

OPSA SENIOR PHASE

OPSA Grade 9 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 9. The assessment format and mark structure follow OPSA's Senior Phase Series A model; the work scope below is based on CAPS Term 3 content and skills. Use the learner's OPSA Term 3 activities, notes, workbooks and reading material as the primary revision source.

Important language and Creative Arts note

The learner completes only the registered Home Language (AHT or EHL) and First Additional Language (AEAT or EFAL). Comprehension and listening texts may be new/unseen texts. For Creative Arts the learner chooses TWO art forms from Dance, Drama, Music and Visual Arts and prepares only the two selected disciplines.

Task	Subject	Assessment format	Marks
Task 1	Home Language - AHT or EHL	Oral/reading + writing + question paper	100
Task 2	First Additional Language - AEAT or EFAL	Oral/reading + writing + question paper	100
Task 3	Mathematics	One integrated question paper	100
Task 4	Natural Sciences	Theory 70 + practical investigation 30	100
Task 5	Social Sciences	History 50 + Geography 50	100
Task 6	Technology	Mini-PAT 70 + theory 30	100
Task 7	EMS	Project/case study + controlled test	100
Task 8	Creative Arts	Two selected art forms	100
Task 9	Life Orientation	Project 70 + PET 30	100
	TOTAL		900

1. Home Language - AHT / EHL (100)

Assessment components: Prepared oral presentation/debate/role-play (15); discussion of a CV or will/appropriate oral response (10); one Term 3 essay type (25); cover letter + CV (10); comprehension (20); language in context (20).

Work to revise:

- Prepared oral: presentation, debate or role-play; structured argument/message, appropriate register, evidence/examples, listening and response skills.
- Oral discussion of a CV/will or other functional text; identify purpose, content, audience and key features.

- Comprehension of new texts: explicit and implicit meaning, inference, tone, purpose, audience, viewpoint, fact/opinion, manipulative language/bias and visual literacy.
- Language in context: advanced vocabulary, spelling, punctuation, sentence construction, grammar/parts of speech, editing and the specific Term 3 AHT/EHL work.
- Write one essay: descriptive, narrative, reflective or argumentative; strong structure, coherence, paragraphing, register and editing.
- Transactional writing: cover letter and CV; correct format, relevant information, formal tone, concision and accuracy.

Important: Exact spelling, grammar, word counts and language conventions differ between AHT and EHL. Revise the learner's own Term 3 language work.

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

Assessment components: Prepared oral presentation/debate/role-play (15); discussion of a CV or will/appropriate oral response (10); one Term 3 essay type (25); cover letter + CV (10); comprehension (20); language in context (20).

Work to revise:

- Prepared talk/debate/role-play with logical sequence, understandable language, suitable register and relevant reasons/examples.
- Discuss the purpose and key features of a CV/will or another functional text at the appropriate FAL level.
- Comprehension: main idea, details, inference, tone, purpose/audience, fact/opinion and interpretation of visual texts.
- Revise Term 3 spelling, vocabulary, language structures, linking words, sentence construction, direct/indirect speech and punctuation as covered in AEAT/EFAL.
- Write one descriptive, narrative, reflective or argumentative essay at the FAL word count; organise ideas into coherent paragraphs.
- Write a simple but correct cover letter and CV using relevant facts and suitable formal language.

Important: Exact word counts and language structures differ between AEAT and EFAL and must be prepared at the appropriate CAPS language level.

3. Mathematics (100)

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

Work to revise:

- Functions and relationships: move between flow diagrams, tables, formulae, equations and graphs; determine rules and missing values.
- Algebraic expressions: simplify and expand; use exponent laws where applicable; factorise using a common factor, difference of two squares and simple trinomials.
- Algebraic fractions: simplify basic expressions and consider restrictions where applicable.
- Algebraic equations: solve equations, including by factorisation and the zero-product principle; substitution and ordered pairs.
- Graphs on the Cartesian plane: linear graphs, x- and y-intercepts, gradient, equation of a straight line; draw graphs from equations and derive equations from graphs.
- Surface area, volume and capacity: cubes, rectangular prisms, triangular prisms and cylinders; SI units and conversions; effect of changes in dimensions.
- Problem solving: show all algebraic steps and calculations. No calculator is used in the OPSA Series A paper.

4. Natural Sciences (100)

Assessment components: Theory paper 70 + practical investigation/task 30.

Work to revise:

- Forces: contact and non-contact forces, resultant force, weight/mass and simple representations of forces.
- Electric cells as energy systems and potential difference at a basic level.
- Resistance and the effect of length/thickness/material of a conductor where investigated.
- Series and parallel circuits: compare circuits and predict/explain the effect on current, potential difference or brightness at CAPS level.
- Electrical safety: short circuits, overloading, safety devices and safe use of mains electricity.
- The national electricity grid: generation, high-voltage transmission, transformers and distribution to consumers.
- Electrical energy and cost: power/energy use in household appliances and simple cost/saving problems where applicable.
- Practical investigation: independent/dependent variables, controls, reliable measurement, results/graph, conclusion and evaluation.

Important: The practical component assesses process skills as well as results. Use only safe, low-risk equipment and no dangerous mains-electricity work.

5. Social Sciences (100)

Assessment components: History project 50 + Geography task 50.

