

# OPSA Senior Phase CAPS Term 2 Revision Guide

## Grade 8

*Expanded tutor-centre guide for revision before the Term 2 assessments*

This guide summarises the work required for Term 2 in the Senior Phase. It is designed for tutor centres to support revision, consolidation and assessment readiness. It is not a replacement for the learner material, teacher guidance or the formal OPSA assessment instructions.

### Subjects covered

- English Home Language (EHL)
- Afrikaans First Additional Language (AFAL)
- Mathematics
- Natural Sciences
- Technology
- Economic and Management Sciences (EMS)
- Social Sciences: Geography and History
- Life Orientation
- Creative Arts: Dance, Drama, Music and Visual Arts

### How tutor centres should use this guide

1. Start with the learner's current work: identify the CAPS topic, activity type and assessment component that the learner is preparing for.
2. Revise the knowledge section first. Learners should be able to explain key concepts in their own words before they attempt a test, assignment or practical task.
3. Use the vocabulary and concept list as an oral check. A learner who cannot explain the terms will struggle to interpret MCQ questions and source-based questions.
4. Move from recall to application: ask the learner to apply concepts to examples, diagrams, data, maps, texts, case studies or practical tasks.
5. Use the readiness checklist at the end of every subject section to decide whether the learner is ready for the OPSA Term 2 assessment.

Suggested revision rhythm: 20 minutes knowledge review, 20 minutes worked examples or source work, 15 minutes independent practice, and 5 minutes oral reflection or checklist review.

# 1. English Home Language (EHL)

Component	Description
<b>CAPS Term 2 focus</b>	English Home Language: Term 2 revision of listening, speaking, directions, interviews, forum or panel discussion, poems, information texts with visuals, story/novel review, transactional writing and language structures.
<b>Assessment link</b>	Oral/listening and speaking component, writing task, comprehension, language in context, literature and writing in the mid-year assessment.

## What the learner must revise

- Listening and speaking: giving and following directions, listening to interviews or non-fiction texts, unprepared speaking, forum or panel discussion, and debate.
- Reading and viewing: information texts with maps, scales, charts or diagrams; poems; interviews; youth short stories or novels; story reviews.
- Writing: directions, dialogue, interview, story or novel review and other transactional texts. Focus on format, register, paragraphing and coherence.
- Literature: short stories, poems or extracts from novels or drama; revise character, theme, setting, conflict, mood and point of view.
- Language structures: pronouns, adjectives, adverbs, conjunctions, tenses, subject-verb agreement, direct and indirect speech, active and passive voice, question forms and negation.

## Key vocabulary and concepts

- Interview, panel discussion, forum, debate, direction, instruction, landmark, scale, route, sequence.
- Review, recommendation, evidence, evaluation, characterisation, narrator, theme, mood, imagery.
- Register, tone, formal, informal, coherence, cohesion, topic sentence, supporting sentence.
- Personal, relative, reflexive and possessive pronouns; main clause, dependent clause, compound sentence, passive voice, negation.

## Tutor-centre revision guidance

- Practise directions orally with a simple map. The learner must use sequence words and clear landmarks.
- Use a short interview or article and ask the learner to extract facts, opinions and implied meaning.
- Teach the review structure: introduce the text, summarise briefly, evaluate with reasons, and conclude with a recommendation.
- Use grammar correction from the learner's own writing: subject-verb agreement, tense consistency and punctuation are priority areas.
- For poems, ask the learner to identify the speaker, mood, message and one example of imagery or sound device.

## Assessment readiness checklist

- Can give clear directions or instructions using correct sequence language.
- Can interpret information from a text with maps, diagrams, charts or other visuals.
- Can write a review or interview text in the correct format.
- Can use direct and indirect speech, tenses and pronouns correctly in context.
- Can support literature answers with reasons and evidence.

