UNAM
UNIVERSITY OF NAMIBIA

FACULTY	EDUCATION AND HUMAN SCIENCES
SCHOOL	EDUCATION
DEPARTMENT	EARLY CHILDHOOD EDUCATION AND CARE
SUBJECT	ENVIRONMENTAL EDUCATION FOR SUSTAINABILITY 1
SUBJECT CODE	E3543CS
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DURATION	3 HRS MARKS: 100

FIRST OPPORTUNITY EXAMINATION

Examiner: Ms. EA. Kashweka (University of Namibia)

Moderator: Dr. S Tshiningayamwe (University of Namibia)

INSTRUCTIONS

1. This question paper consists of eight 8 pages including the cover page.
2. Answer ALL the questions.
3. Number your questions correctly.
4. Read the questions carefully before you answer.
5. Please note that cheating in the examination will result in a fail.

UNIVERSITY OF NAMIBIA EXAMINATIONS QUESTION PAPER

SECTION A: Short questions

Question 1: Indicate whether the following statements are True or False (T/F). (20×1=20)

1.1. The goals of Environmental Education were revised at the Tbilisi Conference in 1977.

1.2. Teachers and learners can contribute items for the nature/theme table in class.

1.3. Recycling is only necessary in urban areas where there are more wastes to turn into new products.

1.4. Soft infrastructure includes legal and regulatory systems such as finance, education and law of a country.

1.5. Family economics explains the division of labour, distribution of labour, distribution of wealth and how financial decision making occur within the family.

1.6. Marine resources such as water, forest and fish land should be protected through laws, education and conservation.

1.7 If communities are facing economic challenges, they may resort to unsustainable practices to meet immediate needs.

1.8 Everybody has a collective responsibility to sustain the fragile natural resources, in his own micro cosmos.

1.9 Forced marriages still exist in some communities.

1.10 Understanding family diversity is irrelevant for tailoring teaching strategies that respect and reflect various cultural backgrounds

1.11. Doughnut economics theory aims to meet the needs of all people while staying within the space that represents planetary boundaries and social foundations.

1.12. Integration planning manuals are irrelevant for lesson planning in Environmental Studies.

1.13. Environmental Education is concerned with both theoretical knowledge and practical action.

1.14. Discussing culture in Environmental Studies excludes the role of symbols and ceremonies.

1.15. Outdoor learning activities are listed as an effective teaching strategy in Environmental Education.

1.16. The learner-centred approach limits active participation and exploration by learners.

1.17. Family and gender roles influences on how the food will be distributed in the family.

1.18. Poverty and inequality is a sign of an environmental challenge in Namibia.

1.19. Population Education of the main themes in Environmental Studies syllabus to be integrated by teachers in other subjects.

1.20. The school as a social institution has a role to advance culture through knowledge.

Question 2: Multiple choice questions. Choose the appropriate answer that match with the following statement. Write only the letter next to the number, e.g. 2.1 C (30×1=30)

2.1. Which of the following is NOT a key feature of Learner-Centred Education (LCE)?
a) Emphasising rote memorization
b) Encouraging learner participation
c) Catering for individual learning differences
d) Promoting critical thinking

2.2. What is the main purpose of using outdoor activities in teaching Environmental Education?
a) To ensure learners memorise content
b) To provide real-life experiences to support learning
c) To finish the syllabus faster
d) To discipline learners outside

2.3. Which teaching strategy involves learners actively seeking answers through questioning, data collection, and analysis?
a) Change projects
b) Investigations/Inquiry-based learning
c) Field trips
d) Games

2.4. A change project is.....
a) A type of poem used to teach Education for Sustainable Development
b) An outdoor game to entertain learners
c) A practical activity aimed at improving the environment or community
d) A handwriting exercise on the chalkboard

2.5. Which of the following is a benefit of using recycled materials to make teaching aids?
a) They are always attractive and neat
b) They encourage waste and pollution
c) They are cost-effective and promote environmental awareness
d) They require expensive processing before use

2.6. Rhymes, songs, and poems can be used in Education for Sustainable Development mainly to:
a) Make lessons longer
b) Help learners memorise and understand concepts in an enjoyable way
c) Reduce learner participation
d) Replace all other teaching materials

2.7. Which of the following is a disadvantage of using poor quality teaching and learning support materials?

a) They promote learner creativity
b) They motivate learners to learn
c) They confuse learners and misrepresent concepts
d) They enhance clear lesson presentation

2.8. Why is the nature/theme/interest table important in the classroom?
a) It is used only for decoration
b) It promotes thematic integration and links learning to real-life materials
c) It is compulsory in the syllabus
d) It helps teachers mark books faster

2.9. What is the main advantage of using transformative pedagogies to teach Education for Sustainable Development (ESD)?
a) They force learners to do homework
b) They encourage passive learning
c) They promote critical thinking, action, and sustainable attitudes
d) They reduce the syllabus content

2.10. Which of the following best describes thematic integration in lesson planning?
a) Teaching many unrelated topics in one lesson
b) Integrating related concepts under a broad theme to promote holistic learning
c) Teaching only the easiest topic in a theme
d) Using the chalkboard only for writing themes

2.11.A Blended family is a family unit consisting of
a) A couple and children that they have from previous marriages
b) The eldest sibling as the head of the house
c) A two-generation relationship of parents and children, living together and more or less isolated from their extended family
d) Parents, children and other family members such as uncles, aunts and cousins

