Leibowitz, Goodman, Hannon & Pakerson (1997) espouse the strategic roles of a Writing Centre in the process of academic development. One of these roles is the one-on-one consultation with students which “has been used to provide feedback to departments around the ways in which their students are grappling with particular tasks...” (Archer 2010, p.503). They also expose students to several types of academic texts, which they can model in their own writing. Additionally, Writing Centres provide and facilitate remedial writing

workshops which lecturers with large classes cannot afford to provide (Archer, 2010; Van de Ven, 2009).

10. On a more long term basis students should be orientated to take ownership of their own learning process, ensuring that they prepare adequately for academic tasks and understand the role of academic writing in their success. The view that students in CPUT should learn to take responsibility for their shortcomings, including their lack academic literacy skills featured prominently in the data. For respondents, taking owner of the writing process can help them to understand that effective academic writing is a process which requires effort and commitment. But for students to take this leadership role, they have to be mentored by lecturers, especially since their levels of cognitive development are still low. Also the mastery of English language plays a role in shaping our thoughts during a writing process and given that students in CPUT are second and third language speakers of English, the university should ensure that students immerse themselves “in a language learning environment” (Al-Khasawneh 2010, p.3). This means attaching more valuable to courses like English for academic purposes and providing students with online interactive language programmes.

References

- Afful, J.B.A. (2007). Academic literacy and communicative skills in the Ghanaian university: A proposal. *Nebula* 4 (3): 141-159.
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- Appleton, J.V. (1995). Analysing qualitative interview data: Addressing issues of validity and reliability, 22, 993-997.
- Archer, A. (2010). Challenges and potentials for writing centres in South African tertiary institutions. *South African Journal of Higher Education*. 24 (4): 495-150.

[This is an abbreviated Reference List]

6. Read the article entitled “The Academic Writing Challenges of Undergraduate Students: A South African Case Study” and then answer the following questions.

- 6.1 What is the purpose of the article? (2)
- 6.2 What type register is used in this text? (1)
- 6.3 Who is the target audience for this text? (1)
- 6.4 What is the source of this text? (1)
- 6.5 List four major weaknesses in students’ writing at Cape Peninsula University of Technology. (4)
- 6.6 From which Country is CPUT? (1)

_____/10

7. Using the information from the article, answer the following questions.

- 7.1 How has academic writing been taught at CPUT? (2)
- 7.2. According to the text, which students seemed to benefit from the dominant academic discourse at CPUT? (2)
- 7.3. Why do students at CPUT struggle to cope with that institutions’ literacy expectations? (2)
- 7.4 Explain how social media such as Facebook and Twitter have impacted on the quality of students’ writing. (2)
- 7.5. What should core discipline lecturers do to help improve students’ academic writing skills? (2)

8. Provide the correct singular/plural form of the verbs in brackets in the text below. (5)

Sandra (do) _____ not believe in New Year’s resolutions. She (think) _____ we (need) _____ ‘New Day resolutions’ instead. Sandra (have) _____ had many failed attempts to live up to her New Year’s resolutions. She (believe) _____ her resolutions should rather be focused on her business objectives, like how many fashion shows she can take part in.

Total: 25 marks

9. Choose the correct answer and circle the letter of the letter next to the correct answer.

9.1 The decimal number 0.75 is equal to:

7. 750 B) 7.5% C) 75 D) $\frac{3}{4}$ (1)

9.2 What number should be in the empty box so that $\frac{4}{5} = \frac{20}{\quad}$ is true? (1)

- A) 4 B) 25 C) 100 D) 21

9.3 The number $(4 \times \sqrt{16})$ is equal to: (1)

- A) 16 B) 48 C) 32 D) 8

9.4 Look the pattern of numbers 64, 32, 16, 8 ... in which 64 is the first term. The eighth term is:

(1)

- A) 6 B) $\frac{1}{2}$ C) 1 D) -3

9.5 The distance between two schools is 2.5km. The same distance represented in meters is:

(1)

