

# OPSA Senior Phase CAPS Term 2 Revision Guide

## Grade 7

*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: integrated listening, speaking, reading, viewing, writing, presenting, language structures and literature for Term 2. The learner revises oral work, comprehension, visual texts, procedural/instructional texts, poetry and literature contextual questions.
<b>Assessment link</b>	Oral/listening and speaking component, literature contextual task, comprehension, language in context and writing components in the mid-year assessment.

## What the learner must revise

- Listening comprehension: identify main ideas, supporting detail, sequence, tone and purpose in spoken texts.
- Speaking: storytelling, debate, conversation, prepared or unprepared speech, and group discussion about instructions or procedures.
- Reading and viewing: youth novel or drama, visual texts such as cartoons, posters and advertisements, procedural texts, poems and short literary extracts.
- Comprehension strategies: pre-reading, skimming, scanning, intensive reading, inferring meaning, distinguishing fact from opinion, and explaining purpose and audience.
- Writing: narrative essay, advertisement or poster, instructions/procedures and a short review. Learners must use planning, drafting, editing and proofreading.
- Literature: identify plot, character, setting, theme, conflict, mood, narrator or speaker, and answer contextual questions with evidence from the text.

## Key vocabulary and concepts

- Main idea, supporting idea, context, audience, purpose, tone, register, bias, fact, opinion, inference.
- Plot, character, setting, theme, conflict, narrator, speaker, stanza, imagery, rhythm, dialogue, stage direction.
- Nouns, adjectives, finite verbs, adverbs, prepositions, subject, predicate, subject-verb agreement, simple and compound sentences.
- Synonyms, antonyms, literal and figurative meaning, idioms, proverbs, punctuation, quotation marks and apostrophes.

## Tutor-centre revision guidance

- Ask the learner to read a short text aloud and then explain the text in their own words before answering questions.
- Use one advertisement or poster and ask: Who is the audience? What is the purpose? What language or visual feature persuades the viewer?
- Let the learner plan one paragraph before writing. Check topic sentence, supporting details and logical order.
- Revise grammar in context rather than as isolated rules. Use sentences from the learner's own writing for correction.
- For literature, insist that every answer refers to a specific word, phrase, line, event or character action from the text.

## Assessment readiness checklist

- Can explain the purpose, audience and main idea of a spoken or written text.
- Can answer literal, inferential and evaluative comprehension questions.
- Can identify and correct basic grammar, punctuation and sentence errors.
- Can write a structured paragraph and produce a short text in the correct format.
- Can answer literature questions using evidence from the text.

## 2. Afrikaans First Additional Language (AFAL)

Component	Description
<b>CAPS Term 2 focus</b>	Afrikaans First Additional Language: integrated listening, speaking, reading, viewing, writing, presenting, language structures and literature for Term 2. The learner revises oral work, comprehension, visual texts, procedural/instructional texts, poetry and literature contextual questions.
<b>Assessment link</b>	Oral/listening and speaking component, literature contextual task, comprehension, language in context and writing components in the mid-year assessment.

### What the learner must revise

- Listening comprehension: identify main ideas, supporting detail, sequence, tone and purpose in spoken texts.
- Speaking: storytelling, debate, conversation, prepared or unprepared speech, and group discussion about instructions or procedures.
- Reading and viewing: youth novel or drama, visual texts such as cartoons, posters and advertisements, procedural texts, poems and short literary extracts.
- Comprehension strategies: pre-reading, skimming, scanning, intensive reading, inferring meaning, distinguishing fact from opinion, and explaining purpose and audience.
- Writing: narrative essay, advertisement or poster, instructions/procedures and a short review. Learners must use planning, drafting, editing and proofreading.
- Literature: identify plot, character, setting, theme, conflict, mood, narrator or speaker, and answer contextual questions with evidence from the text.

### Key vocabulary and concepts

- Main idea, supporting idea, context, audience, purpose, tone, register, bias, fact, opinion, inference.
- Plot, character, setting, theme, conflict, narrator, speaker, stanza, imagery, rhythm, dialogue, stage direction.
- Nouns, adjectives, finite verbs, adverbs, prepositions, subject, predicate, subject-verb agreement, simple and compound sentences.
- Synonyms, antonyms, literal and figurative meaning, idioms, proverbs, punctuation, quotation marks and apostrophes.

