



PAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY

FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION

DEPARTMENT OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

QUALIFICATION : DIPLOMA IN TVET TRAINER	
QUALIFICATION CODE: 06DTVT	LEVEL: 6
COURSE CODE: FTA510S	COURSE NAME: FUNDAMENTALS OF TVET ASSESSMENT AND MODERATION
SESSION: JUNE 2024	PAPER: PAPER 1
DURATION: 3 HOURS	MARKS: 100

FIRST OPPORTUNITY EXAMINATION QUESTION PAPER	
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INSTRUCTIONS	
<ol style="list-style-type: none">1. This paper consists of 2 sections (Section A & B) with a total of 6 questions.2. Answer ALL the questions.3. Read all the questions carefully before answering.4. Number the answers clearly	

THIS QUESTION PAPER CONSISTS OF 5 PAGES (Including this front page)

SECTION A: MULTIPLE CHOICE QUESTIONS

Question 1 - Short Questions [10]

1. Question 1 consists of 10 multiple choice questions. For each question there are four possible answers a, b, c and d. E.g., 1. d. (10)

1.1 What is the primary purpose of formative assessment? (1)

- a. To evaluate student achievement at the end of a learning period.
- b. To provide feedback to all trainees during the learning process.
- c. To rank students based on their performance during a lesson.
- d. To assign grades arbitrarily to trainees during a practical lesson.

1.2 Which of the following is **NOT** a characteristic of effective feedback? (1)

- a. Timeliness
- b. Subjectivity
- c. Specificity
- d. Constructiveness

1.3 Which of the following statements describe the alignment in assessment? (1)

- a. Ensuring consistency across assessment methods.
- b. Matching assessment tasks with learning objectives.
- c. Randomly assigning grades to students.
- d. Ignoring students' prior knowledge and skills.

1.4 Which of the following is a key consideration in the moderation process? (1)

- a. Assigning grades arbitrarily to students during a lesson.
- b. Encouraging competition among students for achievement.
- c. Ensuring consistency and fairness in assessment decisions.
- d. Ignoring assessment criteria during the assessment process.

1.5 What is the purpose of using rubrics in assessment? (1)

- a. To provide clear criteria for evaluation.
- b. To assign grades randomly to trainees.
- c. To discourage student participation.
- d. To increase subjectivity in assessment.

1.6 Which of the following best describes the role of authenticity in assessment? (1)

- a. To make assessment tasks more challenging and clearer.
- b. To discourage creativity in assessment during a lesson.
- c. To limit students' autonomy in assessment for learning.
- d. To ensure assessment tasks are relevant and meaningful.

1.7 What does the principle of reliability in assessment refer to? (1)

- a. The accuracy of assessment in measuring outcomes.
- b. The consistency of assessment results over time.
- c. The use of multiple assessment methods over time.
- d. The transparency of assessment criteria for learning.

1.8 Which of the following best describes summative assessment? (1)

- a. Assessment used to evaluate student performance during a class.
- b. Assessment designed to provide feedback during a teaching class.
- c. Assessment conducted by peers rather than trainers in teaching.
- d. Evaluate student achievement at the end of a learning period.

1.9 Which instance may not be considered to apply special considerations for adjustments as part of the assessment process? (1)

- a. Misinterpretation of the timetable for assessment
- b. Recent personal illness during the assessment
- c. Accident or bereavement during the assessment
- d. Physically challenged candidate during assessment

1.10 What is the purpose of the Performance Criteria in a Unit Standard? (1)

- a. Determines the quality of the training centre
- b. Determines characteristics of instruments
- c. Guiding the preparation of an assessment
- d. Informing centres about the assessment

SECTION B: STRUCTURED QUESTIONS

Question 1 - Key Concepts in Assessment and Moderation [20]

1. Explain the differences between the assessment concepts below and give real practical examples to show your competence.

1.1 Assessment and Evaluation (4)

1.2 Test and Examination (4)

1.3 Measuring and Scoring (4)

1.4 Formative and Summative Assessment (4)

1.5 Rubric and Criteria (4)

Question 2 – Principles of Assessment [15]

2. Outline briefly how trainers/instructors can apply the principles of assessment below in a TVET environment.

2.1 Fairness (3)

2.2 Validity (3)

2.3 Authenticity (3)

2.4 Transparency (3)

2.5 Consistency (3)

Question 3 – Three Common Approaches to Assessment. [18]

3.1 *Assessment of, assessment for and assessment as* are approaches to assessment. Define each approach and give real practical examples in your trade for each approach. (12)

3.2 Give six different versions depicting the purpose of assessment in TVET. (6)

Question 4 – Unit Standard and the Common Types of Evidence [15]

4.1 What is meant by the concept 'Assessment Evidence'? (2)

4.2 Explain what a unit standard is and elaborate its function in the education and training sector. (5)

4.3 Mention any four most common types of evidence in assessment and give a short description of each type of evidence you have identified. (8)

Question 5 – Plan and Conduct Assessment/Moderations [22]

- 5.1** Identify the *six steps* a trainer/assessor would consider when planning and conducting a summative assessment for a TVET programme. (6)
- 5.2** The moderation process typically involves several key steps. Describe briefly any four key steps a trainer/assessor would consider in the moderation process. (8)
- 5.3** What are the key considerations when designing assessment tools and instruments? (4)
- 5.4** Explain briefly the four dimensions of competence a trainer/assessor can apply when preparing an assessment task. (4)

Total [100 Marks]

[END OF PAPER]