



THE MALAWI NATIONAL EXAMINATIONS BOARD

TIMETABLE FOR 2025 MALAWI SCHOOL CERTIFICATE EXAMINATION

INSTRUCTIONS:

- Candidates may not vary times specified below for the commencement of papers without prior approval from the Board.
- No candidate will be permitted into the examination room after the examination has been in progress for 30 minutes and no extra time shall be given to take answers.
- Supervisors and invigilators should check both the morning and afternoon schedules prior to sitting of examination papers for the day.
- Supervisors and invigilators should also check the date, time, subject or paper number before opening the envelope.
- Candidates should sign the Declaration form after the codes of subject have been read to them to signify that they have understood and accepted that all should abide by them. This should be done before they write their first paper of the examination.
- CANDIDATES MUST MAKE SURE THAT THE EXAMINATION ENVELOPE MARKED 'A' IS OPENED AND THAT THE ONE MARKED 'B' IS SEALED IN THEIR PRESENCE.**
- After each examination, the supervisor and the invigilator should ensure that all scripts have been collected and enclosed in the return envelope. The Board will not accept scripts sent separately.

MORNING			DATE	AFTERNOON		
Subject Number	Subject Name	Time		Subject Number	Subject Name	Time
M012/I	Agriculture I (Theory)	8:00 - 10:00 am (2 hours)	TUESDAY 1 July 2025	M052/I	English I (Multiple Choice & Composition/Free writing)	2:00 - 3:45 pm (1 hour 45 min)
M081/I	History I (Theory)	11:00 - 12:00 noon (1 hour)		M081/II	History II (Free Response)	2:00 - 4:00 pm (2 hours)
M022/I	Biology I (Theory)	8:00 - 10:00 am (2 hours)	WEDNESDAY 2 July 2025			
M052/II	English II (Free Making and comprehension/summary)	11:00am-12:45 pm (1 hour 45min)				
M131/I	Mathematics I (Comprehension Questions)	8:00 - 10:00 am (2 hours)	THURSDAY 3 July 2025	M052/III	English III (Literature)	2:00 - 4:00 pm (2 hours)
M192/I	Social & Life Skills I (Theory)	11:30am-12:30 pm (1 hour)				
M131/II	Mathematics II (Short answer choice questions)	8:00 - 10:30 am (2 hours 30 min)	FRIDAY 4 July 2025	M192/II	Social & Life Skills II (Free Response)	1:00 - 3:00 pm (2 hours)
M164/I	Physics I (Theory)	8:00 - 10:00 am (2 hours)				
M021/I	Bible Knowledge I (Multiple Choice)	11:30am-12:30 pm (1 hour)	TUESDAY 8 July 2025	M032/I	Chichewa I (Chichewa/Chewa, no translation)	2:00 - 3:45 pm (1 hour 45 min)
M073/I	Geography I (Map Reading and Physical Geography)	8:00 - 10:30 am (2 hours 30 min)		M032/II	Chichewa II (Chichewa/Chewa, no translation)	1:00 - 3:00 pm (2 hours)
M038/I	Chemistry I (Theory)	8:00 - 10:00 am (2 hours)	THURSDAY 10 July 2025	M073/II	Geography II (Human Geography)	1:00 - 3:00 pm (2 hours)
M032/II	Chichewa III (Chichewa/Chewa, no translation)	8:00 - 10:00 am (2 hours)		M021/II	Bible Knowledge II (Free Response)	2:00 - 4:00 pm (2 hours)
M182	Religious and Moral Education	11:00am - 1:00 pm (2 hours)	FRIDAY 11 July 2025			
M012/II	Agriculture II (Practical)	10:00 am onwards (1 ½ hour sessions)		M012/II	Agriculture II (Practical)	1:00 pm onwards (1 ½ hour sessions)