### Tutor-centre revision guidance

- Ask the learner to read a short text aloud and then explain the text in their own words before answering questions.
- Use one advertisement or poster and ask: Who is the audience? What is the purpose? What language or visual feature persuades the viewer?
- Let the learner plan one paragraph before writing. Check topic sentence, supporting details and logical order.
- Revise grammar in context rather than as isolated rules. Use sentences from the learner's own writing for correction.
- For literature, insist that every answer refers to a specific word, phrase, line, event or character action from the text.

### Assessment readiness checklist

- Can explain the purpose, audience and main idea of a spoken or written text.
- Can answer literal, inferential and evaluative comprehension questions.
- Can identify and correct basic grammar, punctuation and sentence errors.
- Can write a structured paragraph and produce a short text in the correct format.
- Can answer literature questions using evidence from the text.

### 3. Mathematics

Component	Description
<b>CAPS Term 2 focus</b>	CAPS Term 2 Mathematics focuses mainly on common fractions, decimal fractions, functions and relationships, and measurement. Learners must move between representations and solve contextual problems.
<b>Assessment link</b>	One Term 2 test, one investigation or assignment, and a mid-year examination covering the Term 2 focus areas and earlier foundational work.

#### What the learner must revise

- Common fractions: compare, order, simplify, expand, add and subtract fractions with different denominators.
- Mixed numbers and improper fractions; multiplication of fractions and finding fractions of whole numbers.
- Percentages as parts of a whole, percentage increase and decrease, and equivalence between fractions, decimals and percentages.
- Decimal fractions: place value, rounding, comparing and ordering to at least three decimal places.
- Operations with decimals: addition, subtraction, multiplication and division using whole numbers and decimals.
- Functions and relationships: determine input/output values, identify rules, use simple formulae and explain patterns.
- Measurement: perimeter, area, surface area and volume in familiar shapes and practical contexts.

#### Key vocabulary and concepts

- Numerator, denominator, equivalent fraction, simplified form, mixed number, improper fraction, decimal place, percentage, input, output, rule, formula, perimeter, area, surface area, volume.

#### Tutor-centre revision guidance

- Begin with fraction equivalence and simplifying before operations.
- Use number lines and visual fraction models for learners who struggle with abstract fraction work.
- Practise conversions: fraction to decimal to percentage and back again.
- Use real measurement examples: classroom floor area, box volume, fence perimeter.
- Ask learners to explain each step in words, not only calculate.

#### Assessment readiness checklist

- Can compare and order fractions and decimals accurately.
- Can add and subtract fractions with unlike denominators.
- Can convert between fractions, decimals and percentages.
- Can identify and use a rule in a table of values.
- Can apply perimeter, area and volume formulae in word problems.

## 4. Natural Sciences

Component	Description
<b>CAPS Term 2 focus</b>	Natural Sciences Term 2 focuses on Matter and Materials: properties of materials, mixtures and separation, acids, bases and neutral substances, and an introduction to the Periodic Table.
<b>Assessment link</b>	Practical task or investigation, Term 2 test and mid-year examination. Learners must interpret observations and connect properties to uses.

### What the learner must revise

- Properties of materials: strength, flexibility, melting point, boiling point, electrical conductivity and thermal conductivity.
- How the properties of metals, plastics, fuels and other materials influence their uses and environmental impact.
- Mixtures: what a mixture is and how different physical properties allow separation.
- Separation methods: hand sorting, sieving, filtration, magnetism, evaporation, distillation and chromatography.
- Waste sorting and recycling; consequences of poor waste management.
- Acids, bases and neutral substances: household examples, indicators and basic properties.
- Periodic Table basics: elements, names and symbols, and broad grouping of metals and non-metals.

### Key vocabulary and concepts

- Material, property, mixture, solution, solute, solvent, filtration, evaporation, distillation, chromatography, magnetism, acid, base, neutral, indicator, element, symbol, Periodic Table.