## 2. Afrikaans First Additional Language (AFAL)

Component	Description
<b>CAPS Term 2 focus</b>	Afrikaans First Additional Language: Term 2 revision of listening, speaking, directions, interviews, forum or panel discussion, poems, information texts with visuals, story/novel review, transactional writing and language structures.
<b>Assessment link</b>	Oral/listening and speaking component, writing task, comprehension, language in context, literature and writing in the mid-year assessment.

### What the learner must revise

- Listening and speaking: giving and following directions, listening to interviews or non-fiction texts, unprepared speaking, forum or panel discussion, and debate.
- Reading and viewing: information texts with maps, scales, charts or diagrams; poems; interviews; youth short stories or novels; story reviews.
- Writing: directions, dialogue, interview, story or novel review and other transactional texts. Focus on format, register, paragraphing and coherence.
- Literature: short stories, poems or extracts from novels or drama; revise character, theme, setting, conflict, mood and point of view.
- Language structures: pronouns, adjectives, adverbs, conjunctions, tenses, subject-verb agreement, direct and indirect speech, active and passive voice, question forms and negation.

### Key vocabulary and concepts

- Interview, panel discussion, forum, debate, direction, instruction, landmark, scale, route, sequence.
- Review, recommendation, evidence, evaluation, characterisation, narrator, theme, mood, imagery.
- Register, tone, formal, informal, coherence, cohesion, topic sentence, supporting sentence.
- Personal, relative, reflexive and possessive pronouns; main clause, dependent clause, compound sentence, passive voice, negation.

### Tutor-centre revision guidance

- Practise directions orally with a simple map. The learner must use sequence words and clear landmarks.
- Use a short interview or article and ask the learner to extract facts, opinions and implied meaning.
- Teach the review structure: introduce the text, summarise briefly, evaluate with reasons, and conclude with a recommendation.
- Use grammar correction from the learner's own writing: subject-verb agreement, tense consistency and punctuation are priority areas.
- For poems, ask the learner to identify the speaker, mood, message and one example of imagery or sound device.

### Assessment readiness checklist

- Can give clear directions or instructions using correct sequence language.
- Can interpret information from a text with maps, diagrams, charts or other visuals.
- Can write a review or interview text in the correct format.
- Can use direct and indirect speech, tenses and pronouns correctly in context.
- Can support literature answers with reasons and evidence.

### 3. Mathematics

Component	Description
<b>CAPS Term 2 focus</b>	CAPS Term 2 Mathematics focuses on algebraic expressions, algebraic equations, geometric constructions, properties of 2-D shapes and straight-line geometry.
<b>Assessment link</b>	One Term 2 test, one investigation or assignment, and a mid-year examination. Learners must be able to show working and give reasons in geometry.

#### What the learner must revise

- Algebraic language: variables, constants, coefficients, terms and like terms.
- Simplifying algebraic expressions and expanding brackets using correct conventions.
- Solving algebraic equations using inverse operations and checking solutions.
- Geometric constructions: angle bisectors, perpendicular lines and simple geometric figures using ruler, compass and protractor.
- Triangles and quadrilaterals: classify according to sides, angles and properties.
- Congruence and similarity: recognise matching sides and angles; understand when shapes are the same shape and size or the same shape only.
- Straight-line geometry: angles on a straight line, around a point, vertically opposite angles, corresponding, alternate and co-interior angles where relevant.

#### Key vocabulary and concepts

- Variable, coefficient, term, like term, expression, equation, inverse operation, solution, construction, perpendicular, bisect, congruent, similar, corresponding angles, alternate angles, co-interior angles.

#### Tutor-centre revision guidance

- Do quick daily algebra drills: collect like terms, expand brackets, solve one-step and two-step equations.
- Insist on correct notation. Learners must distinguish  $x + x$  from  $x^2$ .
- Use drawing instruments during revision; construction skills cannot be revised only verbally.
- In geometry, train learners to write reasons, not only answers.
- Use colour or labels to match corresponding sides and angles in congruent or similar shapes.

