

OPSA INTERMEDIATE PHASE

OPSA Grade 6 Term 3 Series A Scope of Work

CAPS-based revision scope for parents

Purpose of this scope

This document provides a parent-friendly scope of the Term 3 work represented in OPSA's Series A assessment for Grade 6. The assessment format and mark structure follow OPSA's Intermediate Phase Series A model; the work scope below is based on the DBE/CAPS Term 3 content and skills. Use the learner's OPSA Term 3 activities, workbooks, notes and reading material as the primary revision source.

Important language note

The learner completes only the registered Home Language (AHT or EHL) and First Additional Language (AEAT or EFAL). The broad language skills are comparable, but vocabulary, spelling, grammar and writing conventions differ between Afrikaans and English. Comprehension and listening texts in the assessment may be new/unseen texts; learners must apply skills and are not expected to memorise one specific story.

Task	Subject	Assessment format	Marks
Task 1	Home Language - AHT or EHL	Oral/reading + question paper + writing task	100
Task 2	First Additional Language - AEAT or EFAL	Oral/reading + question paper + writing task	100
Task 3	Mathematics	One integrated question paper	100
Task 4	NST	Theory 70 + practical task 30	100
Task 5	Social Sciences	History 50 + Geography 50	100
Task 6	Life Skills	PSW 30 + PET 30 + Creative Arts 40	100
	TOTAL		600

1. Home Language - AHT / EHL (100)

Assessment components: Listen and speak about a story or drama (15); reading aloud (10); reflect on independently read text (10); comprehension (20); language in context (15); AHT drama / EHL short playscript (30).

Work to revise:

- Listen to and discuss story or drama texts; identify the main message, details, character, conflict, setting, sequence, point of view and values where appropriate.
- Take part in discussion, respect others' ideas, ask relevant questions and motivate answers.
- Read aloud with correct pronunciation, fluency, pace, volume and expression.
- Read independently and give a short summary/response; explain a personal emotional response and compare texts/characters where appropriate.

- Term 3 texts include novel/extract, folklore, short story, letter/diary, visual text and drama.
- Comprehension: explicit information, reorganisation, inference, purpose/audience, character and theme/message, meaning from context and visual interpretation.
- Language in context: revise Term 3 vocabulary, spelling, punctuation, sentence construction and grammar according to the registered language programme.
- Writing: AHT - drama; EHL - short playscript. Plan characters, setting, storyline and dialogue; use the correct format and editing process.

Important: The exact AHT and EHL language structures and writing conventions differ; use the learner's OPSA Term 3 work as the primary language revision source.

2. First Additional Language - AEAT / EFAL (100)

Assessment components: Short talk/retelling/conversation or role-play (15); prepared reading aloud (10); speak about independently read/visual text (10); comprehension of procedural, information or role-play text (20); language in context (15); integrated writing task (30).

Work to revise:

- Listen to stories, oral descriptions, talks or information texts and identify the main idea and relevant details.
- Give a short talk, description or retelling; take part in a conversation/role-play using appropriate vocabulary and logical sequence.
- Read a prepared text aloud with clear pronunciation, pace, volume and expression.
- Term 3 texts include stories, personal letter/diary, information texts with graphs/tables/diagrams/maps/pictures, survey/report, poem, procedures/instructions, conversation and play.
- Comprehension: main idea, topic sentence, specific detail, comparison/classification, simple inference and interpretation of visual information.
- Revise Term 3 spelling, vocabulary, language structures, linking words, sentence patterns and punctuation from AEAT/EFAL.
- Write one integrated text such as a simple story, information text or short drama; plan, draft, edit and present neatly.

3. Mathematics (100)

Assessment components: One integrated Term 3 question paper out of 100.

Work to revise:

- Length: estimate, measure, compare and order using mm, cm, m and km; convert units and use common/decimal fraction forms where covered in Term 3.
- Properties of 2D shapes: regular and irregular polygons; triangles, quadrilaterals, pentagons to octagons; describe shapes by sides and angles.
- Angles: recognise and name acute, right, obtuse, straight, reflex and revolution angles; identify angles in 2D shapes.
- Symmetry and transformations: line symmetry; rotation, translation and reflection; composite shapes and tessellations; enlargements/reductions where taught.
- 3D objects: recognise and compare rectangular prisms, cubes, tetrahedrons and other pyramids; describe faces, vertices and edges; simple models/nets.
- Perimeter, area and volume: measure perimeter; determine area on grids; develop rules for area of squares/rectangles; understand volume of rectangular prisms as length $\times$ width $\times$ height; relationships between perimeter/area and surface area/volume.
- Problem solving and reasoning: choose suitable units/formulae/strategies, show all calculations and explain answers. No calculator in the OPSA Series A paper.

Important: Learners must show full calculations. The OPSA Series A paper is completed without a calculator.

4. NST - Natural Sciences and Technology (100)

Assessment components: Natural Sciences theory (35) + Technology/theory (35) + practical investigation/task (30).

