



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION

**DEPARTMENT OF GOVERNANCE AND SCIENCES, HOSPITALITY, TECHNICAL AND
VOCATIONAL EDUCATION AND TRAINING**

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| QUALIFICATION : DIPLOMA IN TVET TRAINER | |
| QUALIFICATION CODE: 06DTVT | LEVEL: 6 |
| COURSE CODE: FTA510S | COURSE NAME: FUNDAMENTALS OF TVET ASSESSMENT AND MODERATION |
| SESSION: JULY 2024 | PAPER: PAPER 2 |
| DURATION: 3 HOURS | MARKS: 100 |

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| SECOND OPPORTUNITY EXAMINATION QUESTION PAPER | |
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| <p style="text-align: center;">INSTRUCTIONS</p> <ol style="list-style-type: none">1. This paper consists of 2 sections (Section A & B) with a total of 7 questions.2. Answer ALL the questions.3. Read all the questions carefully before answering.4. Number the answers clearly |
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THIS QUESTION PAPER CONSISTS OF _5_ PAGES (Including this front page)

SECTION A: MULTIPLE CHOICE AND MATCHING QUESTIONS

Question 1- Short Questions [5]

1.1 The current TVET system in Namibia focuses on the *assessment for learning* and it means?

- a. Bridging the gap between learner and they have learned. (1)
- b. Relying on summative assessment towards the end the time.
- c. Focusing on the learning outcomes during a presentation.
- d. Focusing on standards requirements as per the industry.

1.2 The purpose of assessment is to: (1)

- a. Fail or pass a trainee during an assessment.
- b. Find out whether learning has taken place.
- c. To score a trainee the purpose of learning.
- d. To allow a trainee to test his/her competency.

1.3 The quality and standard of VET are always valued via ... (1)

- a. Examination
- b. Assessment
- c. Evaluation
- d. Measuring

1.4 What is the purpose of moderation in assessment? (1)

- a. To ensure consistency and fairness in assessment decisions.
- b. To increase competition among students during assessment.
- c. To assign grades arbitrarily to trainees during assessment.
- d. To discourage collaboration among trainers during a test.

1.5 Which of the following best describes assessment validity? (1)

- a. The extent to which assessment results are consistent over a period.
- b. The accuracy of assessment in measuring intended learning outcomes.
- c. The use of multiple assessment methods to measure the desired output.
- d. The transparency of assessment criteria to examination purposes.

Question 2 – Matching Questions [10]

2. Match each of Assessment Concepts with its corresponding Descriptions in the table below:

e.g. 2.1 C

(10)

| Assessment Concepts | Descriptions |
|--|--|
| 2.1 Observation | A. A type of assessment that focuses on qualities, characteristics, and attributes rather than numerical data. |
| 2.2 Peer Assessment | B. Interviews, observations, open-ended surveys, and focus groups are examples of this type of assessment. |
| 2.3 Self-Assessment | C. Process of making judgments about the value or worth of something. |
| 2.4 Portfolio Assessment | D. Multiple-choice tests, standardized assessments, surveys with rating scales, and performance metrics are examples of this type of assessment. |
| 2.5 Evaluation | E. Quantifying attributes or characteristics using standardized units. |
| 2.6 Measuring | F. Involves the measurement of quantity or amount, often expressed in numerical terms. |
| 2.7 Qualitative Assessment | G. Collects and displays a collection of student work overtime to demonstrate growth and achievement. |
| 2.8 Quantitative Assessment | H. Assessing practical skills and behaviours in real-time settings. |
| 2.9 Examples of Qualitative Assessment Methods | I. Involves trainees in evaluating their peers' work based on predetermined criteria. |
| 2.10 Examples of Quantitative Assessment Methods | J. Requires trainees to reflect on their own learning progress and achievements. |

SECTION B: STRUCTURED QUESTIONS

Question 1 – Key Concepts, Planning Forms and Principles of Assessment [25]

1. You have been recruited recently as a trainer at Windhoek Vocational Training Centre (WVTC) in Windhoek. You are required to produce an assessment planning form.
 - 1.1 Apart from the ordinary details such as name, date and qualification/unit standard. Identify any other eight important details that could be included in this form. (6)
 - 1.2 Which three key forms can be included in an assessment plan to collect appropriate evidence for an assessment activity. (3)
 - 1.3 Identify the four assessment principles that are chosen for the 'rules of evidence'. (4)
 - 1.4 Explain the differences between the assessment concepts below and give real practical examples to show your competence.
 - 1.4.1 Unit ID and Curriculum (4)
 - 1.4.2 Elements and Performance Criteria (4)
 - 1.4.3 Assessment Planning and Delivery (4)

Question 2 – Three Common Approaches to Assessment. [12]

2. Briefly explain how a trainer/instructor would *apply assessment for, assessment of and assessment as* in a real TVET environment.

Question 3 – Principles of Assessment [16]

3. Briefly provide answers for the questions below on reliability as a key principle of assessment.
 - 3.1 What is reliability in the context of assessment? (2)
 - 3.2 How can the reliability of an assessment be ensured? (2)
 - 3.3 Why is reliability important in assessment? (3)
 - 3.4 What are some factors that can affect the reliability of an assessment? (3)
 - 3.5 Identify three key role players for reviewing an assessment activity and give one function for each one. (6)

Question 4 – Develop an Assessment [20]

4. Discuss how a trainer/instructor in TVET environment would apply Plan Act and Reflect (PAR) steps for developing an assessment.

Question 5 – Assessment methods and Assessment Tools [12]

- 5.1 Identify the eight steps a trainer/assessor needs to consider when choosing the best methods and tools for an assessment in TVET environment. (8)

- 5.2 It is of utmost importance for an assessor to choose appropriate assessment methods and instruments/tools when assessing TVET candidates.

Explain the difference between the assessment methods and assessment instruments/tools and give an example of each one. (4)

Total [100 MARKS]

[END OF PAPER]