



**INDEPENDENT CONTRACTORS (16 EXTERNAL MARKERS)
DEPARTMENT OF AFRIKAANS AND THEORY OF LITERATURE
SCHOOL OF ARTS
COLLEGE HUMAN SCIENCES
UNIVERSITY OF SOUTH AFRICA
(Ref: CHS/AFTL/16-2024BM)**

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
- 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 **Theory of Literature or General Literary Studies or Afrikaans Linguistics or general Linguistics any other related discipline.**
- 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, you need to submit the following:

1. An application letter indicating willingness to mark assignments and/or exam scripts/ portfolios for any of the modules listed below.
 2. Comprehensive, **Updated** and signed curriculum vitae (most recent)
 3. Within 6 months certified copies of
 - Identity document/passport
 - **Highest** qualification as per requirement
 - SAQA verification of foreign qualifications (if applicable)
 - valid permit (foreign applicants).
- UNISA reserves the right to authenticate all qualifications without any further consent from the applicant.
- The contact details of three contactable references must be provided as part of the curriculum vitae.
- Unisa is not obliged to fill advertised positions.

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

Applicants are expected to first complete the form on the **Portal** <https://forms.office.com/r/4G2hSdgpQ7> and thereafter forward the supporting documents to the attention of chsmarkers@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: 23 May 2024

Applications sent to an incorrect email address will not be considered.

- **Incomplete forms, late submissions, and absence of supporting documents will be disregarded.**

Independent Contractor (MARKER) positions are available in the modules listed in the Department of Afrikaans and Theory of Literature

MODUL E CODE	MODUL E NAME	Purpose of module	Number of independent contractors required
Name of Qualification: BA (General)			
THL1501	Introduction to Theory of Literature	Purpose: To introduce students to theoretical approaches to literature and to show how it differs from other approaches, to familiarise students with definitions of literature and other aesthetic objects to acquire the ability to understand or interpret literature, and to appreciate or evaluate literature and other cultural and aesthetic objects.	1
THL1502	Introduction to literary genres	Purpose: To provide an introduction to literary genres; to introduce students to the main types and characteristic features of oral and written literature, and to familiarise students with the analysis and interpretation of poetic, narrative and dramatic texts.	1
AFK1502	Inleiding tot teksontwerp in Afrikaans	Purpose: To improve students' proficiency in the analysis and writing of Afrikaans non-literary texts through a focus on general text skills: communication aims, reading skills, analysis of text structure, planning text structure, standard text designs, text characteristics, argumentative texts.	3
AFK1503	Afrikaans Vandag: Afrikaans en skriftelike kommunikasie	Purpose: The purpose of this first additional language module is to provide students with a basic knowledge of language in general, and Afrikaans specifically. Those who achieve this module can improve their listening, speaking, reading, writing, and perceptual abilities as well as their reproduction skills through an introduction to Afrikaans grammatical structures.	6

AFK1505	Afrikaans vir beginners	<p>Purpose: The purpose of this module is to prepare qualifying students with general principles and rules applicable to communicating in Afrikaans as a foreign language in a variety of settings. The successful students will be able to demonstrate understanding of basic written and oral texts in Afrikaans; respond orally and in writing by using the correct basic vocabulary and simple sentence constructions; and use vocabulary and basic grammatical structures to converse both orally and in writing.</p> <p>The Module lays foundational concepts and procedures in Afrikaans communication, where upon successful completion, students can enrol for more advanced modules in Afrikaans communications.</p>	5
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