- A) 2.5m B) 25m C) 250m D) 2 500m

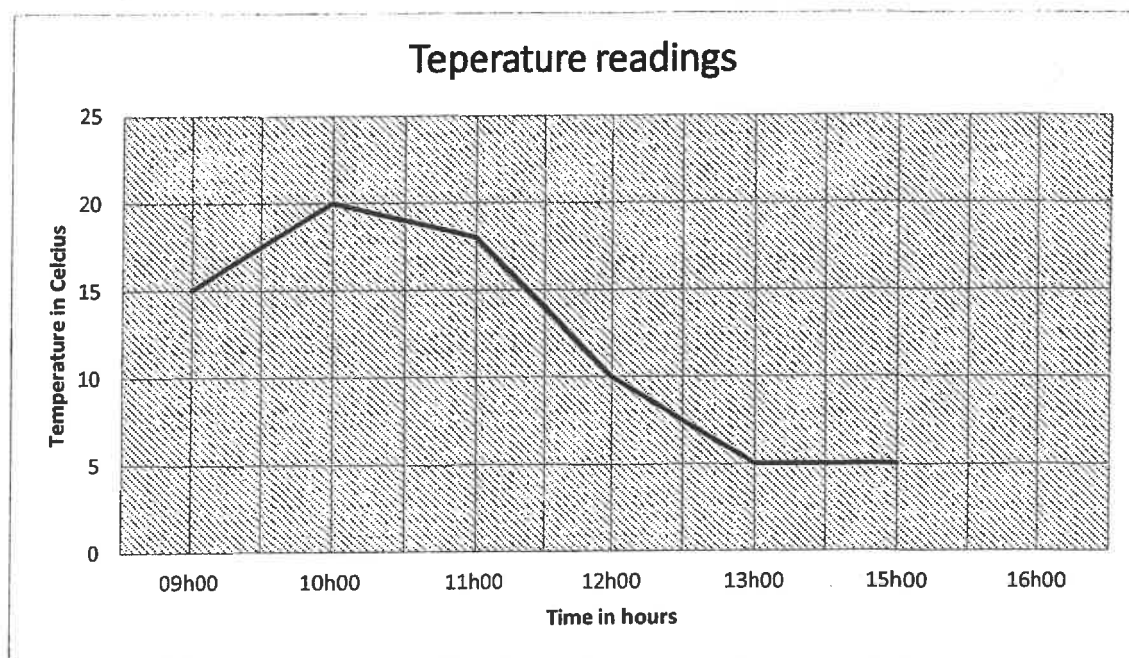
10.1 Calculate: $\frac{1}{2}(28 + 4) + \frac{1}{2}(13 - 7) - 7$ (3)

10.2 A truck is transporting fruit with a total weight of 1 200kg. Oranges represent 25% of the weight. Calculate the weight of oranges. (4)

10.3 The exchange rate between the Euro and the Namibia dollar is €1 = N\$20.50.

A second-hand laptop is offered online at a price of €120. Convert €120 to Namibia dollars? (4)

11. Study the graph below and answer the questions in the spaces provided.



11.1 What was the highest temperature measured? Answer: _____ (1)

11.2 Between which two hours did the temperature decrease the most?

Answer: _____ and _____ (2)

11.3 Write down the range of the temperature for the recorded hours?

Answer: _____ (1)

12.1 Given that $x = 3$ and $y = -2$, substitute and calculate the value of $\frac{3x+2y}{y}$. (1)

12.2 Calculate the value of x in the equation $4x + 2 = 2x - 18$. (4)

[25]

Total 50 marks

BACHELOR OF EDUCATION IN EARLY CHILDHOOD AND JUNIOR PRIMARY
EDUCATION HONOURS (Answer all the questions in this section)

13. Read the passage and answer:

A well-planned lesson should have a clear objective, relevant activities, and an assessment method. In the Junior Primary Phase, lessons should follow the thematic approach and integrate different subjects where possible. Teachers should prepare teaching aids in advance, especially those made from recycled materials, and ensure that all learners are actively involved.

13.1 What is the main idea of this passage? (2)

13.2 List two key features of a well-planned lesson. (2)

13.3 According to the passage, what type of teaching aids should be prepared? (1)

13.4 Explain why integration of subjects is important in Junior Primary teaching. (3)

13.5 Give a synonym for the word “relevant” as used in the passage. (2)

14 Solve:

14.1 $458 + 627 = ?$ (2)

14.2 A Grade 3 class collects 96 bottle tops for a project. They put them into bags of 8. How many bags will they have? (2)

14.3 A teacher has 3 groups of learners. Each group reads 5 storybooks a week. How many books are read in 4 weeks? (3)

14.4 Name **three** topics from the mathematics syllabus for Grades 1–3 (3)

15. Multiple Choice (5)

15.1 Which is **NOT** a step in lesson planning?

- a) Introduction
- b) Conclusion
- c) Break time
- d) Assessment

15.2 Thematic integration helps learners to:

- a) Learn topics in isolation
- b) See links between different subjects
- c) Memorise facts only
- d) Avoid group work

15.3 Which is a principle of learner-centred education?

- a) Teacher talks most of the time
- b) Learners actively participate in learning
- c) Only textbooks are used
- d) Teacher decides everything

