



**COMBINED JUNE AND NOVEMBER EXAMINATION TIMETABLE - 2020**

<b>WEEK 1</b>	<b>09:00</b>	<b>14:00</b>
Thursday 05/11	English FAL P1 (2hrs)	English HL P1 (2hrs) English SAL P1 (2½hrs)
Friday 06/11	Afrikaans HL P1 (2hrs) Afrikaans FAL P1 (2hrs) Afrikaans SAL P1 (2½hrs)	Hindi, Gujarati, Tamil, Telugu, Urdu HL P1 (2hrs) Hindi, Gujarati, Tamil, Telugu, Urdu FAL P1 (2hrs) Hindi, Gujarati, Tamil, Telugu, Urdu SAL P1 (2hrs) Hebrew SAL P1 (2hrs) German HL, SAL P1 (2hrs)
<b>WEEK 2</b>	<b>09:00</b>	<b>14:00</b>
Monday 09/11	isiZulu, isiXhosa, Siswati, isiNdebele HL P1 (2hrs) isiZulu, isiXhosa, Siswati, isiNdebele FAL P1 (2hrs) isiZulu, isiXhosa, Siswati, isiNdebele SAL P1 (2½hrs)	Agricultural Sciences P1 (2½hrs) Nautical Science P1 (3hrs)
Tuesday 10/11	Sepedi, Sesotho, Setswana, Xitsonga, Tshivenda HL P1 (2hrs) Sepedi, Sesotho, Setswana, Xitsonga, Tshivenda FAL P1 (2hrs) Sepedi, Sesotho, Setswana, Xitsonga, Tshivenda SAL P1 (2½hrs) South African Sign Language HL P1 (2hrs)	Civil Technology (3hrs)
Wednesday 11/11	Economics P1 (2hrs)	Hindi, Gujarati, Tamil, Telugu, Urdu HL P2 (2½hrs) Hindi, Gujarati, Tamil, Telugu, Urdu FAL P2 (2hrs) Hindi, Gujarati, Tamil, Telugu, Urdu SAL P2 (2hrs) Hebrew SAL P2 (2hrs) German HL P2 (2½hrs), SAL P2 (2hrs) Mathematical Literacy P1 (3hrs)
Thursday 12/11	Mathematics P1 (3hrs) Technical Mathematics P1 (3hrs)	
Friday 13/11	Religious Holiday	
<b>WEEK 3</b>	<b>09:00</b>	<b>14:00</b>
Monday 16/11	Mathematics P2 (3hrs) Technical Mathematics P2 (3hrs)	Mathematical Literacy P2 (3hrs)
Tuesday 17/11	English FAL P2 (2hrs)	English HL P2 (2½hrs) English SAL P2 (2hrs)
Wednesday 18/11	Business Studies P1 (2hrs)	Business Studies (3hrs) ** Dance Studies (3hrs)
Thursday 19/11	Sepedi, Sesotho, Setswana, Xitsonga, Tshivenda HL P2 (2½hrs) Sepedi, Sesotho, Setswana, Xitsonga, Tshivenda FAL P2 (2hrs) Sepedi, Sesotho, Setswana, Xitsonga, Tshivenda SAL P2 (2hrs) South African Sign Language HL P2 (2½hrs)	Economics P2 (2hrs)
Friday 20/11	Physical Sciences (Physics) P1 (3hrs) Technical Sciences P1 (3hrs)	Arabic, French, Italian, Mandarin, Modern Greek, Serbian, Spanish SAL P1 (2hrs) Latin SAL P1 (3hrs) Portuguese HL, FAL, SAL P1 (2hrs)

# **Mpumalanga Time Table For Grade 1final**

**Brizeida Hernandez-Sanchez,Jose C.  
Sánchez-García,António Carrizo  
Moreira,Alcides Monteiro**

## **Mpumalanga Time Table For Grade 1final:**

*The Politics and Governance of Basic Education* Brian Levy, Robert Cameron, Ursula Hoadley, Vinothan 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. **Resources in Education**, 1999-04 **South African Labour Bulletin**, 1995 **Psychosocial, Educational, and Economic Impacts of COVID-19** Brizeida Hernandez-Sanchez, Jose C. Sánchez-García, António Carrizo Moreira, Alcides Monteiro, 2023-06-14 The COVID 19 pandemic had numerous negative effects on many aspects of life. This book provides a comprehensive overview of the psychosocial, educational, and economic impacts of the pandemic worldwide. It includes thirty-two chapters that highlight the importance of analyzing, evaluating, and carrying out appropriate treatments to prevent the mental and social consequences of the pandemic. Topics addressed include the psychological impacts of COVID 19 on different groups of people including students, healthcare professionals, disadvantaged groups, and others; the educational impacts of COVID 19 on students, educators, students with disabilities, doctors, and so on; and the economic impacts of COVID 19 on managers, employees, residential care homes, and other businesses worldwide. Whose visions for what learning? Bray, Mark, UNESCO, 2025-07-11 International Conference and Globalisation and Challenges for Education, 2003. Contributed articles *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 Mamorotwa, 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

**Mergent International Manual** ,2003      Mining Mirror ,2009-12      South African Journal of Labour Relations ,2003      *South African Journal of Science* ,2008      *South African National Bibliography* ,1998      SA Mining ,2004      **SAMJ** ,1997      Africa Geoscience Review ,1999      *African Journal of AIDS Research* ,2004      **Africa Insight** ,2003      Journal of the South African Institute of Mining and Metallurgy South African Institute of Mining and Metallurgy,2005      Hidden Wealth H. W. Glen,1996      **African Mining** ,2006

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