2.12.The Topnaars are…
a) Hunter-gatherers are known as the earliest inhabitants of Namibia
b) Hardy group of Nama people who have lived on the banks of the Kuiseb River for many years.
c) Ancient tribe of semi-nomadic pastoralists, many of whom still live and dress according to ancient traditions
d) A collective name for a number of tribes living in central northern Namibia and southern Angola

2.13. Poverty
a) Means that people have lived beyond their means and therefore, lack resources
b) Means shortage for man's basic needs of clothing, shelter and food
c) Does not have impact on academic performance

d) Means not having anything

2.14. Family of orientation is the
a) Family that provides an orientation about issues of life
b) Family that one is born into
c) Family that is from oriental background
d) Family from your mother side

2.15.Environmental Education should include:
a) Awareness, knowledge, attitude and practice of individual
b) Socio-emotional, cognitive and physical domains
c) Policy level, administration level and school level
d) Community engagement

2.16.Characteristics of environmental education include
a) Social environment, natural environment and health, safety and nutrition
b) Comprehensive, diversity, continuity, universality, practicalness
c) Teacher-centred approach through which retrieval of correct information is possible
d) Learner-centred approach through which retrieval of correct information is possible

2.17. To reuse means....
a) To put into action or serve again
b) To use less of something
c) To provide old items for charity instead of throwing them away
d) Making something new again

2.18. The biggest culprits when it comes to environmental damages are:
a) Elephants
b) Human beings
c) Natural disasters
d) Wild animals

2.19. Biodiversity is not threatened by one of the following
a) Intensive agricultural practices
b) Sustainable fishing
c) Climate change
d) Environmental factors

2.20. One of the following contributed towards Namibia' s slow progress in achieving the Sustainable Development Goals
a) Persistent droughts
b) High number of elderly people

c) Improvement in transport infrastructure
d) Population growth

2.21. One benefit of school patrols is:
a) Increased school fees
b) Better classroom attendance
c) Enhanced road safety
d) Less homework

2.22. Which of these is part of cultural heritage?
a) Pollution
b) Food waste
c) Traditional music
d) Plastic bags

2.23. The Namibian Environmental Education Policy document emphasizes Environmental Education as:
a) A set of fixed topics for primary grades
b) A process of lifelong learning
c) Only biophysical science topics
d) A subject taught once a year

2.24. What is the main purpose of using outdoor activities in teaching Environmental Education?
a) To ensure learners memorise content
b) To provide real-life experiences to support learning
c) To finish the syllabus faster
d) To allow flexibility

2.25. Education for Sustainable Development (ESD) policies are developed at which levels?
a) Only national
b) Only regional
c) Global and national
d) All of the above

2.26. Which concept refers to linking different subjects around a central topic?
a) Lesson planning
b) Theme teaching
c) Integration planning manual
d) Micro-teaching

2.27. In discussing family as a societal institution, which of these is emphasized
a) Only nuclear family structures
b) Strengthening the value of family trees
c) Importance of family pets

d) Ignoring poverty effects

2.28. Which approach emphasises learners' active participation in their own learning
a) Teacher-centred teaching
b) Learner-Centred Education (LCE)
c) Lecture method only
d) None of the above

2.29. The use of recycled materials in teaching is important because it:
a) Saves teachers time
b) Encourages environmental sustainability
c) Is a curriculum requirement
d) Makes lessons longer

2.30. Which teaching strategy involves learners actively seeking answers through questioning, data collection, and analysis?
a) Change projects 1960s
b) Investigations/Inquiry-based learning
c) Field trips
d) Games

QUESTION 3:

Write down a term/s that describe each of given statements. Write the number on the statement and the correct answer e.g., 3.1 ecological footprint (10x1=10)

3.1. Methods which focus on the learner playing a central role in teaching-learning activities are called _____.

3.2. When a custom is passed on from generation to generation, it is called _____.

3.3. This learning approach includes identifying a problem, understanding what is already known, collecting new information, making a solution, taking action, and evaluating. It is known as _____.

3.4. Something used for or regarded as representing something else, such as an emblem, clothes, or food, is called a _____.

3.5. The family that you are born into, which gives you your name and status, is known as your _____.

3.6. Learners can bring objects of interest, e.g. traditional dress, and label them for incidental reading and display them on the _____.

3.7. This concept refers to how children perform certain tasks and experience new things, adding to prior knowledge and resulting in learning. It is called _____.

3.8. The San people, also known as Bushmen, are known for their _____ lifestyle.

3.9. The concept _____ footprint measures the environmental impact of an individual or a population, including their consumption and waste generation.

3.10. Learner-Centered Education emphasises _____.

Total marks for Section A = 60 marks

SECTION B: APPLICATION

Question 4

4.1. What is the purpose of teaching Environmental Studies in the Junior primary phase? (4)

4.2. Discuss how communication in the classroom can be influenced by cultural differences. Provide three practical examples to illustrate your answer. (7)

4.3 Many parts of Namibia have experienced severe flooding this year. As a teacher, how would you assist your Grade 3 learners to develop awareness, knowledge, skills, positive attitudes, and active participation in addressing this environmental challenge? List and explain three different teaching methods, providing a brief activity example for each teaching method related to the topic of flooding. (9)

4.4. Explain how games can be used to help learners understand environmental concepts. Provide one practical example of a game that can be used in the classroom and describe how it supports learning. (10)

4.5 Discuss any five environmental problems. For each problem identified, state one risk that may result from it. (10)

Total marks for Section B: 40 marks

Total marks for the paper: 100 marks