

INDEPENDENT CONTRACTORS (MARKERS)
DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL STUDIES
SCHOOL OF TEACHER EDUCATION
COLLEGE OF EDUCATION
UNIVERSITY OF SOUTH AFRICA
REFERENCE: CEDU/CIS/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.
- 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 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 in ODL) OR **NQF level 10** (e.g. Ph.D/DEd/DPhil/DTech) Specialization in **Didactics** or **Curriculum Studies**
- 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 CAPS subject knowledge (discipline) and pedagogical content knowledge
- Basic knowledge of assessment and assessment practices
- Basic knowledge 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 person 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 meet 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 email.

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

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

Email applications to CEDU1@mylife.unisa.ac.za

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: 07th December 2023

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Independent Contractor (MARKER) positions are available in the modules listed in the Department.

MODULE CODE	MODULE NAME	Purpose of module	Curriculum Delivery and Assessment Mode	Number of Markers
RCE2601	Research and Critical Reasoning	The purpose of this module is to equip student teachers with basic research skills, to do a critical analysis of documents they might use in their research, and to develop critical reasoning skills that they can use to construct logical arguments when writing research reports. The skills acquired in this module can be applied in all other modules. As student teachers are not only users of existing research when doing investigations, they must become active participants by undertaking a research project individually.	Blended and Take- Home Exams (Portfolio)	10 Markers

AED3701	Assessment	The purpose of this module is to complement the module on "Curriculum Studies" and support specific applications in subject methodologies. The module will introduce students to the purpose, nature, and forms that assessment may take. It will help students to plan, conduct, and moderate assessments in ways that are fit for purpose in diverse contexts of practice and that can be justified against appropriate theory, policy, and experience.	Fully online and Continuous Assessment	15 Markers
CUS3701	Curriculum Studies	The purpose of this module is to explore the general principles underpinning the planning, organization, implementation, and review of curricula in general and the South African school curriculum. The module will help students to understand, adapt, and contribute to the evolving nature of the school curriculum. Besides being an interpreter and implementers of the curriculum, teachers need to understand legislation, prescribed policies and approaches to curriculum development.	Fully online and Continuous Assessment	7 Markers
ISC3701	Instructional Studies in Context	The purpose of this module is to provide a foundation and additional scaffolding for teaching methodologies and help to establish links and bridge gaps between curriculum, assessment, and practical teaching in the qualification. To put it in perspective one could say that this module is about instruction in general, the Curriculum Development and Implementation module is about instruction in the specific context of schooling and teaching methodologies are about specialised instruction in school subjects.	Blended and Take- Home Exams (Portfolio)	3 Markers
TMS3708	Teaching Economic and Management Science in the Senior Phase	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 Economic and Management Sciences 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.	Fully online and Continuous Assessment	2 Markers
TMS3731	Teaching Social Sciences in the Senior Phase	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 Social Sciences 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 disciplinary knowledge in the subject to develop and enhance their teaching ability, preparing them to fulfil their roles as classroom teacher in the varying contexts of South African classrooms	Fully online and Continuous Assessment	1 Marker

TMS3734	Teaching Tourism in the FET Phase	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 Tourism 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.	Fully online and Continuous Assessment	1 Marker
TMS3721	Teaching	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 Life Orientation 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.	Fully online and Continuous Assessment	2 Markers
PES3701	Physical Education and Sports Coaching	The purpose of the module is to create awareness of what it entails to be a physical educator and sports coach and make a difference in learners' lives. Students completing this module will, inter alia, be able to gain knowledge about the history, development, and value of physical education and sport. The student teacher will be equipped to create environments conducive to teaching physical education, coaching a sport, integrating sports skills, and understanding the challenges associated with what is important in preparing training sessions.	Blended and Take- Home Exams	2 Markers
TMS3701	Teaching Accounting in the FET Phase	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 Accounting 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.	Fully online and Continuous Assessment	1 Marker

