



OPSA Grade 5 Term 2 CAPS Revision Guide

For tutor centres: structured content summary and revision guidance

Term 2 only

This guide summarises the Grade 5 Term 2 CAPS content that tutor centres should revise before learners complete the Term 2 assessment/examination package. It is not a question paper; it is a revision and planning guide.

Subjects covered

- English Home Language (EHL)
- Afrikaans First Additional Language (AFAL)
- Mathematics
- Natural Sciences and Technology (NST)
- Social Sciences (SS)
- Life Skills (LS)

How tutor centres should use this guide

- Start with the diagnostic checklist in each subject and identify gaps before reteaching.
- Revise content through short daily retrieval activities and then apply it in exam-style tasks.
- Keep evidence of oral, practical and written work where assessment components require it.
- Use the content lists to ensure that revision stays inside the Term 2 CAPS scope.

English Home Language (EHL)

Term 2 EHL revision must integrate listening and speaking, reading and viewing, writing and presenting, and language structures in context. The focus is on meaningful use of language through different text types rather than isolated drills.

Diagnostic checklist

Skill / content item	Secure	Needs revision	Reteach
Reads aloud fluently with expression and attention to punctuation.			
Answers literal, inferential and opinion questions from a text.			
Identifies main ideas, supporting details, characters, setting, plot and purpose.			
Uses vocabulary and language structures from the text in context.			
Plans, drafts, edits and presents a coherent written text.			

Term 2 text types and skills

- Drama/dialogue and character work.
- Stories and narrative writing.
- Information texts and newspaper articles.
- Poetry, instructions and reports as supporting revision texts.

Listening and speaking

- Listen to dialogue, stories, information texts and newspaper-style reports.
- Relate ideas to own experience, identify main ideas and details, and give supported opinions.
- Participate in interviews, discussions and prepared speaking tasks.
- Practise reading aloud with fluency, expression and attention to punctuation.

Reading and viewing

- Read drama, stories, information texts with visuals, newspaper articles and poems.
- Use skimming, scanning, prediction, inference and contextual clues.
- Analyse characters, plot, setting, main idea, supporting detail and author's purpose.
- Interpret visuals and layout features in information and newspaper texts.

Writing and language

- Write a character sketch.
- Write a story using paragraph structure and connecting words.
- Write an information text and/or newspaper article with correct structure and detail.
- Write or respond to a poem where appropriate.

- Revise infinitives, nouns, pronouns, verbs, finite/infinite verbs, prepositions, conjunctions, sentence structures, direct/indirect speech and punctuation.

Tutor-centre intervention notes

- Use one text to teach reading, grammar and writing together.
- Before reading, discuss title, headings and visuals and let the learner predict content.
- After reading, require evidence from the text for answers.
- For writing, keep the planning and edited draft as evidence of the writing process.
- For oral work, assess clarity, confidence, pronunciation, volume, pacing and ability to stay on topic.

Afrikaans First Additional Language (AFAL)

Term 2 AFAL revision should build confidence in listening, speaking, reading aloud, reading comprehension, vocabulary and short structured writing in Afrikaans.

Diagnostic checklist

Skill / content item	Secure	Needs revision	Reteach
Understands familiar Afrikaans instructions and questions.			
Reads a short Afrikaans text aloud with support where needed.			
Answers simple comprehension questions in Afrikaans.			
Uses new vocabulary in short sentences.			
Writes short structured texts using a frame.			

Term 2 focus

- Listen to instructional texts, stories, oral descriptions, personal recounts and familiar-topic conversations.
- Read instructional texts, stories, information texts with visuals and short paragraphs.
- Write recipes/instructions, short reports, simple stories, labelled visuals and information texts.
- Practise prepared and unprepared reading aloud.
- Revise sentence order, nouns, pronouns, verbs, adjectives, punctuation, direct speech, prefixes/suffixes and vocabulary from texts.

Tutor guidance

- Teach comprehension through pre-teaching vocabulary and visual clues.
- Use writing frames for recipes, descriptions, recounts and stories.
- Require learners to answer in full Afrikaans sentences as far as possible.
- Use oral rehearsal before written tasks.

Suggested tutor-centre revision cycle

Stage	Focus
Session 1	Baseline / diagnostic check, vocabulary and concept map
Session 2	Core content reteaching with examples and guided practice
Session 3	Application tasks: comprehension, problem solving or practical work
Session 4	Mini-assessment, feedback and correction of common errors
Session 5	Final mixed revision using exam-style questions and rubrics

Mathematics

Grade 5 Term 2 Mathematics revision should prepare the learner for one integrated Term 2 examination. Tutor centres should focus on conceptual understanding, accurate procedures and multi-step problem solving.

