



**INDEPENDENT CONTRACTORS (EXTERNAL MARKERS)
DEPARTMENT OF LANGUAGE EDUCATION, ARTS AND CULTURE
SCHOOL OF TEACHER EDUCATION
COLLEGE OF EDUCATION
UNIVERSITY OF SOUTH AFRICA
CEDU/DLEAC/MRK/02 - 2024**

Assessment is an integral part of curriculum development as outlined in the Curriculum Policy. During curriculum development an assessment strategy is developed that is aligned to the ODeL Policy and strategy of UNISA. Assessment can have different focuses, namely to:

- improve the quality of students' learning experiences by focusing on significant knowledge, skills, attitudes and values, and providing motivation to work through the material through tasks and feedback, known as assessment for learning.
- b) focus on the ability to transfer knowledge to new contexts and to apply knowledge in specific contexts in line with the NQF level descriptors and other taxonomies of learning.
- c) focus on programmatic and graduate attributes and critical cross-field outcomes in assessment of learning.
- d) make academic judgements related to diagnostics, placements competence, progression and/or qualification completion; and as a feedback mechanism to improve curricula, known as assessment of learning; and to
- e) create opportunities for students to engage with the content, with their context, with the lecturer and with fellow students (**Unisa Assessment Policy, 2011**).

The Department of Educational Foundations is inviting suitable applicants for providing assessment services to be appointed as independent contractors (markers) on a yearly basis. The purpose of this positions is to appoint competent and suitable candidates to complete and execute assessment task professionally and ethically align to the Assessment Policy and Guidelines.

Requirements:

- Applicable and relevant equivalent to **NQF level 9** (MEd/MPhil/MTech/MEd OR **NQF level 10** (e.g. Ph.D/DEd/DPhil/DTech) Specialization in **Sociology of Education/Comparative and International Education/History Education/Philosophy of Education or any related disciplines**.
- At least 5-years teaching experience (primary or secondary) or relevant experience in the education field (TVET College /University)
- At least 3-years subject methodology teaching experience (CAPS school) or 5-years relevant experience in the education field (TVET College /University)

Duties:

- Complete and execute assessment task professionally
- Comply and adhere to all Unisa tuition, assessment and examination and plagiarism policies and guidelines
- Act in the ethical and professional manner dealing with all assessment tasks
- Execute duties as stipulated in contract and task agreement
- Marking of assessment tasks fairly and consistently
- Meet deadlines of allocated assessment task

- Attend markers meeting and submit marking reports timeously
- Maintain confidentiality of all assessment tasks

Knowledge, skills and abilities

- Basic knowledge of the discipline applying for
- Basic knowledge of assessment and assessment practices
- Basic knowledge of marking and procedures
- Basic knowledge of constructive feedback on assessment tasks
- Basic knowledge of academic dishonesty and plagiarism
- Knowledge of teamwork/leadership skills
- Good interpersonal and communication skills (listening, speaking, reading and writing)
- Must be honest / ethical and show empathy when required to mark assessment tasks
- Must have good problem-solving and decision-making skills
- Must be service orientated (Actively looking for ways to help and support lecturer or students)
- Must have good time management skills
- Ability to resolve conflict and maintain confidentiality of all assessment tasks
- Ability to work under pressure with adherence to deadlines

Recommendations:

- Computer and Internet skills
- Have own desktop computer or laptop and internet connectivity (no computers or data bundles will be provided)
- Advanced communication skills and proficiency in English
- Digital literacy skills – competent in ICT and online learning environments
- Experience in online marking tools or software or LMS (Moodle will be an advantage)
- Commitment to marking and meeting deadlines for all assessments
- Friendly, patient, and sensitive to a diversity of students

To apply please fill the application form by clicking this link <https://forms.office.com/r/ntfS0808Xx> and submit the following documents via e-mail.

- 1) An application letter indicating willingness to mark assignments and/or exam scripts for any of the modules listed below.
- 2) Comprehensive **UPDATED** and signed curriculum vitae (most recent)
- 3) Only a certified copy of the **HIGHEST** qualification as per requirement
- 4) Certified copy of ID/Passport and valid visa

Please write the module code of the module you are applying for on the subject line of the e-mail.

Note: The required documents should be submitted as a single file (one PDF) to the email provided below

CEDU1@mylife.unisa.ac.za



We welcome applications from persons with disabilities.

Assumption of duty: The candidates will have to undergo an **interview (either face-to-face or Microsoft Teams)** and **online Moodle training sessions**. Completion of the prescribed training on various aspects of Marking on the Moodle platform is compulsory.