#### Assessment readiness checklist

- Can simplify algebraic expressions and expand brackets.
- Can solve equations and verify the answer by substitution.
- Can construct basic geometric figures accurately.
- Can classify triangles and quadrilaterals by properties.
- Can calculate unknown angles and give reasons.

## 4. Natural Sciences

Component	Description
<b>CAPS Term 2 focus</b>	Natural Sciences Term 2 focuses on atoms, elements, compounds, the particle model of matter, density, diffusion, pressure and simple chemical reactions.
<b>Assessment link</b>	Practical task or investigation, Term 2 test and mid-year examination. Learners should explain observations using the particle model.

### What the learner must revise

- Atoms as building blocks of matter; elements as pure substances made of one kind of atom.
- Compounds and molecules: particles made when atoms combine chemically.
- Chemical formulae at an introductory level, for example H<sub>2</sub>O, CO<sub>2</sub> and O<sub>2</sub>.
- Particle model: arrangement and movement of particles in solids, liquids and gases.
- Diffusion, density and pressure explained using particle behaviour.
- Chemical reactions: reactants, products, observable changes and simple word equations.
- Practical observation of reactions such as acid/carbonate or vinegar/bicarbonate reactions.

### Key vocabulary and concepts

- Atom, element, compound, molecule, chemical formula, particle model, solid, liquid, gas, diffusion, density, pressure, reactant, product, chemical reaction, word equation.

### Tutor-centre revision guidance

- Use diagrams for particles in solids, liquids and gases.
- Ask learners to explain state changes using particles, not only by naming the state.
- Practise identifying reactants and products in word equations.
- Use practical examples: perfume diffusion, compressed air, vinegar and bicarbonate.
- Link density to mass and volume through simple comparisons.

### Assessment readiness checklist

- Can distinguish between atom, element, molecule and compound.
- Can use the particle model to explain solids, liquids and gases.
- Can explain diffusion, density and pressure in simple terms.
- Can identify reactants and products in a chemical reaction.
- Can write or interpret simple word equations.

## 5. Technology

Component	Description
<b>CAPS Term 2 focus</b>	Technology Term 2 focuses on processing, packaging, structures and the impact of technology. Learners investigate environmental impact and design or evaluate a product or packaging solution.
<b>Assessment link</b>	Mini-PAT plus test. Learners must demonstrate design thinking, material choice, environmental awareness and communication.

### What the learner must revise

- Impact of technology on society and the environment, including plastic shopping bags and waste.
- Recycling of paper, cardboard and packaging materials.
- Packaging design: function, protection, information, appearance, material choice and cost.
- Material properties and adaptation: reinforced concrete, plywood and other strengthened materials.
- Forces on structures and how material or design choices counteract forces.
- Design process: problem statement, design brief, specifications, constraints, sketches, planning, making and evaluation.

### Key vocabulary and concepts

- Processing, packaging, recyclable, biodegradable, reinforced concrete, plywood, compression, tension, bending, material property, prototype, environmental impact, specification.

### Tutor-centre revision guidance

- Bring examples of packaging and compare how well they protect the product.
- Ask learners to identify the environmental problem and propose a practical improvement.
- Use a table to compare materials according to strength, cost, availability and recyclability.
- Revise sketching with annotations that explain design decisions.
- Evaluate designs using the specifications, not personal preference only.

### Assessment readiness checklist

- Can explain positive and negative impacts of technology.
- Can select packaging materials for a specific product and reason.
- Can explain reinforcement and material adaptation.
- Can create annotated design sketches.
- Can evaluate a solution for environmental and functional effectiveness.

## 6. Economic and Management Sciences (EMS)

Component	Description
<b>CAPS Term 2 focus</b>	EMS Term 2 focuses on the accounting cycle for a service business, the Cash Receipts Journal, factors of production and markets.
<b>Assessment link</b>	Project and mid-year examination covering Terms 1 and 2.

