



**PAMIBIA UNIVERSITY**  
**OF SCIENCE AND TECHNOLOGY**

**FACULTY OF COMMERCE, HUMAN SCIENCE AND EDUCATION**

**DEPARTMENT OF TECHNICAL, VOCATIONAL EDUCATION AND TRAINING**

<b>QUALIFICATION: DIPLOMA IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING: TRAINER</b>	
<b>QUALIFICATION CODE: 06DTVT</b>	<b>LEVEL: 6</b>
<b>COURSE CODE: FTA510S</b>	<b>COURSE NAME: Fundamentals of Assessment and Moderation</b>
<b>SESSION: June 2023</b>	<b>PAPER: 1</b>
<b>DURATION: 3 HOURS</b>	<b>MARKS: 100</b>

<b>FIRST OPPORTUNITY EXAMINATION QUESTION PAPER</b>	
<b>EXAMINER(S)</b>	Ms K Junias
<b>MODERATOR:</b>	Dr O. A. Aloovi

<b>INSTRUCTIONS</b>
<ol style="list-style-type: none"><li>1. This question paper consists of <b>Sections A and B</b></li><li>2. Answer <b>ALL</b> the questions in both Sections.</li><li>3. Read all the questions carefully before answering.</li><li>4. Number the answers clearly</li></ol>

**THIS QUESTION PAPER CONSISTS OF 3 PAGES (Including this front page)**

**SECTION A: RESTRICTED-RESPONSE ESSAY QUESTIONS**

1. Students' performance can be interpreted using either norm referenced; criterion referenced or a combination of both methods.

(a) By means of a table, outline **any five** differences between norm-referenced and criterion-referenced tests. [5]

(b) Justify which method is suitable for interpreting TVET students' performance. [2]

2. Analyse the following question items.

<p>QUESTION 1</p> <p>Grading involves _____(combining) results from different _____ (assessment), translating results into scales and _____ (reporting).</p>	<p>QUESTION 3</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">1. Apple</td> <td style="width: 20px;"></td> <td style="padding: 2px;">A Ampibian</td> </tr> <tr> <td style="padding: 2px;">2. Dog</td> <td></td> <td style="padding: 2px;">B Fruit</td> </tr> <tr> <td style="padding: 2px;">3. Frog</td> <td></td> <td style="padding: 2px;">C Mammal</td> </tr> <tr> <td></td> <td></td> <td style="padding: 2px;">D Reptile</td> </tr> </table>	1. Apple		A Ampibian	2. Dog		B Fruit	3. Frog		C Mammal			D Reptile
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<p>QUESTION 2</p> <p>Which of the following is not a town located in the Northern part of Namibia?</p> <p>A Oshakati B Okahandja C Oshikuku D Okahao</p>	<p>QUESTION 4</p> <p>Namibia</p> <p>A is a semi- arid country located in West Africa</p> <p>B is a semi-arid country located in Southern Africa</p> <p>C is a semi- arid country located in Northern Africa</p> <p>D is a semi-arid country located in East Africa</p>												

(a) State the rule violated in each question. [4]

(b) Rewrite each question to improve the quality of the item (Question). [4]

2. Moderation takes three forms viz; moderation of assessment instruments, evidence, and assessment process. Outline *any five* purposes of moderation. [5]

3. Content and Construct validity are the most important types of validity. As a prospective trainer, you will be required to construct classroom assessment instruments.

(a) Write at least *five* cognitive learning objectives (outcomes) from any topic in your trade area. (***objectives should at least fall in any three levels of Bloom's cognitive domain taxonomy***) [5]

(b) Develop a table of specification/ assessment blueprint for a classroom test to ensure content and construct validity. (***Use your cognitive learning objectives in (a).***) [15]

4. Explain *any three* procedures of preparing test (assessment) materials. [6]

5. A test is not complete until scored scripts are returned to students. Explain why it is important to consider the following key points when returning scored scripts to students. [4]

(a) Return scored test soon (promptly)

(b) Do not announce students' scores

(c) Explain scoring

(d) Allow students to ask questions

## **SECTION B: EXTENDED RESPONSE ESSAY QUESTIONS**

1. Analyse how different factors affect reliability of students' scores and suggest ways of minimising their effects. [25]

2. Grading involves combining results from different assessment, translating results into scales and reporting. Examine the purposes of grading. [25]