Closing date: 02 February 2024

Independent Contractor (MARKER) positions are available in the modules listed in the Department of Language Education, Arts and Culture.

| MODULE CODE | MODULE NAME | Purpose of module | Educational Foundations Delivery and Assessment Mode | Number of Markers Required |
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| B.ED UNDERGRADUATE: NQF LEVEL 7 | | | | |
| TMS3715 | Teaching Home Languages (HL) in FET | The purpose of this module is to ensure that qualifying student teachers: Will demonstrate an integrated knowledge, skills, values and attitudes to teach home languages (HL) effectively. Students will be able to prepare the role as a classroom teacher in the varying contexts of South African classrooms as well as other multicultural contexts. | Continuous Assessment | 4 |
| TMS3716 | Teaching Home Languages (HL) in the SP | The purpose of this module is to ensure that qualifying student teachers: acquire the knowledge, skills, values and attitudes that will enable them to teach a Home Language in the senior phase; integrate knowledge and skills acquired from other modules in the qualification such as Instructional studies, Curriculum Development and Implementation, Assessment, Classroom management, Inclusive Education and the disciplinary knowledge in the subject to develop and enhance their teaching ability, preparing them to fulfil their roles as a classroom teacher in the varying contexts of South African classrooms; acquire, integrate and practice their foundational, practical and reflexive competences to prepare them to | Continuous Assessment | 2 |

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| | | facilitate the teaching and learning of Languages on a beginner teacher's level. | | |
| TMS3719 | Teaching Languages (HL FAL SAL) in FET | The purpose of the module is to equip student teachers with knowledge on curriculum organisation, principles and methods of instruction applied to teaching an additional language in Further Education and Training. Based on psycholinguistic, sociolinguistic, and cultural theories of additional language instruction and acquisition, this course aims to enable students to acquire the knowledge, skills and values necessary for teaching and assessing listening and speaking, reading and viewing, writing and presenting and language structures and use in an additional language (First Additional or Second Additional Language) in Further Education and Training (FET). On completion of this module the successful candidates will have a sound knowledge of teaching an additional language in FET. | Continuous Assessment | 4 |
| TMS3720 | Teaching Languages (HL FAL) in SP | The purpose of this module is to ensure that qualifying student teachers: <ul style="list-style-type: none"> • acquire the knowledge, skills, values and attitudes that will enable them to teach an additional language in the senior phase; • integrate knowledge and skills acquired from other modules in the qualification such as Instructional studies, Curriculum Development and Implementation, Assessment, Classroom management, Inclusive Education and the disciplinary knowledge in an additional language to develop and enhance their teaching ability, preparing them to fulfil their roles as a classroom teacher in the varying contexts of South African classrooms • acquire, integrate and practice their foundational, practical and reflexive competences to prepare them | Continuous Assessment | 5 |

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| | | to facilitate the teaching and learning of an additional Languages on a beginner teacher's level. | | |
| TMN3701 | Teaching English FAL in IP | The purpose of this module is to enable qualifying students to obtain the knowledge skills, values and attitudes to teach English as a First Additional Language in the Intermediate Phase (Grade 4-6) of the General Education and Training Band. Qualifying students will obtain and practice their foundational, practical and reflexive competences to facilitate the teaching and learning of an Additional Language on a beginner teacher's level. | Exam Year Course | 12 |
| TMN3702 | Teaching Home Language in IP | The purpose of this module is to enable qualifying students to obtain the knowledge skills, values and attitudes to teach English as a First Additional Language in the Intermediate Phase (Grade 4-6) of the General Education and Training Band. Qualifying students will obtain and practice their foundational, practical and reflexive competences to facilitate the teaching and learning of an Additional Language on a beginner teacher's level. | Exam Year Course | 12 |
| VAP2601 | Subject specialization 3 (elective): Visual and performing Arts | This module has the primary purpose of providing a fundamental understanding of creative skills in general including what creative knowledge and skills are about. As knowledge of creativity is a prerequisite for a successful teaching approach to the arts, the purpose of this module is to empower students to teach arts, by enhancing their skills, knowledge and practical experience in creative and performing arts. Furthermore, the module aims to develop students' subject knowledge and skills related to implementing visual and performing arts in the classroom. Different topics will be included in the Visual and Performing Arts teaching, plan to promote personal and aesthetic development and growth, teaching methods and the assessment of aesthetic skills within diverse teaching and learning contexts. | Exam Year Course | 3 |