### What the learner must revise

- Accounting cycle: transactions, source documents, subsidiary journals, general ledger, trial balance, income statement and balance sheet.
- Cash Receipts Journal for a service business: purpose, format, columns, source documents, recording receipts and closing off.
- Effect of cash transactions on the accounting equation.
- Factors of production: capital, labour, natural resources and entrepreneurship.
- Types of labour: unskilled, semi-skilled and skilled; role of workers and fair employment practice.
- Markets: goods and services market, factor market, labour market and financial market.

### Key vocabulary and concepts

- Accounting cycle, transaction, source document, subsidiary journal, general ledger, trial balance, Cash Receipts Journal, capital, labour, natural resources, entrepreneurship, goods market, factor market.

### Tutor-centre revision guidance

- Use a diagram to show the accounting cycle from source document to financial statements.
- Practise reading a receipt or invoice and deciding what must be recorded.
- Revise CRJ columns slowly: date, details, document number, analysis and bank.
- Link production factors to a real business such as a bakery or repair service.
- Use examples to distinguish goods market from factor market.

### Assessment readiness checklist

- Can explain the accounting cycle in order.
- Can identify source documents and record basic cash receipts.
- Can explain how cash transactions affect assets, owner's equity or income.
- Can identify the four factors of production.
- Can explain the role of different markets in the economy.

## 7. Social Sciences: Geography and History

Component	Description
<b>CAPS Term 2 focus</b>	Social Sciences Term 2 covers Geography: climate regions of South Africa and the world; and History: the Mineral Revolution in South Africa.
<b>Assessment link</b>	One Geography assessment and one History assessment. Both disciplines require source, map, graph and case-study skills.

### What the learner must revise

- Geography - factors influencing temperature and rainfall: latitude, distance from sea, altitude, ocean currents and relief.
- Geography - climate of South Africa: apply factors to different towns or regions using maps and climate data.
- Geography - world climate regions: tropical, subtropical, temperate, desert, semi-desert, continental, polar, Mediterranean, tundra and high mountain climates.
- Geography - climate graphs: read temperature and rainfall patterns.
- History - discovery of diamonds in Kimberley and gold on the Witwatersrand.
- History - labour control, closed compounds, migrant labour and land dispossession.
- History - deep-level gold mining, Randlords, Chamber of Mines, skilled and unskilled labour and labour resistance.
- History - Mineral Revolution as a turning point: political and social changes up to Union and the 1913 Land Act.

### Key vocabulary and concepts

- Climate, weather, latitude, altitude, ocean current, relief, temperature, rainfall, climate graph, diamond, gold, migrant labour, compound, Randlord, dispossession, Land Act.

### Tutor-centre revision guidance

- Use climate graphs daily: identify hottest month, coldest month, wettest month and overall climate region.
- Compare two places in South Africa and ask why their climate differs.
- In History, create a cause-and-effect chart for diamonds and gold.
- Use maps before and after mineral discoveries to show change over time.
- Emphasise source evidence and paragraph answers with reasons.

### Assessment readiness checklist

- Can explain factors that influence climate.
- Can read and interpret a climate graph.
- Can identify major world climate regions.
- Can explain how mining changed labour and land patterns.
- Can describe why the Mineral Revolution was a turning point.

## 8. Life Orientation

Component	Description
<b>CAPS Term 2 focus</b>	Life Orientation Term 2 focuses on learning styles, career categories, the role of work in society, substance abuse and physical education through target games.
<b>Assessment link</b>	Mid-year examination plus Physical Education Task.

### What the learner must revise

- Identify and apply own learning style and learning preferences.
- Six career categories: investigative, enterprising, realistic, artistic, conventional and social.
- Link interests, abilities, school subjects and thinking skills to career categories.
- Role of work in relation to South Africa's social and economic needs.
- Substance abuse: social factors, media and community influence, refusal and decision-making skills.
- Short- and long-term consequences of substance abuse: crime, violence, health, relationships and education.
- Rehabilitation and support services.
- Physical Education: target games, safety, participation and movement performance.