### Tutor-centre revision guidance

- Use everyday substances and objects to connect properties to uses.
- Let learners explain why a specific separation method works for a specific mixture.
- Practise observation language: colour change, residue, filtrate, evaporation, separation.
- Revise safety when testing household acids and bases.
- Use element symbols as a memory drill: H, O, C, N, Fe, Cu, Al, Au, Ag.

### Assessment readiness checklist

- Can match material properties to everyday uses.
- Can select suitable separation methods for given mixtures.
- Can identify acids, bases and neutral substances using indicators.
- Can explain why recycling and waste sorting matter.
- Can recognise basic element names and symbols.

## 5. Technology

Component	Description
<b>CAPS Term 2 focus</b>	Technology Term 2 focuses on structures, especially frame structures and towers. Learners investigate strength, stability, safety and design, usually through a mini-PAT such as a cellphone tower.
<b>Assessment link</b>	Mini-PAT plus test. The mini-PAT should show investigation, design, making, evaluation and communication.

### What the learner must revise

- Purpose of structures: enclose, protect, support and span.
- Types of structures with focus on frame structures such as towers, windmills and mine shaft structures.
- Strengthening techniques: triangulation, folding, tubing, gussets and cross-bracing.
- Stability: base size, centre of gravity and distribution of load.
- Design process: investigate, design, make, evaluate and communicate.
- Design constraints: safety, cost, materials, environmental impact and social impact.

### Key vocabulary and concepts

- Structure, frame structure, shell structure, solid structure, triangulation, bracing, gusset, load, stability, centre of gravity, design brief, specification, constraint, evaluation.

### Tutor-centre revision guidance

- Let learners identify structures around them and classify their purpose.
- Use paper/card to demonstrate folding and triangulation.
- Revise drawing labels: title, materials, dimensions, and design notes.
- Ask learners to justify why their design will be strong and stable.
- Check that the learner understands both the product and the design process.

### Assessment readiness checklist

- Can explain the purpose of a structure.
- Can identify frame structures and strengthening methods.
- Can explain how base size and centre of gravity affect stability.
- Can follow the design process in a mini-PAT.
- Can evaluate a design against specifications.

## 6. Economic and Management Sciences (EMS)

Component	Description
<b>CAPS Term 2 focus</b>	EMS Term 2 focuses on accounting concepts, income, expenses and budgets for individuals and businesses.
<b>Assessment link</b>	Case study and mid-year examination covering Terms 1 and 2.

### What the learner must revise

- Accounting concepts: capital, assets, liabilities, income, expenses, profit, loss, budgets, savings, banking, financial records and transactions.
- Personal income and personal expenses; types of income individuals may receive.
- Personal statement of net worth: assets, liabilities and net worth.
- Business income and business expenses; how businesses earn, spend, save and invest.
- Budgets: purpose, income, planned spending, personal budgets and business budgets.

### Key vocabulary and concepts

- Capital, asset, liability, income, expense, profit, loss, saving, investment, banking, transaction, budget, net worth.

### Tutor-centre revision guidance

- Use a household example to distinguish needs, wants, income and expenses.
- Give learners a simple list of items and ask them to classify each as asset, liability, income or expense.
- Practise drawing up a simple personal budget.
- Use case studies to test whether learners can apply definitions.
- Ask learners to explain how overspending affects savings and debt.

### Assessment readiness checklist

- Can define and apply basic accounting concepts.
- Can distinguish personal income and expenses from business income and expenses.
- Can calculate simple profit or loss.
- Can prepare or interpret a simple budget.
- Can answer a case study using correct financial vocabulary.

## 7. Social Sciences: Geography and History

Component	Description
<b>CAPS Term 2 focus</b>	Social Sciences Term 2 covers Geography: volcanoes, earthquakes and floods; and History: the Trans-Atlantic slave trade.
<b>Assessment link</b>	One Geography assessment and one History assessment. Tutor centres should revise both disciplines separately.