TMS3704	Teaching Business Studies in the FET Phase	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 Business Studies 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.	Fully online and Continuous Assessment	2 Markers
TMS3708	Teaching Economic and Management Sciences in the Senior Phase	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 Economic and Management Sciences in the senior phase; - integrate knowledge and skills acquired from other modules in the qualification.	Fully online and Continuous Assessment	2 Markers
TMS3709	Teaching Economics in the FET Phase	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 Economic and Management Sciences in the senior phase; - integrate knowledge and skills acquired from other modules in the qualification.	Fully online and Continuous Assessment	3 Markers
TMS3713	Teaching Geography in the FET Phase	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 Geography 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.	Fully online and Continuous Assessment	3 Markers
TMN3706	Teaching Social Sciences (History and Geography) in the intermediate phase	The purpose of this module is to obtain knowledge, skills, values and attitudes to teach Social Sciences (History and Geography) in the intermediate phase (Grades 4-6) of the General Education and Training Band. The purpose is also to obtain and practice foundational, practical and reflexive competencies to facilitate the teaching and learning of Social Sciences on a beginner teacher's level.	Blended and Take- Home Exams	4 Markers
TPN2601	Teaching Practice 1 (BEEd IP & SP)	The purpose of the module is to support students in their initial teaching experiences - "the micro-contexts of everyday life in classrooms" (Cohen, Manion, Morrison and Wyse, 2010: 1) and proceed from the understanding that education is context-specific and context-dependent. The focus of this module is guided observation, helping students to observe practice and make connections between what they have learned, what they have observed and what they have experienced. They may become involved in assisting the teacher under instruction. The placement will require 5 weeks in a school and there will be an "orientation to school teaching" approach. The purpose is also to provide an overview of the Intermediate Phase curricula and to locate specific specialisations within the wider curriculum framework. Services learning (community) activities will also take place (4	Teaching Practice Portfolio	10 Markers

		credits).		
TPN2602	Teaching Practice II (BEd IP & SP)	The purpose of this module is to provide guidelines for a 5-week placement in a school. In Teaching Practice II, the focus is on team teaching and independent teaching. Students will plan a series of lessons with their school-based mentor, team teach their lessons and reflect critically on their planning and practice in consultation with both their school-based mentor and their supervisor. Students will focus on one subject methodology associated with one of their two chosen school subjects (Mathematics, Natural Sciences, Social Sciences, Life Skills).	Teaching Practice Portfolio	4 Markers

TPN3704	Teaching Practice IV (BEEd IP & SP)	The purpose of the module is to provide guidelines for the 4th teaching practice placement which is seen as the culmination of the programme in which theory, practice and experience culminate. It requires a minimum 5-week placement in a school. After this teaching practice experience, the student teacher should be able to teach the subjects of choice independently. The experience will be structured from a classroom perspective (roles and responsibilities of the subject teacher) under the guidance of a qualified school-based mentor. Students will focus on Language teaching both First Additional Language and Home Language. The purpose of this module is also to create an opportunity for students to observe the teaching of Economic and Management Sciences. The experience is recorded in a portfolio/e-portfolio.	Teaching Practice Portfolio	6 Markers
TPS2601	Teaching Practice 1 (BEEd SP and FET)	The purpose of the module is to support students in their initial teaching experiences - "the micro-contexts of everyday life in classrooms" and proceed from the understanding that education is context-specific and context-dependent. The focus of this module is guided observation, helping students to observe practice and make connections between what they have learned, what they have observed, and what they have experienced.	Teaching Practice Portfolio	5 Markers
TPS3703	Teaching Practice 3 (BEEd SP & FET)	The purpose of this module is to provide guidelines for a 5-week placement in a school focusing on semi-independent teaching. Students will plan a series of lessons with their school-based mentor, teach the lessons (while being observed) and reflect critically on their plan and practice in consultation with both their school-based mentor and their supervisor. This module focuses on a whole school approach (roles and responsibilities of the teacher in the school environment) under the guidance of a qualified school-based mentor.	Teaching Practice Portfolio	5 Markers
TPS3705	Teaching Practice 3 (PGCE)	The purpose of this module is to provide guidelines for a 5-week placement in a school focusing on semi-independent teaching. Students will plan a series of lessons for approval by their school-based mentor, teach the revised lessons (sometimes while being observed) and reflect critically on their plan and practice in consultation with both their school-based mentor and their supervisor. Student-teachers will focus on teaching in the Senior Phase in their chosen subject.	Teaching Practice Portfolio	2 Markers

TPS3706	Teaching Practice in the FET	The purpose of the module is to provide guidelines for the 2nd teaching practice which is seen as the culmination of the programme in which theory, practice, and experience culminate in qualified teacher status as a probationary teacher. It requires a minimum 5-week placement in a school able to teach independently the subjects of choice. Student-teachers will focus on teaching in the FET phase for their chosen subject.	Teaching Practice Portfolio	3 Markers
HED4802	Honours module in Curriculum Studies	The purpose of this module is to provide students with a deep understanding of teaching and learning theory and introduce them to a range of readings to enable them to develop innovative and contextually relevant responses to teaching and learning issues. Students are required to investigate and interrogate knowledge and skills related to the dynamic interrelationship between teaching, learning, and assessment	Fully Online (Hons Portfolio)	2 Markers
