

# 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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# Maths Exam 2014 Grade6 South Africa

**Felix Maringe, Martin Prew**



## **Maths Exam 2014 Grade6 South Africa:**

**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

**Improving Primary Mathematics Education, Teaching and Learning** Mellony Graven, Hamsa Venkat, 2017-01-19 This book focuses on how to improve the teaching and learning of primary level mathematics education within resource constrained contexts It builds on two large numeracy projects within South Africa which speak to broader global concerns and highlight how research and development not only enables one to meet ethical imperatives but also explore how further interventions can be developed Teacher and research communities must work together to create mutually beneficial relationships and establish a cohesive understanding of the requirements of primary mathematics education

***Research for Educational Change*** Jill Adler, Anna Sfard, 2016-06-17 *Research for Educational Change* presents ways in which educational research can fulfil its commitments to educational practice Focussing its

discussion within the context of mathematics education it argues that while research generated insights can have beneficial effects on learning and teaching the question of how these effects are to be generated and sustained is far from evident The question of how to turn research into educational improvement is discussed here in the context of learning and teaching hindered by poverty and social injustice In the first part of the book four teams of researchers use different methodologies while analysing the same corpus of data collected in a South African mathematics classroom In the second part each of these teams makes a specific proposal about what can be done and how so that its research generated insights have a tangible beneficial impact on what is happening in mathematical classrooms Combining two discourses that of researchers speaking to one another and that of researchers communicating their insights to those responsible for educational practice the book deals with the perennial question of communication between those who study educational processes and those who are directly responsible for teacher education educational research and classroom practices This book will be key reading for postgraduates researchers and academics in education and particularly in the areas of mathematics education education research teacher education and classroom practice It will also appeal to teacher educators practitioners and undergraduate students interested in educational research Education for All 2000-2015: Achievements and challenges

UNESCO,2015-04-08 Literaturverz S 414 459 *Transforming Public Education in Africa, the Caribbean, and the Middle East* Cynthia S Sunal,Kagendo Mutua,Oluseyi Matthew Odebiyi,2019-05-01 Public education has expanded to serve large populations across the regions of Africa the Caribbean and the Middle East Many nations in these regions are moving into a phase of public education in which a variety of factors are being identified as influencing the quality of public education and its ability to serve all children and adolescents It has become evident that ethnic background gender religious affiliation and ability disability are important factors in who is served and how well the individual is served The chapters in this volume Book 8 of Research on Education in Africa the Caribbean and the Middle East document and describe the status success and limitations of public education s efforts at transformation They provide points from which further research and practice might occur *Twenty Years of Education Transformation in Gauteng 1994 to 2014* Felix Maringe,Martin Prew,2015-05-05 *Twenty Years of Education Transformation in Gauteng 1994 to 2014* An Independent Review presents a collection of 15 important essays on different aspects of education in Gauteng since the advent of democracy in 1994 These essays talk to what a provincial education department does and how and why it does these things whether it be about policy resourcing or implementing projects Each essay is written by one or more specialist in the relevant focus area The book is written to be accessible to the general reader as well as being informative and an essential resource for the specialist reader It sheds light on aspects of how a provincial department operates and why and with what consequences certain decisions have been made in education over the last 20 turbulent years both nationally and provincially There has been no attempt to fit the books chapters into a particular ideological or educational paradigm and as a result the reader will find differing views on various

aspects of the Gauteng Department of Education's present and past. We leave the reader to decide to what extent the GDE has fulfilled its educational mandate over the last 20 years. *Annual Review of Comparative and International Education 2017* Alexander W. Wiseman, 2018-02-03. This volume surveys the field of comparative and international education CIE from several globally representative perspectives providing expert analyses on a range of recent trends and important concerns in the CIE community worldwide. *Annual Report Mpumalanga (South Africa). Department of Education, 2016* **The Politics and Governance of Basic Education** Brian Levy, Robert Cameron, Ursula Hoadley, Vinodhan Naidoo, 2018-09-05. 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 progress combining practical steps to achieve incremental gains to re-orient the system towards learning. *Annual Performance Plan Mpumalanga (South Africa). Department of Education, 2015* **Whose visions for what learning?** Bray, Mark, UNESCO, 2025-07-11 **Successful Maths Gr6 Lb** Johan Pretorius, Oxford University Press, South Africa, 2004 Grade 6: Putting it all together Illustrative Mathematics (Firm), 2017

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## **Table of Contents Maths Exam 2014 Grade6 South Africa**

1. Understanding the eBook Maths Exam 2014 Grade6 South Africa
  - The Rise of Digital Reading Maths Exam 2014 Grade6 South Africa
  - Advantages of eBooks Over Traditional Books
2. Identifying Maths Exam 2014 Grade6 South Africa
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Maths Exam 2014 Grade6 South Africa
  - User-Friendly Interface
4. Exploring eBook Recommendations from Maths Exam 2014 Grade6 South Africa
  - Personalized Recommendations
  - Maths Exam 2014 Grade6 South Africa User Reviews and Ratings
  - Maths Exam 2014 Grade6 South Africa and Bestseller Lists
5. Accessing Maths Exam 2014 Grade6 South Africa Free and Paid eBooks
  - Maths Exam 2014 Grade6 South Africa Public Domain eBooks
  - Maths Exam 2014 Grade6 South Africa eBook Subscription Services
  - Maths Exam 2014 Grade6 South Africa Budget-Friendly Options
6. Navigating Maths Exam 2014 Grade6 South Africa eBook Formats

- ePub, PDF, MOBI, and More
- Maths Exam 2014 Grade6 South Africa Compatibility with Devices
- Maths Exam 2014 Grade6 South Africa Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Maths Exam 2014 Grade6 South Africa
  - Highlighting and Note-Taking Maths Exam 2014 Grade6 South Africa
  - Interactive Elements Maths Exam 2014 Grade6 South Africa
- 8. Staying Engaged with Maths Exam 2014 Grade6 South Africa
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Maths Exam 2014 Grade6 South Africa
- 9. Balancing eBooks and Physical Books Maths Exam 2014 Grade6 South Africa
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Maths Exam 2014 Grade6 South Africa
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Maths Exam 2014 Grade6 South Africa
  - Setting Reading Goals Maths Exam 2014 Grade6 South Africa
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Maths Exam 2014 Grade6 South Africa
  - Fact-Checking eBook Content of Maths Exam 2014 Grade6 South Africa
  - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
- 14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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