Diagnostic checklist

Skill / content item	Secure	Needs revision	Reteach
Uses place value correctly.			
Calculates accurately and shows working.			
Solves word problems and chooses the correct operation.			
Understands fractions and/or decimals at grade level.			
Reads and interprets graphs, tables or measurement instruments.			

Core CAPS Term 2 focus

- Whole numbers: place value, ordering and comparing numbers to at least 6 digits; rounding to the nearest 5, 10, 100 and 1 000.
- Mental mathematics: addition, subtraction, multiplication and division facts; multiples of 10, 100, 1 000 and 10 000.
- Operations: addition and subtraction with at least 5-digit numbers; multiplication of at least 3-digit by 2-digit numbers; division of at least 3-digit by 2-digit numbers.
- Factors and multiples: multiples and factors of 2-digit numbers to at least 100; use factor knowledge to simplify calculations.
- Problem solving: money, measurement, rate, ratio, grouping, equal sharing and remainders in context.
- Common fractions: recognise, name, compare and order fractions to at least twelfths; use fraction diagrams and number lines.
- Equivalent fractions and fraction relationships: identify equal fractions; find fractions of whole numbers that give whole-number answers.
- Patterns, functions and algebra: extend numeric and geometric patterns, complete tables and flow diagrams, and describe rules in words.
- Measurement: length, mass, capacity/volume and time; select appropriate units and convert in familiar contexts.
- Geometry: classify and describe 2-D shapes and 3-D objects using properties; symmetry and simple transformations where relevant.
- Data handling: collect, organise, read and interpret data; draw and interpret tables, pictographs and bar graphs.

Revision priorities

- Consolidate 3-digit by 2-digit multiplication and 3-digit by 2-digit division.
- Link factors, multiples and fractions so learners understand divisibility and equivalence.
- Do short daily mixed-operation practice with word problems.
- Use visual and practical measurement tasks before written conversions.
- Require full working in multi-step problems.

Questioning balance for revision

- Knowledge/recall: terminology, facts and direct calculations.
- Routine procedures: standard calculations and familiar methods.
- Complex procedures: multi-step questions that combine content areas.
- Problem solving: unfamiliar contexts where the learner must plan the method.

Suggested tutor-centre revision cycle

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Session 3	Application tasks: comprehension, problem solving or practical work
Session 4	Mini-assessment, feedback and correction of common errors
Session 5	Final mixed revision using exam-style questions and rubrics

Natural Sciences and Technology (NST)

Term 2 NST revision must cover both science concepts and technology process skills. Learners must be able to explain concepts, interpret diagrams and complete a practical/technology task where required.

Diagnostic checklist

Skill / content item	Secure	Needs revision	Reteach
Can explain the key Term 2 concepts.			
Can label or draw simple scientific/technology diagrams.			
Can describe observations and results using correct vocabulary.			
Can follow a practical procedure safely.			
Can evaluate a design or investigation using evidence.			

Term 2 knowledge strand

- Natural Sciences: Matter and Materials; Technology: Processing.

Content to revise

- Metals and non-metals: identify common examples and compare their properties.
- Properties of metals: shiny, hard, strong, malleable, ductile, high melting point and mined from the Earth.
- Properties of non-metals: often dull and brittle, with different uses from metals.
- Uses of metals: coins, wire, jewellery, furniture, buildings, bridges, vehicles, cookware and roofs.
- Special properties of metals: heat conduction, magnetism in some metals and rusting of iron.
- Processing materials: mixing, setting, cooking, cooling, drying and baking to produce new materials or products.
- Processed materials: plaster, concrete, textiles, ceramics, glass, plastic and paint; properties such as strength, durability, waterproofing and fire resistance.
- Traditional processing: clay pots and bricks; baskets, mats, hats and thatch made from plant materials.

Practical revision tasks

- Compare metal and non-metal objects and record properties.
- Test which objects are attracted to magnets.
- Observe or explain rusting of iron.
- Make or describe a processed material, for example dough, jelly, plaster, clay object or concrete model.

Tutor-centre notes

- Use real objects or photographs wherever possible.
- Require learners to write short scientific explanations, not only one-word answers.
- For practical tasks, keep drawings, photographs, planning notes and evaluation comments.

Suggested tutor-centre revision cycle

Stage	Focus
Session 1	Baseline / diagnostic check, vocabulary and concept map
Session 2	Core content reteaching with examples and guided practice
Session 3	Application tasks: comprehension, problem solving or practical work
Session 4	Mini-assessment, feedback and correction of common errors
Session 5	Final mixed revision using exam-style questions and rubrics

Social Sciences (SS)

Term 2 Social Sciences revision is divided into Geography and History. The two parts should be revised and assessed separately before an overall SS mark is calculated.

