



# 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 Writing and Composition/Summary)	11:00am-12:45 pm (1 hour 45 min)				
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 text, no translation)	2:00 - 3:45 pm (1 hour 45 min)
M073/I	Geography I (Map Reading and Physical Geography)	8:00 - 10:00 am (2 hours 30 min)		M032/II	Chichewa II (Short answer questions, 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 (Oral or written with 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 (Cutting & Sewing followed by 20 min review)	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 (Cutting & Sewing followed by 15 min review)		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 (Composition/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.

# Malawi National Examination Board 2015 Examination Question

**Sajitha Bashir, Marlaine  
Lockheed, Elizabeth Ninan, Jee-Peng  
Tan**

## **Malawi National Examination Board 2015 Examination Question:**

**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.

**Public Examinations Examined** Thomas Kellaghan, Vincent Greaney, 2019-11-19 High stakes public examinations exert a dominant influence in most education systems. They affect both teacher and student behavior, especially at the middle and upper levels of secondary education. The content of past examinations tends to dictate what is taught and how it is taught, and more important, what is learned and how it is learned. By changing aspects of these examinations, especially their content and format, education systems can have a strong positive impact on teacher behavior and student learning, help raise student achievement levels, and better prepare students for tertiary level education and for employment. Examination agencies, many of which have followed the same procedures over decades, can learn from the successes and failures of other systems. This book addresses current issues related to the development, administration, scoring, and usage of these high stakes public examinations, identifying key issues and problems related to examinations in many emerging market economies as well as in advanced economies. The book's primary audience consists of public examination officials on national, regional, and state examination boards, but the book should also be of interest to senior education policy makers concerned with certification and learning achievement standards, to academics and researchers interested in educational assessment, to governmental and education agencies responsible for student selection, and to professionals at development organizations. This extremely well written and comprehensive book offers a timely review of the diversity of public examination practices worldwide, of the tensions between examinations and learning, and of the technical expertise involved in the creation of valid, reliable, and fair assessments. It reminds us that as the diploma disease takes hold with an ever greater intensity at every stage of education worldwide, and the commercial business of testing flourishes, those concerned with educational quality and meaningful learning must be on guard to prevent the assessment tail wagging the educational dog. Angela W. Little, Professor Emerita, Institute of Education, University College London. This book is very well structured and written and draws on the authors

remarkable global knowledge across countries and histories It will be a great asset both to administrators responsible for examinations and to academics and other professionals who seek to understand the nature and impact of examinations of different types and in different settings Mark Bray UNESCO Chair Professor of Comparative Education University of Hong Kong and former Director UNESCO International Institute for Educational Planning I am sure that Public Examinations Examined which thoroughly analyzes the practice of public examinations in different countries and makes profound and well grounded conclusions will arouse very great interest and will serve to further improve public examinations Victor Bolotov Distinguished Professor Higher School of Economics National Research University Moscow member Russian Academy of Education and former Deputy Minister of Education Russian Federation *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 Nationwide Youth Consultations on Malawi Growth and Development Strategy II & III and UNDAF 2017-2021 Agenda James M. A. Chima,2015

*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 **The Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa: a commentary** Celestine Nyamu Musembi ,Trésor Muhindo Makunya,2023-08-28 The first in a series of PULP commentaries on African human rights law under the series title PULP Commentaries on African human rights law Since its adoption on 11 July 2003 the Protocol to the African Charter on Human and Peoples Rights on the Rights of Women in Africa the Maputo Protocol has become a landmark on the African human rights landscape It has steadily gained prominence as a trail blazing instrument responsive to the diverse realities of women on the African continent This comprehensive Commentary on the Maputo Protocol the first of its kind provides systematic analysis of each article of the Protocol delving into the drafting history and elaborating on relevant key concepts and normative standards This Commentary aims to be a one stop shop for anyone interested in the Maputo Protocol such as researchers teachers students practitioners policymakers and activists Facing Forward Sajitha Bashir,Marlaine Lockheed,Elizabeth Ninan,Jee-Peng

Tan,2018-09-20 Facing Forward lays out a range of policy and implementation actions that are needed for countries in Sub Saharan Africa to meet the challenge of improving learning while expanding access and completion of basic education for all The book underscores the importance of aligning the education system to be relentlessly focused on learning outcomes and to ensuring that all children have access to good schools good learning materials and good teachers It is unique in characterizing countries according to the challenges they faced in the 1990s and the educational progress they have made over the past 25 years allowing countries in the region to learn from each other The authors review the global literature and add to it by their extensive new analyses of multiple datasets from more than three dozen countries in the region they integrate findings about what affects children s learning their access to schooling and progress through basic education The book draws lessons from the region and for the region about what works and what is needed to better implement what is known to have worked The book examines four areas to help countries better align their systems to improve learning 1 completing the unfinished agenda of reaching universal basic education with quality 2 ensuring effective management and support of teachers 3 targeting spending priorities and budget processes on improving quality and 4 closing the institutional capacity gap It concludes with an assessment of how future educational progress may be affected by projected fertility rates and economic growth

**Development In Modern Africa** Martin S. Shanguhya, Toyin Falola, 2019-10-08 Development in Modern Africa Past and Present Perspectives contributes to our understanding of Africa s experiences with the development process It does so by adopting a historical and contemporary analysis of this experience The book is set within the context of critiques on development in Africa that have yielded two general categories of analysis skepticism and pessimism While not overlooking the shortcomings of development the themes in the book express an optimistic view of Africa s development experiences highlighting elements that can be tapped into to enhance the condition of African populations and their states By using case studies from precolonial colonial and postcolonial Africa contributors to the volume demonstrate that human instincts to improve material social and spiritual words are universal They are not limited to the Western world which the term and process of development are typically associated with Before and after contact with the West Africans have actively created institutions and values that they have actively employed to improve individual and community lives This innovative spirit has motivated Africans to integrate or experiment with new values and structures challenges and solutions to human welfare that resulted from contact with colonialism and the postcolonial global community The book will be of interest to academics in the fields of history African studies and regional studies

*Intellectual Property Law in Africa* Caroline B. Ncube, 2023-06-29 Examining the harmonisation of Intellectual Property policy law and administration in Africa this book evaluates the effectiveness of efforts to establish continental Intellectual Property institutions and frameworks It also considers sub regional initiatives led by the regional economic communities and the regional Intellectual Property organisations focusing on relevant protocols and agreements that address Intellectual Property as well as the implementing

institutions The book assesses the progress of such initiatives with particular reference to the current socio economic status of African states It argues that that harmonisation initiatives need to be crafted in a way that is supportive of the developmental goals of African states and advocates for due consideration of individual states unique conditions and aspirations This book will be of great relevance to scholars and policy makers with an interest in Intellectual Property law and its harmonisation in Africa     *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

**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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