

Matric Final Exam Time Table 2025

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basic education
Department
Basic Education
REPUBLIC OF SOUTH AFRICA



2025 NATIONAL SENIOR CERTIFICATE (NSC) OCTOBER/NOVEMBER EXAMINATIONS TIMETABLE

WEEK 1	09:00	14:00
Monday 20/10	NON-EXAMINATION DAY	
Tuesday 21/10	Computer Applications Tech P1 (3hrs) Practical	Hindi, Gujarati, Tamil, Telegu, Urdu HL P1 (2hrs) Hindi, Gujarati, Tamil, Telegu, Urdu FAL P1 (2hrs) Hindi, Gujarati, Tamil, Telegu, Urdu SAL P1 (2hrs) Hebrew SAL P1 (2hrs) German HL, SAL P1 (2hrs)
Wednesday 22/10	Information Technology P1 (3hrs) Practical	Arabic, French, Italian, Mandarin, Modern Greek, Serbian, Spanish SAL P1 (2hrs) Latin SAL P1 (3hrs) Portuguese HL, FAL, SAL P1 (2hrs)
Thursday 23/10	English HL P3 (3hrs) English FAL P3 (2½hrs) English SAL P3 (2½hrs)	Arabic, French, Italian, Mandarin, Modern Greek, Serbian, Spanish SAL P2 (2hrs) Latin SAL P2 (2hrs) Portuguese HL P2 (2½hrs), FAL, SAL P2 (2hr) Equine Studies (3hrs)
Friday 24/10	Afrikaans HL P3 (3hrs) Afrikaans FAL P3 (2½hrs) Afrikaans SAL P3 (2½hrs)	Hindi, Gujarati, Tamil, Telegu, Urdu HL P2 (2½hrs) Hindi, Gujarati, Tamil, Telegu, Urdu FAL P2 (2hrs) Hindi, Gujarati, Tamil, Telegu, Urdu SAL P2 (2hrs) Hebrew SAL P2 (2hrs) German HL P2 (2½hrs), SAL P2 (2hrs)
WEEK 2	09:00	14:00
Monday 27/10	isiZulu, isiXhosa, siSwati, isiNdebele HL P3 (3hrs), FAL P3 (2½hrs), SAL P3 (2½hrs)	Accounting P1 (2hrs)
Tuesday 28/10	Sepedi, Sesotho, Setswana, Xitsonga, Tshivenda HL P3 (3hrs), FAL P3 (2½hrs), SAL P3 (2½hrs) South African Sign Language HL P3 (3hrs)	Civil Technology (3hrs) Sport and Exercise Science (3hrs)
Wednesday 29/10	English HL P1 (2hrs) English FAL P1 (2hrs) English SAL P1 (2hrs)	Hindi, Gujarati, Tamil, Telegu, Urdu HL P3 (2½hrs) FAL P3 (2½hrs) Portuguese, German HL P3 (2½hrs) Portuguese FAL P3 (2½hrs)
Thursday 30/10	History P1 (3hrs)	Engineering Graphics and Design P1 (3hrs)
Friday 31/10	Mathematics P1 (3hrs) Mathematical Literacy P1 (3hrs) Technical Mathematics P1 (3hrs)	Religion Studies P1 (2hrs)
WEEK 3	09:00	14:00
Monday 03/11	Mathematics P2 (3hrs) Mathematical Literacy P2 (3hrs) Technical Mathematics P2 (3hrs)	Agricultural Sciences P1 (2½hrs)
Tuesday 04/11	isiZulu, isiXhosa, siSwati, isiNdebele HL P1 (2hrs), FAL P1 (2hrs), SAL P1 (2hrs)	Accounting P2 (2hrs) Maritime Economics (3hrs)
Wednesday 05/11	Sepedi, Sesotho, Setswana, Xitsonga, Tshivenda HL P1 (2hrs), FAL P1 (2hrs), SAL P1 (2hrs) South African Sign Language HL P1 (2hrs)	Religion Studies P2 (2hrs) Mechanical Technology (3hrs)
Thursday 06/11	isiZulu, isiXhosa, siSwati, isiNdebele HL P2 (2½hrs), FAL P2 (2½hrs), SAL P2 (1½hrs)	Business Studies P1 (2hrs)
Friday 07/11	Physical Sciences (Physics) P1 (3hrs) Technical Sciences P1 (3hrs)	History P2 (3hrs)



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South African Matric Exam Papers

Michael Seilmaier



South African Matric Exam Papers:

This Week in South Africa ,1995 South Africa Survey ,1997 **South Africa News Update** ,1992 Consists of reproductions of articles from South African newspapers **South Africa Can Work** Frans Rautenbach,2017-08-18 What will it take to turn South Africa around In this insightful and provocative book Frans Rautenbach proposes a complete overhaul of policy thinking and provides fresh arguments that effectively address South Africa s unemployment race problems and lack of education Rautenbach examines the fundamental problem of rent seeking to which he proposes two antidotes the free market and decentralisation of government Along the way he tackles holy cows such as affirmative action trade unions labour law and welfare payments He also addresses contentious topics such as racism white privilege political correctness state funding of higher education and mounting evidence that trade unions substantially suppress employment growth Written by a labour lawyer with a proven track record in a range of policy issues South Africa Can Work speaks effectively to a cross section of readers of all disciplines and brings sorely needed good news **Multilingualism and Intercultural Communication** H. Ekkehard Wolff,Pamela Maseko,Russell H Kaschula,Christine Anthonissen,Bassey E Antia,2017-05-01 An in depth look at the changing sociolinguistic dynamics that have influenced South African society To date there has been no published textbook which takes into account changing sociolinguistic dynamics that have influenced South African society Multilingualism and Intercultural Communication breaks new ground in this arena The scope of this book ranges from macro sociolinguistic questions pertaining to language policies and their implementation or non implementation to micro sociolinguistic observations of actual language use in verbal interaction mainly in multilingual contexts of Higher Education HE There is a gradual move for the study of language and culture to be taught in the context of professional disciplines in which they would be used for example Journalism and African languages Education and African languages etc The book caters for this growing market Because of its multilingual nature it caters to English and Afrikaans language speakers as well as the Sotho and Nguni language groups _ the largest languages in South Africa and also increasingly used in the context of South African Higher Education It brings together various inter linked disciplines such as Sociolinguistics and Applied Language Studies Media Studies and Journalism History and Education Social and Natural Sciences Law Human Language Technology Music Intercultural Communication and Literary Studies The unique cross cutting disciplinary features of the book will make it a must have for twenty first century South African students and scholars and those interested in applied language issues *South African Pressclips* ,1992 Marking Matric Vijay Reddy,2006 The past ten years in South Africa has seen many changes in education the creation of a single department of education common examinations for all learners in public schools in the country a new outcomes based education curriculum which was introduced to learners in the general education and training phase since 1998 and will be introduced to the further education and training phase from 2006 To evaluate the success of these changes South African researchers still use the indicator of

student achievement The matriculation examination is the visible high profile and public performance indicator Every year parents learners teachers researchers government officials policymakers and the general public get involved in the debate around the matric examination with the most frequently asked questions being Did the pass rate go up Are standards dropping Are the results real or have they been manipulated How is our education system doing Are we meeting the development goals What should the matriculation examination of the future look like participants from government national and provincial

Critical Issues in South African Education After 1994 Thobeka Vuyelwa Mda,Matoane Steward Mothata,2000 This title seeks to provide a reflection on the transformation of South Africa s education system It traces the rationale behind various acts and policies takes a critical look at the realities of implementation and offers projections regarding possible future directions

ICT Education Richard J. Barnett,Daniel B. le Roux,Douglas A. Parry,Bruce W. Watson,2022-12-07 This book constitutes the refereed proceedings of the 51st Annual Conference of the Southern African Computer Lecturers Association SACLA 2022 held in Cape Town South Africa during July 21 22 2022 The 10 full papers were included in this book were carefully reviewed and selected from 31 submissions They were organized in topical sections as follows curriculum assessment teaching in context innovative teaching and pandemic pedagogy

Between Worlds Linda Chisholm,2017-11-30 How the story of how missionary schools adopted the Bantu education reforms gives insight into the ongoing legacy of the apartheid in the South African educational system The transition from apartheid to the post apartheid era has highlighted questions about the past and the persistence of its influence in present day South Africa This is particularly so in education where the past continues to play a decisive role in relation to inequality Between Worlds German Missionaries and the Transition from Mission to Bantu Education in South Africa scrutinises the experience of a hitherto unexplored German mission society probing the complexities and paradoxes of social change in education It raises challenging questions about the nature of mission education legacies Linda Chisholm shows that the transition from mission to Bantu Education was far from seamless Instead past and present interpenetrated one another with resistance and compliance cohabiting in a complex new social order At the same time as missionaries complied with the new Bantu Education dictates they sought to secure a role for themselves in the face of demands of local communities for secular state controlled education When the latter was implemented in a perverted form from the mid 1950s one of its tools was textbooks in local languages developed by mission societies as part of a transnational project with African participation Introduced under the guise of expunging European control Bantu Education merely served to reinforce such control The response of local communities was an attempt to domesticate and master the foreign body of the mission so as to create access to a larger world This book focuses on the ensuing struggle fought on many fronts including medium of instruction and textbook content with concomitant sub texts relating to gender roles and sexuality South Africa s educational history is to this day informed by networks of people and ideas crossing geographic and racial boundaries The colonial legacy has inevitably

involved cultural mixing and hybridisation with paradoxically parallel pleas for purity Chisholm explores how these ideas found expression in colliding and coalescing worlds one African the other European caught between mission and apartheid education