5.1 History

- Turning points in South African history since 1948.
- The introduction and application of apartheid; legislation and its effect on people's everyday lives.
- Resistance to apartheid: individuals, organisations, campaigns and important events covered in the Term 3 programme.
- Human rights, repression and different forms of resistance; change over time.
- The road towards negotiation and democracy where included in the Term 3 sequence.
- History/oral-history project: formulate questions, use interviews and other sources, distinguish fact/opinion/memory, cross-reference information, acknowledge sources and present findings in a structured way.

5.2 Geography

- Surface forces that shape the Earth: weathering, erosion, transport and deposition.
- Physical and chemical weathering; factors affecting weathering.
- River processes and landforms formed by erosion and deposition where included in the Term 3 content.
- Mass movement/slope processes and other surface processes at the appropriate CAPS level.
- Human impact on soil erosion: deforestation, overgrazing, poor farming, construction and poor land management.
- Ways to reduce/control soil erosion and protect soil.
- Interpret photographs, diagrams, maps, profiles and source material; explain processes, cause/effect and human-environment relationships.

6. Technology (100)

Assessment components: Mini-PAT: practical work 40 + design/documentation 30; theory test 30.

Work to revise:

- Electrical and electronic systems and control: circuits, input-process-output systems and components.
- Ohm's law and resistance at the appropriate Grade 9 level; relationship between voltage, current and resistance.
- Resistors and colour codes/values where covered in the Term 3 programme.
- LEDs, diodes, transistors and basic electronic components; function and correct connection/polarity.

- Sensors and control systems: light, temperature or other simple sensors; how an input can control an output.
- Mini-PAT: investigate a need, write a design brief, specifications and constraints; develop/sketch solutions and build a working electronic sensor/control system.
- Test, troubleshoot, evaluate and communicate; safe use of low-voltage components and no dangerous mains-electricity work.

Important: The Mini-PAT follows the full design process and is not assessed only on the final model.

7. Economic and Management Sciences (EMS) (100)

Assessment components: Project 35 + controlled Term 3 test 65.

Work to revise:

- Trade unions: concept and brief history; roles and responsibilities; collective bargaining and protection of employees.
- Effect of trade unions on businesses and employees; contribution to sustainable growth and development.
- Debtors: credit sales/receipts/allowances; posting to Debtors Ledger and General Ledger; effect on the accounting equation.
- Creditors: credit purchases, returns/allowances and payments; Creditors Journal, Creditors Allowances Journal and Cash Payments Journal.
- Posting to Creditors Ledger and General Ledger; balances and the accounting equation.
- Business functions: administration, purchasing, marketing, finance, public relations, human resources, production, general management and risk management.
- Characteristics, roles and importance of the functions and how they work together in a business.

8. Creative Arts (100)

Assessment components: Two selected art forms; each selected art form's raw mark /10 is converted to 50 for reporting.

Work to revise:

- Learners choose TWO art forms from Dance, Drama, Music and Visual Arts.
- Dance: refine movement technique and choreographic sequences; space, time, force, focus, transitions, solo/group work, safe practice, performance and reflection.
- Drama: polished improvisation/performance around a personal or social theme; characterisation, voice, body, conflict, tension, space and theatre conventions.
- Music: solo/ensemble performance, rhythm/metre, melody, listening/notation, improvisation or simple composition; accuracy, interpretation and reflection.
- Visual Arts: personal 2D artwork using popular culture as a theme; analyse popular images/media, use symbolism, art elements and design principles, develop ideas and reflect on the final work.

Important: The learner does NOT have to complete all four art forms. Revise only the two disciplines followed by the learner for the year.

9. Life Orientation (100)

Assessment components: Project 70 + PET practical performance 30.

Work to revise:

- Subject and career choices: Grade 10-12 subjects, related careers, own strengths/weaknesses, interests and abilities.
- Decision-making process for subject and career direction; realistic information about further study/training.
- Volunteerism: meaning and value; individual and community responsibility; role of community-based and non-profit organisations.

- Examples of service to less privileged people, people affected by HIV/AIDS or terminal illness, and environmental/community projects.
- Violence and health/safety: common forms of violence, reasons, consequences, alternatives, problem solving, conflict management, protection and where to get help.
- PET: participation and refinement of own and peers' movement performance; safe participation, technique, feedback and improvement.

Important: Because OPSA does not observe term-long participation, PET is assessed as a practical performance assessment within Series A.

Short revision guide for parents

- Work subject by subject through the learner's OPSA Term 3 content; the aim is revision of core concepts and skills, not memorisation of questions.
- For languages: practise reading aloud/oral work, the prescribed writing types and comprehension of new/unseen texts.
- For Mathematics: practise routine skills as well as problem solving/reasoning; all steps must be shown.
- For Natural Sciences, Social Sciences, Technology and EMS: revise subject terminology, sources/diagrams/graphs and the ability to justify answers.
- For projects and Mini-PATs: focus on process, research/design, own work, acknowledgement of sources where appropriate, and a neat final product.
- For Creative Arts and PET: practical performance must be practised; rubrics assess technique, control, creativity/interpretation and safe participation where appropriate.

Sources

- OPSA Senior Phase Term 3 Series A Assessment - Explanation.
- Department of Basic Education: CAPS / Annual Teaching Plans for Senior Phase Languages, Mathematics, Natural Sciences, Social Sciences, Technology, EMS, Creative Arts and Life Orientation.
- The learner's OPSA Term 3 course content and activities for the registered language and subject choices.

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, maps, graphs, sources and scenarios, provided that they assess the relevant CAPS Term 3 knowledge and skills.