M022/II	Biology II (Practical)	10:00 am onwards (1 ½ hour sessions)	TUESDAY 15 July 2025	M022/II	Biology II (Practical)	1:00 pm onwards (1 ½ hour sessions)
M164/II	Physics II (Practical)	10:00 am onwards (2 hour sessions)		M164/II	Physics II (Practical)	1:00 pm onwards (2 hour sessions)
M038/II	Chemistry II (Practical)	10:00 am onwards (2 hour sessions)	THURSDAY 17 July 2025	M038/II	Chemistry II (Practical)	1:00 pm onwards (2 hour sessions)
M039/I	Computer Studies I (Theory)	8:00 - 10:00 am (2 hours)		M082/I	Home Economics I (Theory)	1:30 - 4:00 pm (2 hours 30 min)
M023/I	Business Studies I	11:00am-1:00 pm (2 hours)	FRIDAY 18 July 2025	M034/I	Clothing & Textiles I (Theory)	1:30 - 4:00 pm (2 hours 30 min)
M132/I	Additional Mathematics I	8:00 - 10:30am (2 hours 30 min)		M201/I	Technical Drawing I (Geometrical & Orthographic Drawing)	1:30 - 4:30 pm (2 hours 40 min)
M039/II	Computer Studies II (Practical)	8:00 am onwards (2 ½ hour sessions)	MONDAY 21 July 2025	M023/II	Business Studies II	1:30 - 3:00 pm (1 hour 30 min)
M132/II	Additional Mathematics II	10:00am-12:30pm (2 hours 30 min)		M039/II	Computer Studies II (Practical)	1:30 pm onwards (2 ½ hour sessions)
M061/I	French I (Aural) (Comprehension & Dictation)	9:00 - 9:45 am (Oral Test, 20 min Dictation)	TUESDAY 22 July 2025	M061/I	French I (Oral) (Parts a,b &c)	1:00 pm onwards (1.5 minute sessions)
M061/II	French I (Oral) (Parts a,b &c)	10:00 am onwards (15 min sessions)				
M034/II	Clothing & Textiles II (Practical)	8:00 - 8:45 am (Theory given followed by 2 ½ hour session)	TUESDAY 22 to 24 July 2025	M034/II	Clothing & Textiles II (Practical)	1:00pm onwards (2 ½ hour sessions)
M082/II	Home Economics II (Practical)	8:00 - 8:45am (Theory given followed by 1 ½ hour session)		M082/II	Home Economics II (Practical)	1:00 pm onwards (1 ½ hour sessions)
M201/II	Technical Drawing II (Geometrical Drawing)	8:00-10:40am (2 hrs 40mins sessions)	WEDNESDAY 23 July 2025	M061/II	French II (Comprehension/Grammar)	1:00 - 3:00 pm (2 hours)
M133/I	Metalwork I (Theory and Design)	8:00 - 10:45am (2 hours 45 min)		M061/III	French III (Comprehension)	1:00 - 2:30 pm (1 hour 30 min)
M231/I	Woodwork I (Theory and Design)	8:00 - 10:45 am (2 hours 45 min)	THURSDAY 24 July 2025			
M015/I	Creative Arts I (Theory)	8:00 - 11:00 am (3 hours)				
M133/II	Metalwork II (Practical)	8:00 am onwards (3 hour sessions)	FRIDAY 25 July 2025	M133/II	Metalwork II (Practical)	1:00 pm onwards (3 hour sessions)
M231/II	Woodwork II (Practical)	8:00 am onwards (3 hour sessions)		M231/II	Woodwork II (Practical)	1:00pm onwards (3 hour sessions)
M015/II	Creative Arts II (Practical)	8:00 - 11:00 am (3 hours)				

NOTES:

- Information concerning special items/stationery for specific subjects will be issued to Supervisors prior to the examination.
- The following basic stationery should be provided by the centre/candidates: black pens, soft lead pencils for drawings, clean rubbers, clean blotting papers, mathematical instruments, scientific calculators and 30 cm rulers.

