



**INDEPENDENT CONTRACTORS (Markers)
DEPARTMENT OF AFRICAN LANGUAGES
SCHOOL OF ARTS
COLLEGE OF HUMAN SCIENCES
UNIVERSITY OF SOUTH AFRICA
(Ref: CHS/AFRI/MKR/10-2025/BM)**

Assessment is integral to 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 the assessment of learning.
- Make academic judgments 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 African Languages is inviting suitable applicants for providing assessment services to be appointed as independent contractors (Markers) on a yearly basis. The purpose of this Independent Contractors appointment is to appoint competent and suitable candidates to **mark** assessment tasks professionally and ethically align to the Assessment Policy and Guidelines.

Requirements:

- Applicable and relevant equivalent to **NQF level 9 OR NQF level 10** in **isiZulu Home language**
- Applicable and relevant equivalent to **NQF level 9 OR NQF level 10** in **Xitsonga Home language**
- Applicable and relevant equivalent to **NQF level 9 OR NQF level 10** in **Sesotho Home language**
- Applicable and relevant equivalent to **NQF level 9 OR NQF level 10** in **Sesotho sa Leboa or related field.**
- At least 5-years teaching experience or relevant experience in the education field (TVET College/ University)

Duties:

- Mark assessment tasks 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
- Mark of assessment tasks fairly and consistently
- Meet deadlines of allocated assessment task
- 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 click the following link <https://forms.office.com/r/dUg8PwhcYr> and submit the following documents on the email:

To apply, you need to submit the following:

1. An application letter indicating willingness to mark assignments and/or exam scripts for which 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

Unisa is not obliged to fill an advertised position

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

Applicants are expected to 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: 21 February 2025

Applications sent to the incorrect email address will not be considered. Late, incomplete and incorrect applications will not be considered.

Independent Contractor (Marker) positions are available in the modules listed in the Department of African Languages

MODULE CODE	MODULE NAME	PURPOSE OF MODULE	IsiZulu
AFL1502	African Languages and Culture in Practice	This module is useful to students who want to develop competencies in interacting successfully in a multi-cultural society. These competencies include the ability to demonstrate their sensitivity to their own language usage and that of others and interact across cultures with knowledge and respect.	1
AFL 1503	Language and Communication Skills Acquisition in an African Language 1	The purpose is to provide students with the opportunity to learn the basic language structure and vocabulary of an African language. Students who achieve the outcomes of this course will be able to communicate on an elementary level with speakers of the target language and be equipped with basic reading, listening and comprehension skills. They will also be culturally sensitive to language nuances on an elementary level.	2

AFL1504	Language and Communication Skills Acquisition in an African Language 2	The purpose of this module is to introduce you to some aspects of the literature of the African languages. Not only will you get to know more about African literature, but in the process, you will also be able to extend your knowledge of the grammar of the languages and continue to develop your speaking, listening, reading and writing skills. In addition to this, you will gain insight into some matters of cultural interest and increase your understanding of the African language speakers and their way of life.	1
AFL2601	Communication Dynamics in African Languages	The module provide students with a broad theoretical knowledge of the origins of African languages; it discusses grammatical structures with specific reference to effective communication in order to encourage awareness of the way languages influence one another.	1
AFL2602	Understanding African Management Practices as Reflected in African Languages Literature and Texts	This module is useful to students who need to communicate with people of different cultures. African languages literature and texts are used to illustrate African management practices and to inculcate an appreciation of how societal values are expressed. Students credited with this module can: <ul style="list-style-type: none"> • Appreciate how African languages literature and texts reflects the people and practices of African society. • Communicate between different South African cultures in work and social contexts. Solve problems according to information found in examples of African languages literature. <ul style="list-style-type: none"> • Cope with managing diversity in different situations. • Demonstrate linguistic and cultural diversity awareness and sensitivity in order to enhance personal relations in day-to-day situations. 	1
AFL2603	Literature and Society A Perspective on African Literature	This module will be useful to students who want to develop competencies in interacting successfully in a multi-cultural society. These competencies include the ability to demonstrate their sensitivity to their own language usage and that of others and interact across cultures with knowledge and respect.	
ZUL1505	Applied African Languages Grammar for Home Language Foundation and Intermediate Phase – IsiZulu	Le mojuli ifundisa ngolimi namasiko esintu, kwazise awukwazi ukwehlukana lokhu kokubili. Ifundisa ngokuzigqaja nokuziqhayisa ngokuthi unguMzulu, kukhule nothando lolimi lwakho. Kule mojuli ufunda ngohlelo nokwakheka kwamagama esiZulu, ukuphinyiswa nokubhalwa kwawo, izinguquko zefonoloji, izincazelo zamagama kanye nezinguquko ezenzeka olimini.	3