### Key vocabulary and concepts

- Learning style, career category, investigative, enterprising, realistic, artistic, conventional, social, substance abuse, refusal skill, rehabilitation, target game.

### Tutor-centre revision guidance

- Let learners identify their study methods and whether these match their learning style.
- Use career-category sorting activities with examples of jobs.
- Discuss substance abuse through consequences and decision-making, not fear only.
- Role-play refusal skills in realistic peer-pressure situations.
- For PE, revise target-game rules, accuracy, control and safety.

### Assessment readiness checklist

- Can describe own learning style and use it for studying.
- Can match careers to categories and required subjects.
- Can explain the role of work in society.
- Can identify substance abuse risks and refusal strategies.
- Can participate safely in target games.

## 9. Creative Arts: Dance, Drama, Music and Visual Arts

Component	Description
<b>CAPS Term 2 focus</b>	Creative Arts Term 2 is treated as four disciplines for revision: Dance, Drama, Music and Visual Arts. Learners usually choose or are assessed in two art forms, but tutor centres should know the content across all four.
<b>Assessment link</b>	Written or practical assessment per selected art form. Practical work should be supported by terminology, reflection and evidence of process.

### What the learner must revise

- Dance: Dance performance: posture, alignment, floor work, isolations, gestures, lunges, leg lifts, weight transfer, turns, safe jumps, gliding and social/popular dance steps.
- Dance: Dance composition: time, tempo, accents, polyrhythms, lead/follow, unison and paired movement phrases.
- Drama: Drama skills: warm-up routine, voice tone, resonance, focus and controlled movement.
- Drama: Performance: South African poetry or praise poetry with text analysis, tone, pace, rhythm, call-and-response and audience contact.
- Music: Music literacy: note values including triplets, time signatures, F major, C/G/F major reading, dynamics and tempo terms.
- Music: Listening and performance: Western classical, African, Indian and popular styles; instrument families; compose a jingle or set a poem/social issue to music.
- Visual Arts: Visual literacy: fashion through ages, art elements and design principles, fashion as popular culture and careers in fashion.
- Visual Arts: 3D and 2D work: design a garment or object using recycled materials; social issue drawing using symbols, contrast, proportion, emphasis and unity.

### Key vocabulary and concepts

- Dance: posture, alignment, locomotor, non-locomotor, energy, time, space, force, unison, canon, improvisation.
- Drama: resonance, articulation, characterisation, narration, dialogue, monologue, praise poetry, stereotype, audience contact.
- Music: rhythm, beat, tempo, dynamics, pitch, scale, clef, notation, ostinato, riff, instrument family, composition.
- Visual Arts: line, shape, tone, texture, colour, contrast, proportion, emphasis, unity, symbolism, composition, craftsmanship.

### Tutor-centre revision guidance

- Do not revise Creative Arts only as theory. Learners must perform, create, observe, reflect and use correct terminology.
- For Dance and Drama, use short performance cycles: warm-up, perform, peer feedback, improve, perform again.
- For Music, combine listening, clapping or singing and written terminology.
- For Visual Arts, ask learners to explain process choices: materials, theme, symbols and design principles.
- Use rubrics or checklists to make performance expectations visible.

### Assessment readiness checklist

- Can explain and demonstrate core discipline terminology.
- Can reflect respectfully on own and others' creative work.
- Can connect practical choices to theme, mood, purpose or audience.
- Can show process work or preparation, not only final performance/product.
- Can answer basic written questions about the selected art forms.

## Closing tutor note

A learner is ready for the Term 2 assessment when they can explain the content verbally, apply it to new examples, complete practice questions without copying notes, and correct their own mistakes after feedback.