



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

Christian G. Meyer



The Malawi National Examination Board 2015 Questions:

Testing and Inclusive Schooling Bjorn Hamre, Anne Morin, Christian Ydesen, 2018-05-11 Testing and Inclusive Schooling provides a comparative perspective on seemingly incompatible global agendas and efforts to include all children in the general school system thus reducing exclusion With an examination of the international testing culture and the politics of inclusion currently permeating national school reforms this book raises a critical and constructive discussion of these movements which appear to support one another yet simultaneously offer profound contradictions With contributions from around the world the book analyses the dilemma arising between reforms that urge schools to move towards a constantly higher academic level and those who practice a politics of inclusion leading to a greater degree of student diversity The book considers the types of problems that arise when reforms implemented at the international level are transformed into policies and practices firmly placing global educational efforts into perspective by highlighting a range of different cases at both national and local levels Testing and Inclusive Schooling sheds light on new possibilities for educational improvements in global and local contexts and is essential reading for academics researchers and postgraduate students interested in international and comparative education assessment technologies and practices inclusion educational psychology and educational policy

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

The Practice of English as a Medium of Instruction (EMI) Around the World Carol Griffiths, 2023-08-08 This edited volume presents eleven empirical papers reporting the existing literature and the results of an original study focusing on EMI English as a medium of instruction in a particular area Central and Eastern Europe Western and Southern Europe Nordic Baltic countries Central Asia the Middle East East Asia South East Asia North Africa Sub Saharan Africa South Asia and Latin America Each of these different areas tends to have its own ways of dealing with the EMI issue and these are brought together in a meta analysis in the final chapter Implications for the conduct of English as a medium of instruction are drawn both on a chapter by chapter basis and also in the meta analysis The examination of EMI on a contextual basis is a unique

feature of this book setting it apart from others in the field which almost all deal with a single or limited context The volume will be of interest to policymakers institutional heads graduate students and their teachers and to thesis writers and researchers Global Approaches to Early Learning Research and Practice Kenneth R. Pugh,Peggy McCardle,Annie Stutzman,2018-01-24 The health development and learning of many young children living in disadvantage areas are at serious risk Access to education has improved under the United Nations Millennium Development Goals and there are now programs in low and middle income countries that are aimed at improving instruction and learning The research and evaluation on the effectiveness of such programs show there are significant challenges but also some successes This issue features presentations of leading international scientists representatives from key governmental and non governmental organizations and others working with programs in the developing world and disadvantaged populations The presentations describe the goals existing challenges and potential approaches to providing evidence based programs to young children in rural remote and poverty stricken areas Topics covered include the state of early childhood in low and middle income nations programs that have shown some success and innovative research approaches that have been often considered unfeasible in these contexts This is the 158th volume in this Jossey Bass series New Directions for Child and Adolescent Development Its mission is to provide scientific and scholarly presentations on cutting edge issues and concepts in this subject area Each volume focuses on a specific new direction or research topic and is edited by experts from that field *Labour and Economic Change in Southern Africa c.1900-2000* Rory Pilosof,Andrew Cohen,2021-06-03 This book explores the social and economic development of Zimbabwe Zambia and Malawi over the course of the twentieth century These three countries have long shared and interconnected pasts All three were drawn into the British Empire at a similar time and the formation of the ill fated Federation of Rhodesia and Nyasaland formally linked these countries together for a decade in the mid twentieth century This formal political relationship created dynamics that resulted in yet closer economic and social links After Federation the economic realities of industry transport and labour supplies meant that these three countries continued to be intricately interconnected Yet despite these connected pasts comparative work on the economic histories of Malawi Zambia and Zimbabwe and how these change over time is rare This book addresses the gap by providing the first comprehensive collection of labour and census data across the twentieth century for these three countries The different economic models and performances of these states offer good comparison allowing researchers to look at different models of development and how these played out over the long term The book provides data on population growth and change industrial and occupational structure and the various shifts in what the economically active population did It will be useful for historians economists development studies scholars and non governmental organisations working on twentieth century and contemporary southern Africa **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

Comparative Analysis on Universal Primary Education Policy and Practice in Sub-Saharan Africa, 2015-01-01 Achieving Universal Primary Education UPE has received considerable attention since the early 1950s The concept of universal education is however not well defined and is used to mean many different things to different people This book contains a five year research work conducted by a group of African and Japanese researchers who have developed an equal partnership and network to review the expansion of primary education some policies prompting the free primary education intervention and the challenges of implementation based on the case study of two districts in four countries namely Ghana Kenya Malawi and Uganda The first part discusses issues related to administrative financial and perceptive issues related to UPE policies in each country case followed by the second part that focuses on quality of education and UPE policies The book contains various lessons learnt and implications for future education policies in developing countries

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 teacher 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.

Trade Policy Review - Sierra Leone, World Trade Organization, 2017-11-13. Each Trade Policy Review consists of three parts: a report by the government under review, a report written independently by the WTO Secretariat, and the concluding remarks by the chair of the Trade Policy Review Body. A highlights section provides an overview of key trade facts. 15 to 20 new review titles are published each year. The reviews consist of detailed chapters examining the trade policies and practices of the member and describing trade policy making institutions and the macroeconomic situation. These chapters are preceded by the Secretariat's Summary Observations, which summarize the report and presents the Secretariat's perspective on the member's trade policies. The Secretariat report and the member's policy statement are published after the review meeting, along with the minutes of the meeting and the text of the Chairperson's Concluding Remarks.

Daily Graphic, Ransford Tetteh, 2010-01-06. **Parliamentary Debates (Hansard)**, Great Britain. Parliament. House of Commons, 2002-01-14. **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.

Bowker's Law Books and Serials in Print, 1984.

Presidential Commission of Inquiry Into the Malawi School Certificate of Education (MSCE) Examination Results, Malawi. Presidential Commission of Inquiry into the Malawi School Certificate of Education (MSCE) Examination Results, 2000.

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