ZUL1506	Ukusetshenziswa Kobucikomazwi Bezilimi Zesintu	Le mojuli ibaluleke ekufundiseni wena mfundi ngezihlokwana zolimi lwesiZulu ezisetshenziswa uma sibhala, sifunda noma sikhuluma ulimi. Miningi imikhakha ehambisana nale mojuli, kafushane ngingabala eZemfundo, eZokuxhumana, eZezindaba, eZamabhizinisi, nolwazi lwamakhono ukuze kube khona ukukhula ekwazini ulimi. Le mojuli ifundisa ngolimi namasiko esintu, kwazise awukwazi ukwehlukanisa lokhu kokubili. Ifundisa ngokuzigqaja nokuziqhayisa ngokuthi unguMzulu, kukhule nothando lolimi lwakho.	2
ZUL1508	Applied African Languages Grammar for First Additional Language, Foundation Phase	Le mojuli ifundisa ngolimi namasiko esintu, kwazise awukwazi ukwehlukanisa lokhu kokubili. Ifundisa ngokuzigqaja nokuziqhayisa ngokuthi unguMzulu, kukhule nothando lolimi lwakho. Kule mojuli ufunda ngohlelo nokwakheka kwamagama esiZulu, ukuphinyiswa nokubhalwa kwawo, izinguquko zefonoloji, izincazelo zamagama kanye nezinguquko ezenzeka olimini.	1
ZUL1509	Applied African Languages Literature for First Additional Language	Le mojuli ifundisa ngolimi namasiko esintu, kwazise awukwazi ukwehlukanisa lokhu kokubili. Ifundisa ngokuzigqaja nokuziqhayisa ngokuthi unguMzulu, kukhule nothando lolimi lwakho. Kule mojuli ufunda ngohlelo nokwakheka kwamagama esiZulu, ukuphinyiswa nokubhalwa kwawo, izinguquko zefonoloji, izincazelo zamagama kanye nezinguquko ezenzeka olimini.	1
ZUL2604	Applied African Languages Grammar for Home Language Teaching in the Intermediate Phase	Le mojuli ifundisa ngolimi namasiko esintu, kwazise awukwazi ukwehlukanisa lokhu kokubili. Ifundisa ngokuzigqaja nokuziqhayisa ngokuthi unguMzulu, kukhule nothando lolimi lwakho. Kule mojuli ufunda ngohlelo nokwakheka kwamagama esiZulu, ukuphinyiswa nokubhalwa kwawo, izinguquko zefonoloji, izincazelo zamagama kanya nezinguquko ezenzeka olimini.	2
ZUL2605	Ukusetshenziswa Kobucikomazwi BesiZulu (Ulimi Lwasekhaya)	Le mojuli ifundisa ngolimi namasiko esintu, kwazise awukwazi ukwehlukanisa lokhu kokubili. Ifundisa ngokuzigqaja nokuziqhayisa ngokuthi unguMzulu, kukhule nothando lolimi lwakho.	2

