

Matric Final Exam Time Table 2025

South Africa Page 1



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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Limpopo Matric Time Table

Andre Kraak, Karen Press

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the authors' names.

Limpopo Matric Time Table:

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

Getting Schools Working Nick Taylor, Johan Muller, Penny Vinjevold, 2003 A systematic review of research projects into the state of education in South Africa

The Politics and Governance of Basic Education Brian Levy, Robert Cameron, Ursula Hoadley, Viothan Naidoo, 2018-08-24 This is an open access title available under the terms of a CC BY NC ND 4.0 International licence It is free to read at Oxford Scholarship Online and offered as a free PDF download from OUP and selected open access locations All over the world economic inclusion has risen to the top of the development discourse A well performing education system is central to achieving inclusive development but the challenge of improving educational outcomes has proven to be unexpectedly difficult Access to education has increased but quality remains low with weaknesses in governance comprising an important part of the explanation The Politics and Governance of Basic Education explores the balance between hierarchical and horizontal institutional arrangements for the public provision of basic education Using the vivid example of South Africa a country that had ambitious goals at the outset of its transition from apartheid to democracy it explores how the interaction of politics and institutions affects educational outcomes By examining lessons learned from how South Africa failed to achieve many of its goals it constructs an innovative alternative strategy for making process combining practical steps to achieve incremental gains to re orient the system towards learning

Emerging Voices Human Sciences Research Council, Education Policy Consortium (South Africa), 2005 This examination graphically illustrates the conditions that make dreams of a better life for all virtually unrealizable in rural areas of South Africa Through the voices of rural people themselves this study tells not only what the problems surrounding education are but also what can and should be done when the South African government launches its offensive against poverty in rural areas Rigorous and qualitative the text is an overview of the need of great numbers of people for the opportunities and capabilities that education can provide for their futures It also shows the existing situation of many impoverished populations worldwide and illustrates that poverty and inequality continue where

such issues are not addressed *Africa, 2003* Charles H. Cutter, 2003 **Innovation and Development of Agricultural Systems** Phokele Maponya, Ndivhuho Tshikovi, Fulufhelo Netswera, 2024 Zusammenfassung This book focuses on innovations in agriculture that is aimed at eliminating global hunger and poverty and promoting sustainable development of global agriculture Collectively chapters in the book address innovations of BRICS Agricultural Food System future actions of BRICS Agricultural cooperation the impact of epidemics on agricultural investment and trade transactions in BRICS and how BRICS countries can provide solutions for global grain and agriculture governance under the impact of the epidemic In doing so it highlights technological advancement tools and solutions in agribusiness value chain in emerging economies towards the Sustainable Development Goals of the United Nations with a particular focus on SDG2 Zero Hunger Phokele Maponya holds a PhD Environmental Agricultural from the University of South Africa and has more than 15 years Teaching Research and Project Management experience He has acted as a reviewer for various journals including Climate Services Agroforestry Systems African Journal of Business and Economic Research and Journal of Asian and Africa Studies International South Africa Department of Higher Education and Training accredited and served in various journal s editorial boards including Journal of Agricultural Science and Asian Journal of Agricultural Extension Economics and Sociology Ndivhuho Tshikovi is a Postdoctoral fellow at the Durban University of Technology DUT under the Faculty of Management Sciences He holds a doctorate in social and political sciences from the Universit Libre de Bruxelles Belgium Fulufhelo Netswera is the Executive Dean of the Faculty of Management Sciences at the Durban University of Technology He is the former Director of the North West University Business School Deputy Dean of the Faculty of Management Sciences at the Cape Peninsula University of Technology and Director of the South African BRICS Think Tank SABTT He holds a doctoral degree in sociology of development and research in the broad areas of economic development and entrepreneurship **Teens in South Africa** David Seidman, 2008-07 A look at world geography and contemporary culture from the perspective of young people