The Malawi National Examination Board 2015 Questions

Union of International Associations



The Malawi National Examination Board 2015 Questions:

Climate Change and the Role of Education Walter Leal Filho, Sarah L. Hemstock, 2019-11-28 This book offers insights into the educational dimensions of climate change and promotes measures to improve education in this context. It is widely believed that education can play a key role in finding global solutions to many problems related to climate change. Indeed, education as a process not only helps young people to better understand and address the impact of global warming but also fosters better attitudes and behaviours to aid efforts towards mitigating climate change and adapting to a changing environment. But despite the central importance of education in relation to climate change, there is a paucity of publications on this theme. Against this background, the book focuses on the educational aspects of climate change and showcases examples of research projects and other initiatives aimed at educating various audiences. It also provides a platform for reflections on the role education can play in fostering awareness on a changing climate. Presenting a wide range of valuable lessons learned which can be adapted and replicated elsewhere, the book appeals to educators and practitioners alike.

Yearbook of International Organizations 2014-2015, Volumes 1a & 1b (Set) Union of International Associations, 2014-06-16 Volume 1 A and B covers international organizations throughout the world comprising their aims, activities and events.

International Perspectives on Mathematics Teacher Education Denisse R Thompson, Christine Suurtamm, Mary Ann Huntley, 2021-09-01 Mathematics teacher education includes the mathematics content teachers need to understand ways that pedagogical approaches are developed, messages about the nature of mathematics teaching and learning, and interfaces between tertiary preparation and school contexts. Scholars from Sweden, France, Malawi, Singapore, New Zealand, Brazil, the USA, and Canada provide insights for the mathematics education community's understanding of how teacher educators structure, develop, and implement their respective mathematics teacher education programs. Several themes emerged across the chapters, including varied approaches to developing culturally responsive pedagogies and/or Indigenous perspectives, issues and challenges in fostering partnerships and collaborations, strategies for developing mathematics knowledge for teaching and preparing flexible and resourceful teachers. Praise for *International Perspectives on Mathematics Teacher Education* *International Perspectives on Mathematics Teacher Education* explores different facets of mathematics teacher education in eight countries across five continents. The authors and editors answer important questions and open the door to critical conversations about policies and practices related to mathematics teacher recruitment, preparation, and professional development among other topics. Every reader will develop new perspectives as they learn how one institution is engaging with Indigenous perspectives while other countries struggle with an insufficient supply of certified teachers. This book clearly demonstrates challenges, constraints, nuances, and complexities to initiating and maintaining improvement across systems to enhance the work and spaces of mathematics teachers within different historical, cultural, social, and political contexts. This volume also generates ideas and opportunities for leaders, policymakers, and teachers.

educators to consider and learn from international colleagues about different approaches to mathematics teacher education practice and policy Undoubtedly debates about standards content and experiences in programs and accountability structures such as accreditation will continue It is clear from the insights in this volume that strengthening mathematics teacher education will require stronger collaborations frameworks policies infrastructure and investments on a global scale and it will be critical to collaborate with and learn from colleagues in international settings These conversations will require reciprocity interdependence and resilience as we pursue the ultimate goal of equipping the field of mathematics teacher education Kathryn Chval Dean College of Education Professor of Mathematics Education University of Illinois Chicago

Daily Graphic Ransford Tetteh,2010-01-06 **The Times Index** ,2006 Indexes the Times Sunday times and magazine Times literary supplement Times educational supplement Times educational supplement Scotland and the Times higher education supplement **Report of the Committee on Economic Affairs and Labour on Zambia's Trade Policy with Regard to Regional and International Trade Protocols** Zambia. National Assembly. Committee on Economic Affairs and Labour,2000

Reviewing **The Malawi National Examination Board 2015 Questions**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing. Within the pages of "**The Malawi National Examination Board 2015 Questions**," an enthralling opus penned by a very acclaimed wordsmith, readers set about an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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