ZUL2606	Applied African Languages Grammar for First Additional Language Intermediate Phase	Le mojuli ibaluleke ekufundiseni umfundi ngezihlokwana zolimi lwesiZulu ezisetshenziswa uma sibhala, sifunda noma sikhuluma ulimi. Miningi imikhakha ehambisana nale mojuli, kafushane ngingabala eZemfundo, eZokuxhumana, eZezindaba, eZamabhizinisi, nolwazi lwamakhono ukuze kube khona ukukhula ekwazini ulimi. Le mojuli ifundisa ngolimi namasiko esintu, kwazise awukwazi ukwehlukanisa lokhu kokubili. Ifundisa ngokuzigqaja nokuziqhayisa ngokuthi unguMzulu, kukhule nothando lolimi lwakho. Kule mojuli ufunda ngohlelo nokwakheka kwamagama esiZulu, ukuphinyiswa nokubhalwa kwawo, izinguquko zefonoloji, izincazelo zamagama kanye nezinguquko ezenzeka olimini	1
ZUL2607	Applied African Languages Grammar for First Additional Language Intermediate Phase	Le mojuli ifundisa ngolimi namasiko esintu, kwazise awukwazi ukwehlukanisa lokhu kokubili. Ifundisa ngokuzigqaja nokuziqhayisa ngokuthi unguMzulu, kukhule nothando lolimi lwakho. Kule mojuli ufunda ngohlelo nokwakheka kwamagama esiZulu, ukuphinyisw nokubhalwa kwawo, izinguquko zefonoloji, izincazelo zamagama kanye nezinguquko ezenzeka olimini.	1
MODULE CODE	MODULE NAME	PURPOSE OF MODULE	XITSONGA
TSO 3705	Creative writing and Translation	The purpose of this module is to equip students with creative writing skills and to develop their creative writing skills and as a result, write literary works. Students will also acquire the necessary skills of translation and editing.	5
AFL1502	African Languages and Culture in Practice	This module will be useful to students who want to develop competencies in interacting successfully in a multi-cultural society. These competencies include the ability to demonstrate their sensitivity to their own language usage and that of others and interact across cultures with knowledge and respect.	5


AFL1503	Language and Communication Skills Acquisition in an African Language I	The purpose of this module is to provide students with the opportunity to learn the basic language structure and vocabulary of an African language. Students who achieve the outcomes of this course will be able to communicate on an elementary level with speakers of the target language and be equipped with basic reading, listening and comprehension skills. They will also be culturally sensitive to language nuances on an elementary level.	5
TSO1505	Applied African Languages Grammar for First Additional Language	This module intends to promote multilingualism and intercultural communication in Xitsonga as a First Additional Language for BED Foundation and intermediate Phases. This module will provide qualifying student teachers with levels of language proficiency that meet the threshold levels necessary for effective learning across the curriculum since learners may learn through the medium of their First Additional Language in South African context. Student teachers will be exposed to an equal emphasis on the skills of listening, speaking, reading, and writing. Qualifying student teachers will be able to function effectively in their immediate community as teachers in Xitsonga as their first additional language.	5
TSO1506	Applied African Languages for Home Language, Foundation Phase.	The purpose of this module is to equip qualifying student teachers with the appropriate skills and knowledge of Xitsonga Literature for home language in the foundation phase. Qualifying graduates will be provided with the skills of interpreting literary texts in Xitsonga, with an emphasis on Children's literature. The qualifying student teacher will be able to write about the genres of poetry, prose and oral literature with attention to the author's creative choices regarding language.	5
TSO2604	Applied African Languages Grammar for Home Language teaching in the Intermediate Phase	This module is aimed at student teachers in the Intermediate Phase to develop their competencies in the grammar of Xitsonga. It intends to equip students with knowledge and skills of Xitsonga as a Home Language in learning and teaching contexts. This includes insights into more advanced aspects of the grammar of the language which will be of practical value to them in the fields of language teaching and development. Qualifying student teachers will be proficient in using the language as Home Language in the Intermediate phase classroom.	5
TSO2605	Applied African Languages Literature for Home language teaching in the Intermediate Phase	The purpose of this module is to equip qualifying student teachers with the appropriate skills and knowledge of Xitsonga Literature for Home language in the B Ed intermediate Phase. Qualifying graduates will be provided with the skills of interpreting literary texts in Xitsonga, with an emphasis on children's literature.	5
TSO2606	Applied African Languages Grammar for First Additional Language Intermediate Phase	Mojulu lowu wu havaxerisa swichudeni leswi thwaselaka vudyondzisi hi swikili leswi faneleke na vutivi bya matsalwa ya Xitsonga eka ririmi ro engetela eka xiyimo xa masungulo. Lava thwaselaka vudyondzisi va ta nyikiwa swikili swo kota ku hlamusela matsalwa eka Xitsonga ku ri karhi ku tshikeleriwa matsalwa ya vana.	5