Work to revise:

- Electric circuits: a circuit as a complete path for energy; cells/batteries, wires, bulb/buzzer/motor and switches.
- Circuit diagrams: know basic symbols, name components and draw/read simple closed circuits.
- Electrical conductors and insulators: metals as typical conductors; plastic/rubber and other non-metals as typical insulators; test materials in a circuit and record results.
- Systems to solve problems: use an electric circuit in a simple design/model to produce light, sound, movement or heat; design, make, evaluate and explain.
- Mains electricity: fossil fuels and electricity generation; basic sequence of coal -> heat/steam -> turbine -> generator -> electricity.
- Cost and responsible use of electricity; appliances that use more energy; simple energy-saving measures.
- Renewable ways of generating electricity, including wind, solar and hydro-electric power.
- Practical science/technology skills: predict, plan/follow a method, use equipment safely, observe/measure, tabulate results, interpret and draw a conclusion.

Important: The practical component assesses not only the final product, but also safe working, observation, records/data and the ability to explain results.

5. Social Sciences (100)

Assessment components: History project 50 + Geography task 50.

5.1 History

- Democracy and citizenship in South Africa.
- How people govern themselves in a democracy; political parties and voting; South Africa's first democratic government in 1994.
- Our national government, the Constitution, Parliament, rules/laws, justice and equality.
- Rights and responsibilities of citizens; applying democratic values in everyday life.
- Case studies of people who contributed to democracy/rights, including Fatima Meer and Pius Langa as in the CAPS plan.
- The Constitutional Court; children's rights; national symbols such as the flag, coat of arms and anthem.
- Project skills: research a South African who contributed to democracy; use more than one source, select relevant facts, organise information, acknowledge sources and present a clear product.

5.2 Geography

- Climate and vegetation around the world.
- Difference between weather and climate; hot, mild and cold parts of the world; January and July temperature maps.
- Wet and dry parts of the world; annual rainfall maps and basic map interpretation.
- Tropical rainforests: location, temperature/rainfall, vegetation and wildlife; deforestation - reasons and consequences.
- Hot deserts: location, climate, vegetation/wildlife and examples of how people live in deserts.
- Coniferous forests: location, climate, vegetation/wildlife and human activities in the natural environment.
- Use maps, climate graphs, photographs and text sources; cross-reference information, compare regions and write explanatory answers.

6. Life Skills (100)

Assessment components: PSW project (30) + PET practical performance (30) + Creative Arts practical task (40).

Work to revise:

- PSW - caring for animals: cruelty to animals, responsible care/protection and places of safety for animals.
- PSW - caring for people: consider others' needs and views; communicate own needs without hurting others; acts of kindness.
- PSW - nation-building and cultural heritage: meaning of heritage; national symbols and key national days such as Human Rights Day, Freedom Day, Heritage Day and Reconciliation Day.
- PSW - gender stereotyping, sexism and abuse: concepts, effects on personal/social relationships and appropriate ways to seek help/deal with these issues.
- PET - rhythmic movement patterns with coordination and control; safety, spatial awareness, rhythm and correct performance.
- Creative Arts - Visual Arts: 2D images of people/objects and 3D modelling; visual literacy, art elements and design principles.
- Creative Arts - Performing Arts: singing/rhythm, body percussion, coordination, short dialogue/conflict, movement sequences and an integrated class performance using at least two performing art forms where applicable.

Important: PSW is assessed as a project/written product; PET and Creative Arts are practical performance tasks.

Short revision guide for parents

- Revise the learner's OPSA Term 3 activities per subject rather than relearning the entire year's work.
- For languages: let the learner read aloud daily, ask comprehension questions and ask for a short oral summary.
- For writing: practise the prescribed Term 3 text type and always use planning, a draft, editing and a neat final version.
- For Mathematics: practise both routine calculations and application/reasoning questions; require all steps to be shown.
- For NST and Social Sciences: revise key concepts, diagrams/maps/graphs and the ability to explain answers in full sentences.
- For practical tasks: read instructions in advance, collect simple required resources and focus on safety, process and clear presentation.

Sources

- OPSA Intermediate Phase Term 3 Series A Assessment - Explanation.
- Department of Basic Education: CAPS / Annual Teaching Plans for Grades 4-6 Home Language and First Additional Language.
- Department of Basic Education: Mathematics Annual Teaching Plans, Grades 4-6.
- Department of Basic Education: Natural Sciences and Technology Annual Teaching Plans, Grades 4-6.
- Department of Basic Education: Social Sciences Annual Teaching Plans, Grades 4-6.
- Department of Basic Education: Life Skills Annual Teaching Plans, Grades 4-6.

Scope note

This document is a parent-friendly revision scope and not a list of the exact assessment questions. Question papers may use new texts, data, images, sources and contexts, provided that they assess the relevant CAPS Term 3 knowledge and skills at the appropriate grade level.