Diagnostic checklist

Skill / content item	Secure	Needs revision	Reteach
Uses key Geography vocabulary accurately.			
Reads maps, visuals, graphs or case-study information.			
Explains cause and effect in Geography or History.			
Uses evidence from a source or case study.			
Writes short paragraph answers with facts and explanation.			

Geography Term 2

- Physical features of South Africa.
- South Africa from above: high and low places, sea level and height above sea level.
- Coastal plain, escarpment and plateau; Highveld, Lowveld, Great Karoo, Little Karoo, Kalahari and Namaqualand.
- Mountains, mountain ranges, valleys, hills, rivers, waterfalls, coastlines, capes and bays.
- Important physical features in the learner's province and in South Africa, such as Table Mountain, uKhahlamba-Drakensberg, Au-grabies Falls and Cape Point.
- Rivers: sources, mouths, tributaries, catchment areas and flow direction from high places to the sea.
- Links between physical features, where people live and what people do; human activities such as dams and road building change landscapes.

History Term 2

- The first farmers in Southern Africa.
- When, why and where early African farmers settled in Southern Africa.
- Interaction with Khoisan communities and attitudes to land.
- Settled chiefdoms: homesteads, farming villages, crops and livestock.
- Social, political and economic structures; roles of men, women, boys and girls.
- Co-operation, the role of the chief and the role of cattle.
- Iron and copper tools and weapons; metalwork, pottery, trade, medicine and healing; Lydenburg Heads as an example.

Tutor-centre notes

- Geography revision must include maps, diagrams, graphs or visuals; do not revise only definitions.
- History revision must use timelines, key people, key events and source-based questioning.
- Learners should practise paragraph answers using point + evidence + explanation.

Suggested tutor-centre revision cycle

Stage	Focus
Session 1	Baseline / diagnostic check, vocabulary and concept map

Prepared for tutor-centre revision use

Session 2	Core content reteaching with examples and guided practice
Session 3	Application tasks: comprehension, problem solving or practical work
Session 4	Mini-assessment, feedback and correction of common errors
Session 5	Final mixed revision using exam-style questions and rubrics

Life Skills (LS)

Term 2 Life Skills revision must cover Personal and Social Well-being, Physical Education and Creative Arts. PSW is usually assessed through a written test, while PE and Creative Arts require practical performance evidence and rubrics.

Diagnostic checklist

Skill / content item	Secure	Needs revision	Reteach
Can explain PSW concepts using examples.			
Can answer short questions in full sentences or point form.			
Participates safely in physical activities.			
Demonstrates movement/performance skills.			
Produces or reflects on creative arts work using correct vocabulary.			

PSW Term 2

- Social responsibility: discrimination, stereotype and bias.
- Violation of children's rights and ways to protect self and others; where to find help.
- Child abuse: physical and emotional forms, effects on personal health, strategies to deal with abuse and reporting channels.
- Violent situations: identify potential violent situations at home, school and community; effective responses and protection.
- Age and gender in different cultural contexts: relationships with elders, responsibilities of boys and girls, and contributions of women and men.

Physical Education Term 2

- Participate in target games.
- Movement performance in target games.
- Safety during target games: surface, equipment, warm-up, cool-down, basic first aid, spacing and following instructions.

Creative Arts Term 2

- Performing Arts: physical, vocal and singing warm-ups; sensory games; spatial awareness games; movement sequences with transfers of weight, jumps, lunges and balances; melodic and rhythmic phrases; mime sequence; dance sequence; treble clef notation; reflection on music genres and performances.
- Visual Arts: visual literacy in creative lettering/pattern-making and African body adornment; 2-D creative lettering/pattern-making using complementary colour and emphasis; 3-D African body adornment using recyclable materials, line, shape, colour, emphasis and spatial awareness.

Evidence to keep

- PSW: marked short test or worksheet, case-study answers and corrections.
- Physical Education: observation rubric, participation notes and photographs where suitable.

- Creative Arts: practical artwork/performance evidence, reflection and rubric.

Assessment readiness evidence

- Oral work: short recording, rubric or observation note.
- Reading: marked comprehension, reading-aloud rubric and vocabulary evidence.
- Writing: planning, first draft, edited draft and final copy.
- Mathematics: full working, corrections and mixed problem-solving evidence.
- NST/SS/LS: diagrams, short explanations, practical rubrics, photographs and learner reflection where relevant.

Source basis

- DBE CAPS: Home Language, First Additional Language, Mathematics, Natural Sciences and Technology, Social Sciences and Life Skills for Intermediate Phase Grades 4-6.
- OPSA Intermediate Phase Term 2 assessment planning framework supplied in this conversation.