



PAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY

FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION

DEPARTMENT OF TECHNICAL, VOCATIONAL EDUCATION AND TRAINING

QUALIFICATION: DIPLOMA IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING: TRAINER	
QUALIFICATION CODE: 06DTVT	LEVEL: 6
COURSE CODE: FTA510S	COURSE NAME: FUNDAMENTALS OF TVET ASSESSMENT AND MODERATION
SESSION: JUNE 2025	PAPER: PAPER 1
DURATION: 3 HOURS	MARKS: 100

FIRST OPPORTUNITY EXAMINATION PAPER	
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INSTRUCTIONS
<ol style="list-style-type: none">1. Answer all questions.2. Read all the questions carefully before answering.3. This paper consists of Sections A and B with a total of six questions.4. Make sure your name and surname, question number and the date appear on the answer script.5. Number the answers clearly.6. Please ensure that your writing is legible, neat and presentable.

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. Choose the one you consider correct. E.g. 1. d.

1.1 Which of the following best defines assessment?

(1)

- a. A single test used to assign grades
- b. A continuous process of collecting information about student learning
- c. An exam taken at the end of the term
- d. A teacher's personal opinion of student performance

1.2 What is the main focus of evaluation in education?

(1)

- a. Assigning grades to students
- b. Judging the overall effectiveness of a teaching program or course
- c. Creating lesson plans
- d. Conducting a quiz during a lesson

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

(1)

- a. End-of-term exam
- b. Standardised test
- c. Final project presentation
- d. Weekly quiz to check progress

1.4 What is the primary purpose of summative assessment?

(1)

- a. To monitor student progress during instruction
- b. To provide feedback for improvement
- c. To evaluate learning at the end of an instructional unit
- d. To support peer collaboration

1.5 Which of the following is the first step in designing an assessment task to gauge student learning? (1)

- a. Identifying learning objectives
- b. Analysing student responses
- c. Administering the test
- d. Giving feedback

1.6 When creating a rubric for performance-based assessment, what is a critical step? (1)

- a. Grading all students subjectively
- b. Writing general comments only
- c. Defining clear performance criteria and levels
- d. Ignoring student input

1.7 Which of the following is an example of direct evidence in assessment? (1)

- a. Student self-reflection journals
- b. Students' responses on a standardized test
- c. Employer feedback on graduate performance
- d. Alumni survey about job readiness

1.8 Which of the following best describes the principle of validity in assessment? (1)

- a. The ability of an assessment to be marked consistently by different assessors
- b. The extent to which an assessment measures what it is intended to measure
- c. The degree to which learners enjoy the assessment
- d. The level of difficulty in an assessment task

1.9 Which of the following is an example of a *formative* assessment tool? (1)

- a. Final examination
- b. Standardized achievement test
- c. Mid-term project
- d. Quiz used to check understanding during a lesson

1.10 What is the primary purpose of conducting an assessment in education and training? (1)

- a. To assign grades randomly
- b. To punish learners who don't participate
- c. To measure learner competence against set outcomes
- d. To complete paperwork

SECTION B: STRUCTURED QUESTIONS

Question 2 - Key Concepts in Assessment and Moderation [25]

Differentiate between the following assessment-related concepts and provide clear definitions and one key distinction for each pair:

- 2.1 Curriculum and Assessment (5)**
- 2.2 Unit Standard and Curriculum (5)**
- 2.3 Grading and Scoring (5)**
- 2.4 Evaluation and Measuring (5)**
- 2.5 Reliability and Validity (5)**

Question 3 - Assessment Types, various Assessment Tasks, and Types of Evidence [25]

Briefly discuss the different *types of assessment* used in Technical and Vocational Education and Training (TVET), provide examples of *assessment tasks* and the *types of evidence* they generate to evaluate student learning effectively.

Question 4 - Principles of Assessment, Assessment Tools and Instruments [20]

Critically examine the principles of assessment and the use of assessment tools and instruments within the context of Technical and Vocational Education and Training (TVET).

Your answer should include:

- 4.1 Key principles of assessment relevant to TVET, such as fairness, authenticity, and transparency. (6)**
- 4.2 A clear distinction of assessment tools and assessment instruments in TVET. (7)**
- 4.3 Application of assessment *tools and Instruments* in Formative and Summative Assessments. (7)**

Question 5 - Conduct Assessments, Record Assessment, Assessment Reports and Assessment Feedback [20]

You are tasked with assessing a group of trainees in a vocational training programme.

Using a competency-based approach, explain how you would:

- 5.1 Conduct assessments (5)
- 5.2 Record assessment outcomes (5)
- 5.3 Compile assessment reports (5)
- 5.4 Provide assessment feedback to learners (5)

**Total [100 Marks]
[END OF PAPER]**