		Swichudeni leswi thwaselaka vudyondzisi swi ta kota ku tsala tinxaka ta vutlhokovetseri, prozi na matsalwa ya ndzungulo ku ri karhi ku langutiwa ngopfu eka vutshila bya mutsari eka ririmi.	
TS02607	Applied African Languages Grammar for First Additional Language Intermediate Phase	It equips student teachers with sufficient communication and grammar skills in Xitsonga to be able to use it effectively in the intermediate phase as a first additional language. It provides student teachers with basic linguistic competencies for effective language practice. It advances and integrates language skills in order to conceptualise critical analysis to qualifying student teachers with foundational knowledge and to assist them to gain insight and to develop critical listening, speaking, reading and writing skills.	5
TSO3701	African Languages: The Science of Language in Context	This module is useful for students engaged in language teaching and language practice (including remedial teaching), editing, language consultancy (translating and interpretation, language services), lexicography and glossary development in different professions (medicine, health, business, law, entertainment, sport, politics and religion). The module aims to empower students to apply language in a purposeful and focused way to the benefit of the community.	3
AFL2601	Communication Dynamics in African Languages	This module begins by introducing Student to the sociohistorical context of African languages. We consider the assumed place of origin of these languages, the geographical movement of the speakers of these languages, and attempts that have been made at categorising these languages into meaningful groups (for example, according to zones or linguistically determined criteria).	2
AFL4801	Sound systems	It introduces students to articulatory phonetics so that they can apply these principles to their main languages. It also provides students with an overview of the basic principles of phonology, phoneme analysis in terms of distinctive features as well as the utilisation of these features to account for phonological processes and phonological rules.	3
AFL4802	From form to meaning	It equips speakers of the target African languages with knowledge of the structure of the word, the nature of the morph and morpheme and selected morphological processes. It also helps the student identify and investigate specific syntactic problems. Different issues pertaining to the study of semantics are also dealt with	3
AFL4803	Orature in African Languages	It gives students an overview of the subject Traditional Literature, focusing on its nature and its genres. The secondary objective is to tackle the subject from a global point of view to enable the student to see the subject in its proper perspective.	3

AFL4804	Literary Studies in African Languages	It focuses on taking modern literature in African languages to new heights and into a new direction. The approach is essentially practical with the tacit aim and objective of empowering students to become artists and creative critics.	3
HRAFL81	Research Report	This module equips students with research skills to produce a research report based on their independent critical exploration of linguistic, sociolinguistic and literary phenomena in the African languages.	3
MODULE CODE	MODULE NAME	PURPOSE OF MODULE	SESOTHO
SSO1502	Applied African Languages Grammar for Home Languages: Foundation and Intermediate Phase Sesotho	The module aims to provide students with skills and knowledge on how to handle language and language-related problems in African languages in general and in Sesotho in particular. We will sensitise them to the functions of languages in context, and also hope to engage them in the professionalisation of language.	1
AFL1502	African Languages and Culture in Practice	This module will be useful to students who want to develop competencies in interacting successfully in a multi-cultural society. These competencies include the ability to demonstrate their sensitivity to their own language usage and that of others and interact across cultures with knowledge and respect.	1
AFL2601	Communication Dynamics in African Languages	This module begins by introducing Student to the sociohistorical context of African languages. We consider the assumed place of origin of these languages, the geographical movement of the speakers of these languages, and attempts that have been made at categorising these languages into meaningful groups (for example, according to zones or linguistically determined criteria).	1
SSO1508	Applied African Languages Grammar for First Additional Language Intermediate Phase – Sesotho	The module aims to provide students with skills and knowledge on how to handle language and language-related problems in African languages in general and in Sesotho in particular. We will sensitise them to the functions of languages in context, and also hope to engage them in the professionalisation of language.	1
SSO3703	An Introduction to Language Policy and Planning in South Africa: The case of African Languages	The implication of language policy and planning to ensuring languages parity in the South African context	1

