

**GRADE: 11**  
**REVISION SCHEDULE**  
IN THE LAST PERIOD  
OCT 2024

**From 15-10-2024 To 31-10-2024**

DATE	DAY	SUBJECT COMBINATION
15-10-2024	TUESDAY	CHEMISTRY/BST/ PSYCHOLOGY
16-10-2024	WEDNESDAY	BIO/ECO/CS/EG
17-10-2024	THURSDAY	PHYSICS/ACCOUNTANCY/POLITICAL SCIENCE
20-10-2024	SUNDAY	MATHS/APPLIED MATH/PE/MARKETING/PSYCHOLOGY
21-10-2024	MONDAY	ENGLISH
22-10-2024	TUESDAY	CHEMISTRY/BST/ PSYCHOLOGY
23-10-2024	WEDNESDAY	BIO/ECO/CS/EG
24-10-2024	THURSDAY	PHYSICS/ACCOUNTANCY/POLITICAL SCIENCE
27-10-2024	SUNDAY	MATHS/APPLIED MATH/PE/MARKETING/PSYCHOLOGY
28-10-2024	MONDAY	ENGLISH
29-10-2024	TUESDAY	CHEMISTRY/BST/ PSYCHOLOGY
30-10-2024	WEDNESDAY	BIO/ECO/CS/EG
31-10-2024	THURSDAY	PHYSICS/ACCOUNTANCY/POLITICAL SCIENCE

# Mpumalanga Time Table For Grade 11

**South Africa. Department of Education**

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the text 'South Africa. Department of Education'.

## **Mpumalanga Time Table For Grade 11:**

**Language and Sustainable Development** Lisa J. McEntee-Atalianis, Humphrey Tonkin, 2023-03-03 This book addresses the importance of language in matters of sustainability and incorporating such concerns in implementing the UN Sustainable Development Goals (SDGs). Sustainable language policy must aim to include all groups including language minorities and marginalized populations such as refugees and aid recipients in conditions that allow for their inclusion in making and implementing policy. The book brings together nine studies covering such topics as language and digital resources, sustainable and inclusive multilingual education, national language policy, and language in peacekeeping operations. A final chapter addresses the crucial intersection between sociolinguistics and economics and the implications of this for development and the SDGs.

**L.P.L.P.**, 1998

**Computers in Schools** Paul Lundall, 2000

*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.

**From School to Higher Education?** Michael Cosser, Jacques Du Toit, 2002 This substantive report is essential reading for those involved in higher education planning and policy making.

**Education for All** South Africa. Department of Education, 2000

*Risk and Opportunity* Jan H. Hofmeyr, 2008 Governance and the economy, The labour market, Education and skills development, Poverty and inequality.

*Whose visions for what learning?* Bray, Mark, UNESCO, 2025-07-11      **Teens in South Africa** David Seidman, 2008-07 A look at world geography and contemporary culture from the perspective of young people      **Community Survey, 2007** Statistics South Africa, 2007      **Resources in Education** , 2001-10      **South African Education Policy Review, 1993-2000** Linda Chisholm, Shireen Motala, Salim Vally, 2003 The South African Education Policy Review is an invaluable historical archive It is a source book on policies conflicts developments and perspectives on education policy in the period 1993 to 2000 Drawing from a selection of articles from the successful Quarterly Reviews of Education and Training produced by the Education Policy Unit of the University of Witwatersrand this book provides readers with detailed accounts of educational changes in South Africa over the past decade It reflects upon significant events trends and debates and provides insightful analysis of this extremely momentous period of South Africa s history      **Global Issues in Language, Education and Development** Naz Rassool, Kathleen Heugh, Sabiha Mansoor, 2007-01-01 This book examines the role that language in education policy historically has played in shaping possibilities for development within countries in the Sub Saharan and South Asian regions This discussion takes account also of the complex ways in which language education and development are linked to the changing global labour market Key questions are raised regarding the impact of international policy imperatives on development possibilities      *Lifestyle, Biological Risk Factors for Non-Communicable Diseases in the Midst of Social Inequalities and COVID-19* Kotsedi Monyeki, Andre Pascal Kengne, Benedicta Ngwenchi Nkeh-Chungag, Han C. G. Kemper, 2023-07-31      **Technical College Responsiveness** Michael Cosser, 2003 This text analyses how technical colleges have responded to the emerging field of further education and training FET in South Africa The data and theories presented are the result of research conducted by the Human Sciences Research Council including surveys of technical college graduates and employers on their satisfaction with college graduates and institutional profiles of local labor markets The international case studies of vocational and technical education demonstrate the interrelatedness of education and training systems      *Journal of Psychology in Africa (south of the Sahara, the Caribbean, and Afro-Latin America)* ., 2008      **Journal of Psychology in Africa** , 2008      Education Statistics in South Africa at a Glance , 2001      **Drum** , 2002      *Transformation of the South African Schooling System* , 2002

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