UNISA | university of south africa

INDEPENDENT CONTRACTORS (EXTERNAL MARKERS)
DEPARTMENT OF SCIENCE AND TECHNOLOGY EDUCATION
SCHOOL OF TEACHER EDUCATION
COLLEGE OF EDUCATION
UNIVERSITY OF SOUTH AFRICA
(Ref: CEDU/DSTE/MKR/11-2023)

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.
- 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.
- Focus on programmatic and graduate attributes and critical cross-field outcomes in assessment of learning.
- 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. PhD/DEd/DPhil/DTech) Specialization in **Science education/computer integrated/technology education and environmental education**
- At least 2 years teaching experience (primary or secondary) or relevant experience in the education field (TVET College /University)
- At least 2-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/90uNswHMhY **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

5. 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.

Email the supporting documents to cedu1@mylife.unisa.ac.za and write the module code as a subject.

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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: 15 November 2023
Independent Contractor (MARKER) positions are available in the modules listed in the Departments

Independent Contractor (MARKER) positions are available in the modules listed in the Department of Science and Technology Education.

MODULE CODE	MODULE NAME	Purpose of module	Curriculum Delivery and Assessment Mode	No of Markers
		NQF LEVEL 5		
TEC1501	Teaching Technology 1 for the Classroom	The module provides prospective teachers with an overview of the role of Technology Education in society and in the school curriculum. It identifies core concepts on which all technology education knowledge is built and explores how that knowledge might best be mediated in the classroom.	Online and Continuous assessment	**1 Marker**
TEC1502	Technology 2 for the classroom	The module provides prospective teachers with an overview of the role of technology education in society and in a school curriculum.	Online and Continuous assessment	**1 Marker**
NST1501	Natural Science and Technology for Classroom I	The purpose of the module is to gain insight into content related to Sciences and Technology; stages of development; aims and objectives; the role of the teacher and Sciences and Technology activities. Furthermore, the module aims to develop student teachers' theoretical knowledge related to implementing Sciences and Technology in the classroom.	Online Formative and Summative assessments	**4 Markers**
NST1502	Natural Sciences and Technology for the Classroom 2	The purpose of this module is to provide prospective candidate teachers with an overview of science, specifically the Natural Sciences, in the GET school curriculum. It identifies core concepts such as the scientific method, science process skills combined with the knowledge strand Life and Living and the knowledge strand Planet Earth and Beyond. It explores how that knowledge and skills might best be mediated in the classroom. By the end of the module, y o u will have a clear idea of some of the core skills and knowledge you would require in becoming science teachers.	Online Formative and Summative assessment	**4 Markers**
PSC1501	Practical Science for the Classroom	The module helps candidates to explore and develop their understanding of a practical approach to teaching science in the classroom involving an iterative conversation between what is meant by practical science, why such an approach is necessary and how it can be done, By the end of the module, candidates will have a clear idea of why they might want to become science teachers and what this entails.	Fully online Continuous assessment	**4 Markers**
SCC1501	Science for the Classroom 1	The module provides prospective candidate teachers with an overview of science, specifically the Natural sciences, and in the GET school curriculum. It identifies core concepts such as the scientific method, science process skills combined with the knowledge strand Life and Living and the knowledge strand Planet Earth and Beyond. It explores how that knowledge and skills might best be mediated in the classroom. By the end of the module, candidates will have a clear idea of some of the core skills and knowledge they would require to become science teachers.	Fully online Continuous assessment	**1 Marker**
SCC1502	Science for the Classroom 2	The module builds on the foundation as laid out by the module Science in the classroom 1 as it provides prospective candidate teachers with an overview of the role of science in society in the school curriculum. It identifies core concepts, such as the contributions of notable scientists and Indigenous Knowledge combined with the Knowledge strand Matter and Materials and the Knowledge strand Energy and Change. It explores how the relevant Science knowledge is built and how that knowledge might best be mediated in the classroom. By the end of the module,	Online Continuous assessment	**1 Marker**

