

OPSA SENIOR PHASE

OPSA Grade 7 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 7. 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: Oral task (15); prepared/unprepared reading (15); one descriptive OR narrative essay (20); agenda and/or minutes (10); comprehension (15); language in context (15); literature (10).

Work to revise:

- Listening and speaking: role-play, giving directions, forum or panel discussion; listen purposefully, take turns, respond to other viewpoints and motivate own answers.
- Prepared/unprepared reading: pronunciation, fluency, pace, phrasing, volume, eye contact and meaningful expression.

- Comprehension of new/unseen texts: main idea, details, sequence, inference, purpose and audience, fact/opinion, meaning from context and visual literacy.
- Literature: character, setting, plot, conflict, theme/message and a motivated personal response to an appropriate Term 3 literary text.
- Language in context: vocabulary, spelling, punctuation, word- and sentence-level structures, editing and the specific Term 3 grammar of AHT or EHL.
- Write one descriptive or narrative essay with clear structure, coherence and appropriate register; use the full writing process.
- Transactional writing: agenda and/or minutes; know purpose, format, headings, sequence of business and clear/formal language.

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: Oral task (15); prepared/unprepared reading (15); one descriptive OR narrative essay (20); agenda and/or minutes (10); comprehension (15); language in context (15); literature (10).

Work to revise:

- Oral: role-play, directions or a simple forum/panel discussion using appropriate vocabulary, complete sentences and listening skills.
- Read aloud with understandable pronunciation, appropriate pace, phrasing and expression.
- Comprehension: identify the main idea and details, sequence events/information, make simple inferences, interpret visual texts and work out meaning from context.
- Literature: recognise and discuss basic elements such as characters, setting, events, conflict and message.
- Language in context: revise Term 3 vocabulary, spelling, punctuation, word order and language structures of AEAT or EFAL.
- Write a descriptive or narrative essay at the appropriate FAL word count and language level; plan, draft, edit and present neatly.
- Agenda/minutes: use a simple correct format and appropriate formal language for a meeting.

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:

- Numeric and geometric patterns: determine, describe and generalise patterns; use tables and term-position rules.
- Functions and relationships: inputs, outputs and rules in flow diagrams, tables, formulae and words; recognise equivalent representations.
- Algebraic expressions: use variables and constants; translate simple verbal descriptions into symbolic form and substitute values.
- Algebraic equations/number sentences: interpret and solve simple equations by inspection, trial and improvement, and substitution.
- Graphs: read and draw simple global graphs; recognise constant, increasing and decreasing relationships and linear/non-linear patterns.
- Transformation geometry: translations, reflections and rotations on squared paper; line symmetry; enlargement and reduction.
- 3D objects: classify polyhedra by faces, vertices and edges; recognise and make simple nets/models of cubes and prisms.

- Problem solving: show all calculations and reasoning. No calculator is used in the OPISA Series A paper.

4. Natural Sciences (100)

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

Work to revise:

- Energy sources: renewable and non-renewable sources; where energy comes from and how it is used in everyday situations.
- Potential and kinetic energy; energy transfer and the principle that energy is not created or destroyed but transferred/changed.
- Heat transfer by conduction, convection and radiation; examples and simple applications.
- Insulation and energy saving; materials that slow heat transfer and why insulation is useful.
- Useful and wasted energy in systems/appliances; simple energy-flow diagrams.
- The national electricity grid: basic understanding of generation, transmission and distribution of electricity.
- Practical investigation: question/prediction, variables where relevant, safe method, observation/measurement, results, 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 task 50 + Geography task 50.

5.1 History

- Colonisation, resistance and social change in the Cape region in the 17th and 18th centuries.
- Khoikhoi and San before and during European expansion; contact, trade, conflict and change.
- VOC settlement at the Cape, expansion of farming and the demand for labour.
- Slaves at the Cape: origins, working conditions and influence on Cape society/culture.
- Expansion of the frontier, loss of land and resistance; changes in land and labour relations.
- Source skills: compare photographs/maps/extracts, identify evidence, explain cause and consequence, and write a structured paragraph.

5.2 Geography

- Population growth and change: what population means and how populations change over time.
- Birth and death rates; natural population growth and factors that influence it.
- Migration: immigration, emigration and internal migration; push and pull factors.
- Factors influencing population distribution and density, such as climate, water, work, resources and infrastructure.
- Read and interpret simple population tables, graphs, maps and population profiles.
- Compare places/time periods, draw conclusions from data and explain reasons for change.

6. Technology (100)

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

Work to revise:

- Magnetism: magnetic materials, poles, attraction/repulsion and practical uses of magnets.
- Simple electric circuits and electromagnets; how electric current can create a magnetic field.
- Mechanisms used in the Term 3 Mini-PAT, such as pulleys, cranks/wheels and simple lifting mechanisms.
- Recycling and sorting of metals; problem context for an electromagnetic crane.

- Design process: Investigate, Design, Make, Evaluate and Communicate; specifications and constraints.
- Graphic communication: neat freehand sketches/drawings, labels, dimensions and explanation of how the product works.
- Use materials and tools safely; build/test a model, identify faults and propose improvements.

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:

- Entrepreneur: definition, characteristics and skills; buying, selling, producing and profit.
- Starting a business: consumer needs and wants; product/service; target market; goals.
- SWOT analysis: strengths, weaknesses, opportunities and threats.
- Advertising: media, message, principles of good advertising and appropriate target market.
- Costing and pricing: fixed and variable costs, total cost, cost per unit, selling price and simple profit calculations.
- Entrepreneur's Day: simple budget, income and expenditure, income-and-expenditure statement, profit/loss and use of recycled materials.
- Inequality and poverty: causes of socio-economic inequality; role of education/skills; urban/rural challenges; sustainable job creation.

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; only the two chosen disciplines need to be prepared.
- Dance: warm-up/cool-down, safe practice, body alignment, movement elements (space, time, force), a thematic movement sequence, transitions, group cooperation and reflection.
- Drama: voice/body warm-up, improvisation, role/character, space, focus, tension and a polished group improvisation; Term 3 may use cultural/ritual practices as context.
- Music: solo or group performance, rhythm and metre, melody, basic notation/listening skills, improvisation and ensemble discipline.
- Visual Arts: 2D collage using buildings/architecture as a heritage theme; visual literacy, art elements, design principles, composition, material use and reflection.

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:

- Substance abuse: types/forms, symptoms and signs, personal risk factors, protective factors, prevention and early detection.
- Environmental health: local environmental problems, causes/effects, individual/community actions and a simple action plan.
- Responsible and environmentally sound choices at home, school and in the community.
- World of work: simulate/research a career - employer, dress code, tools/equipment, work environment, typical activities, personality characteristics, school subjects and training.
- Value and importance of work and how different careers contribute to society.

- PET: movement tasks involving rotation, balance, elevation and rhythm; safe participation, control, technique and performance.

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.