15.4 Differentiation means:

- a) Treating all learners the same
- b) Adjusting lessons for learners' needs and pace
- c) Giving the same homework to all learners
- d) Only teaching strong learners

15.5 Which is **NOT** a cross-curricular theme?

- a) HIV & AIDS
- b) Human rights
- c) Space travel
- d) Environmental learning

16. Match terms to descriptions (5)

A	Term	B	Description
16.1	Lesson plan	a	Records learner progress over time
16.2	Cumulative record card	b	Teaching across subjects through a central topic
16.3	Thematic approach	c	Step-by-step plan for a lesson
16.4	Continuous assessment	d	Encouraging respect and responsibility
16.5	Positive discipline	e	Assessment throughout the year

17. True or False (5)

- 17.1 A lesson should always have an introduction, body, and conclusion.
- 17.2 Continuous assessment is done only once at the end of the term.
- 17.3 Interest corners should be linked to the topic being taught.
- 17.4 The mother tongue should be used in Grades 0–3.
- 17.5 Group work can help develop communication skills.

18. You are teaching Grade 2 about “The Natural Environment” using a thematic approach.

18.1 Mention three subjects you can integrate into this theme. (3)

18.2 Suggest two classroom activities for this lesson. (2)

18.3 Name two recycled materials you could use as teaching aids. (2)

19. During a Mathematics lesson on grouping, some learners finish quickly while others are struggling.

19.1 Give two strategies to keep fast finishers engaged. (4)

19.2 Give two strategies to help struggling learners without holding back the whole class. (4)

Department of Higher Education and Lifelong Learning

20.1 A global team adapts to new workflows by sharing lessons across cultures and experience levels. How would you describe organisational learning and its role in diverse workplaces? (4)

20.2 Following inclusive training sessions, employees of varying backgrounds report feeling more valued. What is one advantage of employee training and development? (1)

20.3 A learning specialist plans training accessible to employees with disabilities and language differences. What responsibilities do they have to ensure inclusive learning? (2)

20.4 Customer feedback shows service gaps related to diverse client needs. Explain the process of training needs analysis to address such gaps. (2 marks)

20.5 Some employees prefer structured online courses while others learn better through peer discussions. Compare formal and informal learning methods in an inclusive workplace. (2)

20.6. An employee with different communication styles benefits from personalized feedback after training. Why is feedback important in diversity-sensitive development programmes? (2)

20.7 Adult learners in a multicultural setting appreciate training that respects their experiences. What principles guide adult learning in diverse environments? (2)

20.8 After training on cultural competence, management wants to gauge effectiveness. Name one tool to evaluate such training's impact. (1)

20.9 Employees from multiple time zones struggle with synchronous training sessions. How can organisations promote continuous learning inclusively? (2)

20. 10 Emotional intelligence supports smoother interactions among diverse teams. What do 'soft skills' encompass in this context? (2)

20.11 Some staff feel excluded in training due to accessibility barriers. Identify one challenge organisations face in making training inclusive. (2)

20.12 Remote workers access flexible digital learning platforms to stay engaged. Define e-learning and mention one inclusive feature it can offer. (2)

20.13 How can inclusive learning and development programmes contribute to organisational innovation and success? (2)

20.14 Mentorship programmes help underrepresented groups access leadership skills. What is the purpose of such programmes in inclusive workplaces? (2)

20.15 An inclusive leader encourages all voices in team meetings. Mention one leadership quality that fosters organisational learning inclusively. (2)

20.16 Training without clear, culturally sensitive objectives leads to confusion. Why is it important to set learning objectives that consider diverse needs? (2)

20.17 Cross-cultural teams rely on collaboration to innovate solutions. What role does teamwork play in organisational development in diverse settings? (2)

20.18 Employees with varying tech skills and disabilities attend virtual trainings. Describe one method for effectively delivering inclusive adult training. (2)

20.19 Knowledge sharing helps overcome cultural and language barriers. What does 'knowledge management' mean in an inclusive organisation? (2)

20.20 Skills gaps can differ across demographic groups. How can organisations identify diverse training needs through skill assessments? (2)

20.21 Career development plans must respect diverse aspirations and barriers. What is meant by career development in inclusive contexts? (2)

20.22 Some employees hesitate to join training due to past negative experiences. Name one approach to motivate diverse employees to participate. (2)

20.23 Learning management systems track progress and offer multilingual support. What are typical LMS features that aid inclusivity? (2)

20.24 Confusing communication during training sessions can alienate non-native speakers. Why is clear communication crucial in inclusive training delivery? (2)

20.25 In a workplace where microaggressions occur, employees feel unsafe to share ideas. How does organisational culture impact learning and inclusion? (2)

Total: (50)

END

Total for the paper is=100 Marks