		candidates will have a clear idea of why they might want to become Science teachers and what this entails.		
IED1501	Introduction to Environment Education	The module explores the concept of environment and a broad range of environmental issues in South Africa. It identifies why education about the environment is a critical aspect of the school curriculum and the ways in which environmental issues can be integrated into the school curriculum. Apart from providing a useful foundational basis for all prospective teachers, the module will help candidates decide whether environmental issues are something they would like to focus on in further study.	Fully online Continuous assessment	**3 Markers**
		NQF LEVEL 6		
CIC2601	Computer the Integration in classroom	The purpose of the module is to ensure that student-teachers are equipped to make the most appropriate use of the most appropriate technology to help them to be successful in their studies through ODL and to develop the competencies to work as efficiently and effectively as possible, harnessing the potential of ICT, in their work as teachers	Fully Online Continuous Assessment	**6 Markers**
EED2601	Environmental education	The purpose of this module is to assist student teachers to consider key environmental issues (such as land degradation, water supply, industrial pollution, poverty, overpopulation, and health) that will influence what and how teachers teach, and why. The module draws upon and in turn informs many of the other core modules in terms of both policy and practice. It is particularly relevant to teaching methodologies and practical teaching.	Online and Continuous assessment	**26 Markers**
NST2601	Natural Science and Technology for classroom II	The module builds on the foundation as laid out by the module Science in the Classroom 1, as it provides prospective teachers with an overview of the role of science in society as it is viewed in the school curriculum. It identifies core concepts, such as the contributions of notable scientists and indigenous knowledge combined with the knowledge strand Matter and Materials and the knowledge strand Energy and Change. It explores how the relevant Science knowledge is built and how that knowledge might best be mediated in the classroom. By the end of the module, candidates will have a clear idea of why they might want to become science teachers and what this entails.	Online and Formative assessments Summative	**4 Markers**
NST2602	Natural science and technology for classroom IV	The module provides prospective teachers with an overview of the role of Technology Education in society and in the school curriculum. It identifies core concepts on which all technology education knowledge is built and explores how that knowledge might best be mediated in the classroom.	Online and Formative assessments	**3 Markers**
		NQF LEVEL7		
TMN3705	Teaching Natural Sciences and Technology	The purpose of this module is to gain knowledge, skills, values and attitudes to teach Natural Science and Technology in the Intermediate Phase (Grade 4-6) of the General Education and Training Band. The purpose is also to design learning programmes for the units in Natural Science and Technology, plan lessons, assess learners and act as learning mediators to Natural Science and Technology learners	Fully Online and Formative and assessments Summative	**3 Markers**

MODULE CODE	MODULE NAME	Purpose of module	Curriculum Delivery and Assessment Mode	No of Markers
TMS3706	Teaching Computer Applications Technology in Further Education and Training	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 Computer Applications Technology 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; - acquire, integrate and practice their foundational, practical and reflexive competences to prepare them to facilitate the teaching and learning of Computer Applications Technology on a beginner teacher's level.	Fully Online Continuous assessment	2 **Markers**
TMS3711	Teaching Agricultural Management, Science and Technology in Further Education and Training.	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 Agricultural Management, Science and Technology 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; - acquire, integrate and practice their foundational, practical and reflexive competences to prepare them to facilitate the teaching and learning of Agricultural Management, Science and Technology on a beginner teacher's level.	Fully online Continuous assessment	**2 Markers**
TMS3705	Teaching Natural Science and Technology	The purpose of this module is to gain knowledge, skills, values and attitudes to teach Natural Science and Technology in the Intermediate Phase (Grade 4-6) of the General Education and Training Band. The purpose is also to design learning programmes for the units in Natural Science and Technology, plan lessons, assess learners and act as learning mediators to Natural Science and Technology learners	Blended Formative and summative assessments	**1 Marker**
TMS3710	Teaching Engineering Graphics and Design in Further Education and Training	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 Engineering Graphics and Design 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; - acquire, integrate and practice their foundational, practical and reflexive competences to prepare them to facilitate the teaching and learning of Engineering Graphics and Design on a beginner teacher's level	Blended Formative and Summative assessments	**1 Marker**
TMS3718	Teaching Information Technology in Further Education and Training	Students, who have completed this module successfully, should be able to: • acquire the content knowledge and skills that will enable them to teach Information Technology (IT) in FET;,	Fully online Continuous assessment	

		• 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 facilitate the teaching and learning of Information Technology on a beginner teacher level. TMS3718/101 5 This module is delivered using my UNISA and the internet, as well as peer group interaction		2 **Markers**
MODULE CODE	**MODULE NAME**	**Purpose of module**	**Curriculum Delivery and Assessment Mode**	**No of Markers**
TMS3723	Teaching Life Sciences in FET	This module focuses on the development of pedagogical content knowledge and skills related to Life Sciences Education. It specifically deals with how to teach and assess the Curriculum and Assessment Policy Statement (CAPS) effectively, by using an appropriate range of strategies and technologies, to enhance learner engagement in diverse contexts. The module focuses on the teaching and learning of the Life Sciences. Keep this in mind when you complete your assignments. You are expected to submit original and creative work. Your assignments should reflect your insight and the competencies required for the effective teaching of the subject.	Fully online Continuous assessment	1 **Marker**
TMS3728	Teaching Natural Sciences in the Senior Phase	Students who have completed this module successfully will be able to: ➢ Acquire the knowledge, skills, values and attitudes that will enable them to teach Natural Sciences in the senior phase. ➢ Integrate knowledge and skills acquire 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 practise their foundational, practical and reflexive competences to prepare them to facilitate the teaching and learning of Natural Sciences on a beginner teacher's level	Fully online Continuous assessment	2 **Markers**
TMS3729	Teaching Physical Sciences in Further Education and Training	The purpose of this module is to ensure that qualifying student teachers. • acquire the knowledge, skills, values, and attitudes they need to teach Physical Sciences in FET • integrate the knowledge and skills they have acquired from other modules (e.g., Instructional Studies; Curriculum Development and Implementation; Assessment; Classroom Management; and Inclusive Education) and their knowledge of the subject to develop and enhance their teaching ability and fulfil their roles as classroom teachers in the varying contexts of South African classrooms	Fully online Continuous assessment	1 **Marker**
TMS3733	Teaching Technology in the senior phase	The purpose of this module is to ensure that qualifying student teachers: - acquire the knowledge, skills, values and attitudes varying contexts of South African classrooms; - acquire, integrate and practice their foundational, practical and reflexive competences to prepare them to facilitate the teaching and learning of Technology on a beginner teacher's level	Fully online Continuous assessment	1 **Marker**

