



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: JULY 2025	PAPER: PAPER 2
DURATION: 3 HOURS	MARKS: 100

SECOND OPPORTUNITY EXAMINATION PAPER	
EXAMINER(S)	Mr. B U Kauteza
MODERATOR:	Dr. Onesmus Aloovi

<p style="text-align: center;">INSTRUCTIONS</p> <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.
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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 describes measurement in the context of assessment? (1)

- a. Giving feedback to students
- b. Assigning numerical scores or grades to student performance
- c. Comparing two educational systems
- d. Conducting interviews with learners

1.2 Diagnostic assessments are mainly used to: (1)

- a. Rank students by ability
- b. Identify prior knowledge and learning gaps
- c. Assign final grades
- d. Monitor group performance

1.3 What is the main purpose of formative assessment? (1)

- a. Assigning final grades
- b. Ranking students
- c. Informing instruction and providing feedback
- d. Creating end-of-term reports

1.4 Which type of evidence includes learner attitudes, perceptions, and opinions? (1)

- a. Quantitative evidence
- b. Objective evidence
- c. Indirect evidence
- d. Direct evidence

- 1.5 What does the principle of reliability in assessment refer to?** (1)
- a. The consistency of assessment outcomes over time and across
 - b. The fairness of the questions
 - c. How challenging the assessment is assessors
 - d. How relevant the content is to the curriculum
- 1.6 What is the *primary purpose* of a rubric in assessment?** (1)
- a. To assign random grades
 - b. To ensure students pass
 - c. To provide clear criteria for performance evaluation
 - d. To discourage creativity
- 1.7 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
- 1.8 When recording assessment results which of the following is most important?** (1)
- a. Keeping accurate and confidential records
 - b. Recording results based on assumption
 - c. Writing in capital letters only
 - d. Using colorful pens
- 1.9 Which of the following is considered *effective* assessment feedback?** (1)
- a. "You need to work harder."
 - b. "Your answer is wrong."
 - c. "You demonstrated a good understanding of the concept but need to provide more examples."
 - d. "You failed to meet the standard."

- 1.10 Which of the following is a key characteristic of a *good* assessment report?** (1)
- a. Uses vague language to avoid offending the learner
 - b. Focuses solely on what was done wrong
 - c. Is written only for the teacher's records
 - d. Clearly communicates achievements, areas for development, and actionable advice

SECTION B: STRUCTURED QUESTIONS

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

Differentiate between the following assessment-related concepts and providing clear definitions with an example, and one key distinction for each pair:

- 2.1 Assessment and Evaluation (5)**
- 2.2 Measuring and Testing (5)**
- 2.3 Scoring and Grading (5)**
- 2.4 Simulation and Observation (5)**
- 2.5 Portfolio and Final Project (5)**

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

You are a trainer in a vocational training institution tasked with developing an assessment strategy for a new programme in your trade. The programme includes both theoretical and practical components.

Design a comprehensive assessment plan that addresses the following:

- 3.1 *Assessment types* you would implement in the program and explain their purpose and benefits. (8)**
- 3.2 *Assessment tasks* to ensure both theoretical understanding and practical skills. (7)**
- 3.3 *Types of evidence* you would collect to evaluate trainers' performance for this program. (10)**

Question 4 - Approaches /Perspectives of Assessment [20]

Discuss briefly how a trainer can apply the concepts of "assessment as," "assessment for," and "assessment of" in the context of TVET, and explain the key differences between them.

Question 5 - Assessment tools and instruments, and Assessment Reports and Feedback [20]

Explain briefly the role of assessment tools and instruments in Technical and Vocational Education and Training (TVET) and illustrate how assessment reports and feedback contribute to learner development with practical examples.

Total [100 Marks]

[END OF PAPER]