



**ZIMBABWE EZEKIEL GUTI UNIVERSITY**

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**FACULTY OF EDUCATION, GOVERNANCE, THEOLOGY AND LEADERSHIP**

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**DEPARTMENT OF CURRICULUM AND EDUCATIONAL PHILOSOPHY**

**EXAMINATION PAPER**

**MODULE CODE:** MELM524

**MODULE TITLE:** SUPERVISION, ASSESSMENT, AND EVALUATION IN  
EDUCATION

**DURATION:** 3 HOURS

**LEVEL:** 1.2

**DATE:** 25 NOV 2025

**INSTRUCTIONS TO CANDIDATES:**

1. Answer three (3) questions.
2. Each question carries (100) marks.
3. Number of marks for part questions are shown in brackets.
4. Start each question on a new page.
5. This paper consists of two (2) pages



1. Critique the use of standards-based assessment in diverse educational contexts, considering its assumptions, limitations, and cultural implications. (100)
2. How can evaluation practices be structured to promote equity and inclusion in education systems? (100)
3. Evaluate the role of surveys and interviews in collecting meaningful evaluation data. (100)
4. Examine the importance of validity and reliability in the design of assessment tools. (100)
5. Critically examine the principles and practices of the clinical supervision model in educational settings. (100)

THE END

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