MODULE CODE	MODULE NAME	Purpose of module	Curriculum Delivery and Assessment Mode	No of Markers
		BED Honours NQF level 8		
HED4815	Education for Sustainable Development	Empower yourself with the knowledge and skills needed to drive positive change through our innovative module, "Education for Sustainable Development" (HED4815). This module is designed to provide students with a comprehensive understanding of the dynamic landscape of Education for Sustainable Development (ESD). Through this transformative learning journey, you will delve into the theories, principles, perspectives, and approaches that underpin ESD, enabling you to critically interpret and contextualise these fundamental concepts. Our module will equip you to explore the latest trends and debates in ESD, guiding you to critically assess emerging ideas and issues that shape the field. At the heart of this module lies the philosophy of design thinking and problem-solving, fostering your creative and critical thinking abilities. You will gain insights into the fundamental philosophical principles of the design process and its application in solving real-world environmental challenges. By embracing this mindset, you will learn to analyse and engage with the complexities of sustainable development issues effectively. We go beyond theory, helping you bridge the gap between conceptual knowledge and practical implementation. You will develop a profound understanding of the ESD curriculum, considering its contextual relevance and historical significance. The lecturers of HED4815 will guide you in exploring innovative teaching, learning, and assessment strategies tailored for diverse classrooms, ensuring your ability to make a meaningful impact on education. But that is not all – we recognise the importance of integrating Indigenous Knowledge Systems (IKS) and related aspects, such as Africanisation and Ubuntu, into the realm of ESD. Through this module, you will explore the intricate relationships between these concepts, understanding how they contribute to a holistic approach to sustainable development education. As a student, you will also be expected to conduct a mini- research on some of the delicate ESD topics/issues. By completing this module, you will be empowered to address authentic environmental challenges within real-life contexts, leveraging your newfound expertise to make a substantial contribution to society. Join us in shaping a more sustainable future through knowledge, innovation, and action.	Online Assignments and Portfolio	**1 Marker**
HED4816	Information Communication Technologies in Education	In the field of Information Communication Technologies in Education (ICTE), our specialization module, HED4816, serves as your gateway to a transformative educational journey. This module, which is a prerequisite for the Research Project (HREDU82) undertaken in your second year of study, is designed to provide you with a profound understanding of contemporary aspects shaping the ICT education landscape. You will delve deep into relevant theories that drive innovation in teaching, learning, and assessment within ICT education. Moreover, you will gain invaluable expertise in conceptual and procedural knowledge, which is essential for design thinking and problem-solving in this dynamic field. Our module empowers you with practical skills to address real-world technological challenges within diverse contexts, including indigenous perspectives, enabling you to make a meaningful impact on society. As you progress to the Research Project in the ICTE specialisation area, you will be well- equipped to contribute significantly to the ever- evolving world of ICT education.	Online Assignments and Portfolio	**1 Marker**

HED4817	Science Education	The Bed Hons Science Education stream introduces you to the field of theories and pedagogies in Science Education through the module Science Education HED4817. The module resides in the Department of Science and Technology Education. HED4817 offers an opportunity to do a research project based on a topic of your choice in the Research Project module (HREDU82). HED4817 is aimed at building good foundation in the theoretical perspectives and pedagogies in Science Education. The purpose of this module is to equip students with knowledge of contemporary aspects that underpin the curriculum and educational developments in Science Education. Students will be provided with a deeper understanding of theories that are relevant to Science Education Teaching, learning, and assessment; and profound knowledge of conceptual and procedural knowledge that underpins the scientific investigations and processes. Furthermore, it will further equip students with skills that will enable them to solve authentic scientific problems embedded in real-life contexts, also taking indigenous contexts into consideration, to make a significant contribution to society.	Online Assignment and Portfolio	**1 Marker**
HED4818	Technology Education	The Bed Hons Technology Education (TEC) stream introduces you to the knowledge of contemporary aspects that underpin the curriculum and educational developments in Technology Education. The module HED4818 will provide you with knowledge on theories that are relevant to Technology Education, teaching, learning, and assessment. The module exists in the department of Science and Technology Education. HED4818 offers an opportunity to do a research project based on a topic of your choice in the Research Project module (HREDU82). The HED4818 module is aimed at providing profound knowledge of conceptual and procedural knowledge that underpins the design thinking and processes. It also focuses on the skills of entrepreneurship education and interpret the teaching and learning issues considering the role of Indigenous Knowledge Systems (IKS) and related aspects (Africanisation, ubuntu, sustainable development, etc.).	Online Assignments and Portfolio	**1 Marker**