### What the learner must revise

- Geography - structure of the Earth: core, mantle and crust; crustal movement and tectonic plates.
- Geography - volcanoes: global location, why volcanoes occur and basic effects.
- Geography - earthquakes: causes related to plate movement, global distribution, impacts and risk response.
- Geography - floods: natural and human causes, impacts, risk, preparation and response; South African case study.
- History - West Africa before the European slave trade and forms of slavery before European trade.
- History - slavery in the American South: plantations, reasons for slave labour, capture, sale, transport and slave markets.
- History - impact on slaves, slave resistance, Nat Turner, Joseph Cinque, Underground Railroad, Harriet Tubman and John Brown.
- History - impact on West Africa, America and Britain.

### Key vocabulary and concepts

- Core, mantle, crust, tectonic plate, volcano, earthquake, tsunami, flood, risk, hazard, case study, plantation, slave trade, resistance, abolition, economy.

### Tutor-centre revision guidance

- Use labelled Earth diagrams and maps to connect locations to causes.
- Ask learners to compare volcanoes, earthquakes and floods using causes, effects and responses.
- For History, build a timeline from capture to plantation life and resistance.
- Use source questions: who created the source, what does it show, what is missing, and why does it matter?
- Separate Geography and History revision sessions to avoid mixing concepts.

### Assessment readiness checklist

- Can explain how plate movement relates to volcanoes and earthquakes.
- Can describe causes and impacts of floods.
- Can answer a case study question using evidence.
- Can explain why the Trans-Atlantic slave trade developed.
- Can describe resistance and economic impact of slavery.

## 8. Life Orientation

Component	Description
<b>CAPS Term 2 focus</b>	Life Orientation Term 2 focuses on constitutional rights and responsibilities, dealing with abuse, career fields and physical education through an invasion game.
<b>Assessment link</b>	Mid-year examination plus Physical Education Task. Learners must know content and demonstrate participation, safety and movement performance.

### What the learner must revise

- Human rights in the South African Constitution and the link between rights and responsibilities.
- Fair play in sport and athletics; values such as trust, respect and respect for difference.
- Abuse in adult-child and peer contexts: identifying threatening situations, effects on health and relationships, and communication for non-violent relationships.
- Self-protection, reporting abuse, places of safety and support services.
- World of work: career fields, learner qualities, interests and abilities, school subjects linked to career fields, work environments and study requirements.
- Physical Education: community or indigenous invasion game, safety and movement performance.

### Key vocabulary and concepts

- Constitution, human right, responsibility, abuse, bullying, safety, support service, career field, interest, ability, work environment, fair play, invasion game.

### Tutor-centre revision guidance

- Use scenarios: identify the right, responsibility and correct action.
- Practise safe reporting language for abuse and bullying situations.
- Link school subjects to careers using learner interests.
- For PE, discuss rules and safety before performance.
- Ask learners to explain values in practical examples, not only define them.

### Assessment readiness checklist

- Can explain rights and responsibilities with examples.
- Can identify unsafe or abusive situations and know where to get help.
- Can link interests and abilities to career fields.
- Can explain fair play and respect for difference.
- Can participate safely in the PE activity.

## 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, core stability, feet and leg mobility, arm coordination, isolations, weight transfer, small jumps, spotting for turns and cool-down.
- Dance: Dance composition: energy flow, strong/light and jerky/smooth movement, relationships to floor, dancers and props.
- Drama: Drama skills: voice relaxation, breathing, resonance, articulation and physical focus.
- Drama: Performance options: folktale or choral verse using narration, dialogue, movement, expression, sound effects and group discipline.
- Music: Music literacy: treble clef note names, note values, dotted notes, rhythm phrases and basic pitch.
- Music: Music performance and creation: breathing, singing, rounds/canons, body percussion, found instruments, ostinato or sound picture.
- Visual Arts: Visual Arts 2D: still-life composition, scratchboard or simple etching, shape, line, tone, texture, contrast, proportion and emphasis.
- Visual Arts: Visual literacy: describe artworks, symbolism in still life, local crafts and basic research about an artist or craftsman.

### 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.