Psychosocial Pathways Towards Reinventing the South African University Sabrina Liccardo, 2020-11-02 This book proposes a conceptual empirical framework for exploring forms of continuity and change along psychosocial pathways in South African universities It illustrates how the psychosocial pathways are grounded in the symbolic narratives and knowledges of young scientists engineers and architects all interlocutors in the research from which this book is based Alala Mamoratwa Welile Odirile Kaiya Amirah Takalani Nosakhele Naila Ambani Khanyisile Itumeleng Ethwasa and Kgnaya provide collective standpoints in the multiplicities within and between the lived lives and told stories of young Black South African women in Science Technology Engineering and Mathematics STEM fields In doing so this compelling work advances possibilities for demythologising scientific endeavour as a white male achievement and shifting knowledge communities across gendered racialised class and national divides This book presents an innovative narrative methodology utilising the myth of the Minotaur to examine the state of the university at the heart of the hierarchical labyrinth in post apartheid South

Africa Throughout the work the author wrestles with and self reflexively highlights her own positionality as a white middle class South African woman to examine how this affects the production of this research in ways which serve to preserve the colonial knowledge system With the rise of the Rhodes Must Fall and Fees Must Fall student movement in South Africa demanding for the fall of institutionalised racial hierarchies the author uses the cover image of narrative formations in the spirit of exploration to think with and through undulating networked forms that could possibly forge new psychosocial pathways towards decolonising and reinventing South African universities This work offers a unique conceptual and methodological resource for students and scholars of psychosocial and narrative theory as well as those who are concerned about the politics of higher education both in South Africa and in other contexts around the world **Low-Income**

Students, Human Development and Higher Education in South Africa Melanie Walker, Monica McLean, 2022-07-15

This book explores learning outcomes for low income rural and township youth at five South African universities The book is framed as a contribution to southern and Africa centred scholarship adapting Amartya Sen s capability approach and a framework of key concepts capabilities functionings context conversion factors poverty and agency to investigate opportunities and obstacles to achieved student outcomes This approach allows a reimagining of inclusive learning outcomes to encompass the multi dimensional value of a university education and a plurality of valued cognitive and non cognitive outcomes for students from low income backgrounds whose experiences are strongly shaped by hardship Based on capability theorising and student voices the book proposes for policy and practice a set of contextual higher education capability domains and corresponding functionings orientated to more justice and more equality for each person to have the opportunities to be and to do what they have reason to value The book concludes that sufficient material resources are necessary to get into university and flourish while there the benefits of a university education should be rich and multi dimensional so that they can result in functionings in all areas of life as well as work and future study the inequalities and exclusion of the labour market and pathways to further study must be addressed by wider economic and social policies for inclusive learning outcomes to be meaningful and that universities ought to be doing more to enable black working class students to participate and succeed Low Income Students Human Development and Higher Education in South Africa makes an original contribution to capabilitarian scholarship conceptually in theorising a South based multi dimensional student well being higher education matrix and a rich reconceptualisation of learning outcomes as well as empirically by conducting rigorous longitudinal in depth mixed methods research on students lives and experiences in higher education in South Africa The audience for the book includes higher education researchers international capabilitarian scholars practitioners and policy makers **SAMJ** ,2007 **South African Christian Handbook, 2005-2006** ,2005 *South Africa Survey* ,2004

Finweek ,2006-04 *Human Resources Development Review 2008* Andre Kraak, Karen Press, 2008 Through 25 chapters authored by some of the leading researchers in the field the Human Resources Development Review 2008 provides an

extensive overview of the contextual factors driving human resources development in South Africa A key theme throughout the volume is the importance of a multi faceted skills development strategy operating at three levels The first entails high skills policies aimed at expanding export oriented manufacturing production and services provision particularly in new globally competitive niche areas The second relates to the economy s ongoing need for intermediate skills as is evident in the shortage of skilled artisans and technologists Finally the provision of basic entry level skills is important in view of the urgent need for large scale job creation schemes triggered by public sector initiatives to ameliorate high levels of unemployment and despondency especially amongst the youth Horizon ,1962 **Taking Power in the Economy** Susan Brown,Alta Fölscher,2004 Covers trends from the mid1990s to 2002 **Transformation of the South African Schooling System** ,2002 **Financial Mail** ,2006 **SA Media Facts** ,2004 *Community Survey, 2007* Statistics South Africa,2007

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