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| | | <p>Graduates will be equipped with the required subject content knowledge base, theory, and methodology that will enable them to demonstrate competence and responsibility as academically and professionally qualified beginner teachers for and in the Arts. Students' theoretical understanding is enriched by contextualizing different aesthetic principles.</p> <p>The purpose of this module also includes the development of competences that the module will assist with and will entail that newly qualified teachers must have sound subject knowledge in Visual and Performing Arts. They must also be able to understand the different art forms, barriers to learning these art forms and strategies to overcome these barriers thus helping to develop teachers' own conceptual understandings through a focus on pedagogical content knowledge in engaging with the Visual and Performing Arts curriculum.</p> <p>The roles that the module will assist with, as further purpose of this module, will be in developing the role of scholar, researcher and lifelong learner which will be focused on the principles and techniques of creating Visual and Performing Arts in various formats in ways that are appropriate for different purposes and contexts. Introduction to various teaching and assessment techniques related to CAPS will enable sound knowledge of subject content and various principles, strategies and resources appropriate to teaching in diverse contexts.</p> | | |
| EST1501 | English Academic Proficiency for Student Teachers | This module aims to enhance the proficiency in English of prospective student teachers who will have to teach through the medium of English in future. On completion of the module, the successful candidates will have a sound knowledge of English in order to teach in English. | Continuous Assessment | 7 |

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| PDL4801 – PDL4805 | Assessment of Language in Education | This module as part of the Postgraduate Diploma in Language Education aims to provide students with the principles of assessment and to enable them to assess language skills of diverse groups of learners in multilingual contexts. Students registered for this module will be introduced to an integrated way of assessing various language skills. The knowledge gained in this module will equip students with skills to select assessment methods and tools according to language content requirements and diverse learner needs. Upon completion of this module students will be in a position to assess their learners in varied and reliable ways. | Continuous Assessment | 2 |
| ACI2602 | Teaching Language Structures and conventions in English First Additional Language in the IP | The purpose of this module is to empower prospective student teachers to develop high level knowledge and skills in the teaching of Language Structures and Conventions in English First Additional Language in the IP. Students who qualify in this module can integrate subject content knowledge with relevant pedagogical knowledge to teach English First Additional language in the Intermediate Phase according to an integrated, communicative and text-based approach. | | 1 |
| ACI2603 | Teaching Listening and Speaking in English First Additional Language in the IP | The purpose of this module is to empower prospective student teachers to develop high level knowledge and skills in the teaching of speaking and listening in English First Additional Language in the IP. Students who qualify in this module can integrate subject content knowledge with relevant pedagogical knowledge to teach English First Additional language in the Intermediate Phase according to an integrated, communicative and text-based approach. This module provides students with knowledge to apply the fundamental principles, processes and approaches to teaching listening and speaking in English as the First Additional Language (FAL) in classroom practice. | Continuous Assessment | 1 |

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| ACI2607 | Teaching Reading and Viewing in English First Additional Language in the Intermediate Phase | The purpose of this module is to equip students with knowledge and skills to teach reading and viewing in English as the First Additional Language (FAL) in the Intermediate Phase. Students who qualify in this module can demonstrate an understanding of what reading and viewing entails, the main approaches to reading, the domains of knowledge used in the reading process and the main types of reading. This module provides students with knowledge to apply the fundamental principles, processes and approaches to teaching reading and viewing in English as the First Additional Language (FAL) in classroom practice. | Continuous Assessment | 1 |
| ACI2609 | Teaching Reading and Writing in English First Additional Language in the IP | The module provides guidelines to provide prospective student teachers with knowledge about the teaching of writing and presenting in English as the First Additional Language (FAL). The purpose of this module is to empower prospective student teacher's by developing high level knowledge and skills of teaching Writing and Presenting in English First Additional Language in the IP effectively. The focus will be on the integration of subject content knowledge; knowledge of the relevant curriculum policy; relevant pedagogical knowledge and the enabling of students to apply their knowledge of teaching English First Additional language according to an integrated, communicative and text-based approach in the Intermediate Phase. | Continuous Assessment | 1 |
| TMS3735 | Teaching Music in Further Education and Training (FET) | The purpose of this module is to ensure that qualifying student teachers: <ul style="list-style-type: none"> • Acquire the knowledge, skills, values, and attitudes that will enable them to teach Music in FET; • Integrate knowledge and skills acquired from other modules in the qualification, such as Instructional studies, Curriculum Development and Implementation, Assessment, Classroom Management, Inclusive Education, and the disciplinary knowledge in the subject to develop and enhance their teaching ability, preparing them to fulfil their roles as a classroom teacher in the varying contexts of South African classrooms; | Continuous Assessment | 1 |

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| | | <ul style="list-style-type: none"> • Acquire, integrate, and practice their foundational, practical, and reflexive competencies to prepare them to facilitate the teaching and learning of Music on a beginner teacher's level. <p><i>New module starts 2024</i></p> | | |
| HED4807 | Language teaching and learning in education (B.Ed Honours) | <p>The purpose of this module is to provide students with a thorough grounding in the theories of language learning and language teaching principles in a multilingual context. On completion of this module students should be able to use their advanced knowledge of language learning and teaching to improve their own language education practices. Students will be able to apply various methodologies and assessment strategies to language education. Furthermore, students will be able to incorporate indigenous knowledge systems to enhance learners' language proficiency skills.</p> <p><i>New module starts 2024</i></p> | Continuous Assessment | 1 |