MODULE CODE	MODULE NAME	PURPOSE OF MODULE	SESOTHO SA LEBOA (NQF Level)
AFL1502	African Languages and Culture in Practice	This module will be useful to students who want to develop competencies in interacting successfully in a multi-cultural society. These competencies include the ability to demonstrate their sensitivity to their own language usage and that of others and interact across cultures with knowledge and respect.	5
AFL1503	Language and Communication Skills Acquisition in an African Language	The purpose of this module is to provide students with the opportunity to learn the basic language structure and vocabulary of an African language. Students who achieve the outcomes of this course will be able to communicate on an elementary level with speakers of the target language and be equipped with basic reading, listening and comprehension skills. They will also be culturally sensitive to language nuances on an elementary level.	5
AFL2601	Communication Dynamics in African Languages	This module will be useful to students, especially those in education, communication sciences, psychology, and business, who want to develop competencies/skills/knowledge in theoretical foundations of the fundamental communication dynamics in African languages. The module provides students with a broad theoretical knowledge of the origins of African languages; it discusses grammatical structures with specific reference to effective communication to encourage awareness of the way languages influence one another.	6
AFL2602	Understanding African management	This module will be useful to people who need to communicate with people of different cultures. African language literature and texts are used to illustrate	6

	practices as reflected in African language literature and texts	African management practices and to inculcate an appreciation of how societal values are expressed.	
AFL2603	Literature and Society: A Perspective on African Languages	The purpose of this module is to introduce students to the way in which African languages literature depicts various aspects of society. This module will be useful to students who want to develop competence, skill and knowledge in understanding the various literary genres found in African languages, critiquing literary works in African languages, explaining the role of the author in addressing societal issues and discovering the application of various literary theories to African languages literature.	6
NSO1505	Applied African Languages Grammar for First Additional Language	This module intends to promote multilingualism and intercultural communication in Sesotho sa Leboa as a First Additional Language for BED Foundation and intermediate Phases. This module will provide qualifying student teachers with levels of language proficiency that meet the threshold levels necessary for effective learning across the curriculum since learners may learn through the medium of their First Additional Language in South African context. Student teachers will be exposed to an equal emphasis on the skills of listening, speaking, reading, and writing. Qualifying student teachers will be able to function effectively in their immediate community as teachers in Sesotho sa Leboa as their first additional language.	5
NSO1506	Applied African Languages for Home Language, Foundation Phase.	The purpose of this module is to equip qualifying student teachers with the appropriate skills and knowledge of Sesotho sa Leboa Literature for home language in the foundation phase. Qualifying graduates will be provided with the skills of interpreting literary texts in Sesotho sa Leboa, with an emphasis on Children's literature. The qualifying student teacher will be able to write about the genres of poetry, prose and oral literature with attention to the author's creative choices regarding language.	5

NSO2604	Applied African Languages Grammar for Home Language teaching in the Intermediate Phase	This module is aimed at student teachers in the Intermediate Phase to develop their competencies in the grammar of Sesotho sa Leboa. It intends to equip students with knowledge and skills of Sesotho sa Leboa as a Home Language in learning and teaching contexts. This includes insights into more advanced aspects of the grammar of the language which will be of practical value to them in the fields of language teaching and development. Qualifying student teachers will be proficient in using the language as Home Language in the Intermediate phase classroom.	6 
NSO2605	Applied African Languages Literature for Home language teaching in the Intermediate Phase	The purpose of this module is to equip qualifying student teachers with the appropriate skills and knowledge of Sesotho sa Leboa Literature for Home language in the B Ed intermediate Phase. Qualifying graduates will be provided with the skills of interpreting literary texts in Sesotho sa Leboa, with an emphasis on children's literature.	6 