A Directory of Archival Repositories in South Africa National Archives and Records Service of South Africa, 2005

x-kit exam 2004 mathematics Bryony Poulter, 2005

Identification and Citizenship in Africa Séverine Awenengo Dalberto, Richard Banégas, 2021-05-09

In the context of a global biometric turn this book investigates processes of legal identification in Africa from below asking what this means for the relationship between citizens and the state Almost half of the population of the African continent is thought to lack a legal identity and many states see biometric technology as a reliable and efficient solution to the problem However this book shows that biometrics far from securing identities and avoiding fraud or political distrust can even participate in reinforcing exclusion and polarizing debates on citizenship and national belonging It highlights the social and political embedding of legal identities and the resilience of the documentary state Drawing on empirical research conducted across 14 countries the book documents the processes practices and meanings of legal identification in Africa from the 1950s right up to the biometric boom Beyond the classic opposition between surveillance and recognition it demonstrates how analysing the social uses of IDs and tools of identification can give a fresh account of the state at work the practices of citizenship and the role of bureaucracy in the writing of the self in African societies This book will be of an important reference for students and scholars of African studies politics human security and anthropology and the sociology of the state

X-kit Exam 2004 Physical Science, 2005

This Week in South Africa, 1996-12-31 A weekly news summary of the major daily newspapers in the Pretoria Johannesburg metropolitan area

World Yearbook of Education 2003 Jill Bourne, Euan Reid, 2003-12-16

The issues raised by the role of language in education are some of the most important and contentious faced by education systems across the globe Language is embedded in the concepts of nationhood and identity and is therefore directly linked to the very social and political fabric of a country In a climate of increasing globalisation development and mobility of populations nations around the world are concerned with the tension between cultivating a sense of cultural and linguistic cohesion and making use of the linguistic diversity that exists in every country and region This book examines the implications and impacts the dilemmas and potential for language education in relation to education systems and wider society Split into three key parts it considers current issues in language education including the role of language in maintaining power and inequalities in encouraging participation and inclusion and in challenging the status quo different approaches to language education around the world the potential for language to provide opportunities for the disadvantaged illustrated by case studies of three cities This recent volume of the internationally respected World Yearbook of Education continues the tradition of offering a wide range of international perspectives from leading commentators on a universal concern The material amassed here will be essential reading for teacher educators education researchers and school leaders across the world

South African Schooling: The

Enigma of Inequality Nic Spaull, Jonathan D. Jansen, 2019-11-05 This volume brings together many of South Africa's leading scholars of education and covers the full range of South African schooling from financing and policy reform to in depth discussions of literacy numeracy teacher development and curriculum change The book moves beyond a historical analysis and provides an inside view of the questions South African scholars are now grappling with Are there different and preferential equilibria we have not yet thought of or explored and if so what are they In practical terms how does one get to a more equitable distribution of teachers resources and learning outcomes While decidedly local these questions resonate throughout the developing world South Africa today is the most unequal country in the world The richest 10% of South Africans lay claim to 65% of national income and 90% of national wealth This is the largest 90/10 gap in the world and one that is reflected in the schooling system Two decades after apartheid it is still the case that the life chances of most South African children are determined not by their ability or the result of hard work and determination but instead by the colour of their skin the province of their birth and the wealth of their parents Looking back on almost three decades of democracy in South Africa it is this stubbornness of inequality and its patterns of persistence that demands explanation justification and analysis This is a landmark book on basic education in South Africa an essential volume for those interested in learning outcomes and their inequality in South Africa The various chapters present conceptually and empirically sophisticated analyses of learning outcomes across divisions of race class and place The book brings together the wealth of decades of research output from top quality researchers to explore what has improved what has not and why Prof Lant Pritchett Harvard University There is much wisdom in this collection from many of the best education analysts in South Africa No surprise that they conclude that without a large and sustained expansion in well trained teachers early childhood education and adequate school resources South Africa will continue to sacrifice its people's future to maintaining the privileges of the few Prof Martin Carnoy Stanford University Altogether one can derive from this very valuable volume if not an exact blueprint for the future then certainly at least a crucial and evidence based itinerary for the next few steps Dr Luis Crouch RTI

A Directory of Archival Repositories in South Africa, 1999 **Fraud and Education** Harold J. Noah, Max A. Eckstein, 2001 Fraud and Education gives an informative overview of cheating in examinations in the U S and foreign countries and of the current state of fraud in education and research It differs however from many popular treatises on the same subject in that it is not intended as a blanket condemnation of American or foreign education Instead of assigning blame for the prevalence of fraud the authors point to such factors as growth in the number of persons engaged in education and research pressures on individuals to succeed improvements in communications especially the Internet and e mail and in techniques of document reproduction **Indicator South Africa**, 1985

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