



# THE MALAWI NATIONAL EXAMINATIONS BOARD

## TIMETABLE FOR 2025 MALAWI SCHOOL CERTIFICATE EXAMINATION

### INSTRUCTIONS

1. Centres may not vary times specified below for the commencement of papers without prior approval from the Board.
2. 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 late comers.
3. Supervisors and Invigilators should check both the morning and afternoon schedules prior to sitting of examination papers for the day.
4. Supervisors and Invigilators should also check the date, time, subject or paper number before opening the envelope.
5. Candidates should sign the Checkpoints after the code has been used to ensure 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 this examination.
6. **CANDIDATES MUST MAKE SURE THAT THE EXAMINATION ENVELOPE MARKED 'A' IS OPENED AND THAT THE ONE MARKED 'B' IS KEPT SEALED IN THEIR ENVELOPE.**
7. 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
M0012/I	Agriculture I (Theory)	8:00 - 10:00 am (2 hours)	TUESDAY 1 July 2025	M0052/I	English I (Multiple Choice & Composition/essay writing)	2:00 - 3:45 pm (1 hour 45 min)
M0081/I	History I (Multiple Choice)	11:00 - 12:00 noon (1 hour)		M0081/II	History II (Free Response)	2:00 - 4:00 pm (2 hours)
M0022/I	Biology I (Theory)	8:00 - 10:00 am (2 hours)	WEDNESDAY 2 July 2025			
M0052/II	English II (Free Writing and composition/essay)	11:00am-12:45 pm (1 hour 45 min)				
M1131/I	Mathematics I (Compulsory Questions)	8:00 - 10:00 am (2 hours)	THURSDAY 3 July 2025	M0052/III	English III (Literature)	2:00 - 4:00 pm (2 hours)
M1192/I	Social & Life Skills I (Theory)	11:30am-12:30 pm (1 hour)				
M1131/II	Mathematics II (Short answer choice questions)	8:00 - 10:30 am (2 hours 30 min)	FRIDAY 4 July 2025	M1192/II	Social & Life Skills II (Free Response)	1:00 - 3:00 pm (2 hours)
M1164/I	Physics I (Theory)	8:00 - 10:00 am (2 hours)				
M0021/I	Bible Knowledge I (Multiple Choice)	11:30am-12:30 pm (1 hour)	TUESDAY 8 July 2025	M0032/I	Chichewa I (Composition/essay, or dictation)	2:00 - 3:45 pm (1 hour 45 min)
M0073/I	Geography I (Map Reading and Physical Geography)	8:00 - 10:30 am (2 hours 30 min)				
M0038/I	Chemistry I (Theory)	8:00 - 10:00 am (2 hours)	WEDNESDAY 9 July 2025	M0032/II	Chichewa II (Composition/essay, dictation, or dictation/essay)	1:00 - 3:00 pm (2 hours)
M0032/III	Chichewa III (Oral or composition or dictation)	8:00 - 10:00 am (2 hours)		M0073/II	Geography II (Human Geography)	1:00 - 3:00 pm (2 hours)
M1182	Religious and Moral Education	11:00am - 1:00 pm (2 hours)	FRIDAY 11 July 2025	M0021/II	Bible Knowledge II (Free Response)	2:00 - 4:00 pm (2 hours)
M0012/II	Agriculture II (Practical)	10:00 am onwards (1 hour sessions)	MONDAY 14 July 2025	M0012/II	Agriculture II (Practical)	1:00 pm onwards (1 hour sessions)
M0023/II	Biology II (Practical)	10:00 am onwards (1 hour sessions)		M0023/II	Biology II (Practical)	1:00 pm onwards (1 hour sessions)
M1164/II	Physics II (Practical)	10:00 am onwards (2 hour sessions)	WEDNESDAY 16 July 2025	M1164/II	Physics II (Practical)	1:00 pm onwards (2 hour sessions)
M0038/II	Chemistry II (Practical)	10:00 am onwards (2 hour sessions)		M0038/II	Chemistry II (Practical)	1:00 pm onwards (2 hour sessions)
M0039/I	Computer Studies I (Theory)	8:00 - 10:00 am (2 hours)	FRIDAY 18 July 2025	M0039/II	Home Economics I (Theory)	1:30 - 4:00 pm (2 hours 30 min)
				M0034/I	Clothing & Textiles I (Theory)	1:30 - 4:00 pm (2 hours 30 min)
M0023/I	Business Studies I	11:00am-1:00 pm (2 hours)	MONDAY 21 July 2025	M0201/I	Technical Drawing I (Geometrical & Orthographic Drawing)	1:30 - 4:10 pm (2 hours 40 min)
M1132/I	Additional Mathematics I	8:00 - 10:30am (2 hours 30 min)		M0023/II	Business Studies II	1:30 - 3:00 pm (1 hour 30 min)
M0039/II	Computer Studies II (Practical)	8:00 am onwards (2 hour sessions)	TUESDAY 22 July 2025	M0039/II	Computer Studies II (Practical)	1:00 pm onwards (2 hour sessions)
M1132/II	Additional Mathematics II	10:00am-12:30pm (2 hours 30 min)				
M0061/I	French I (Aural) (Composition & dictation)	9:00 - 9:45 am (45 min)	TUESDAY 23 July 2025	M0061/I	French I (Oral) (Parts a,b &c)	1:00 pm onwards (15 minute sessions)
M0061/II	French I (Oral) (Parts a,b &c)	10:00 am onwards (15 min sessions)				
M0034/II	Clothing & Textiles II (Practical)	8:00 - 8:45 am (45 min)	TUESDAY 23 to 24 July 2025	M0034/II	Clothing & Textiles II (Practical)	1:00pm onwards (2 ½ hour sessions)
M0082/II	Home Economics II (Practical)	8:00 - 8:45 am (45 min)				
M0201/II	Technical Drawing II (Engineering Drawing)	8:00-10:40am (2 hour 40 min sessions)	WEDNESDAY 24 July 2025	M0082/II	Home Economics II (Practical)	1:00 pm onwards (1 ½ hour sessions)
M1133/I	Metalwork I (Theory and Design)	8:00 - 10:45am (2 hours 45 min)		M0061/II	French II (Composition/Grammar)	1:00 - 3:00 pm (2 hours)
M2211/I	Woodwork I (Theory and Design)	8:00 - 10:45 am (2 hours 45 min)	THURSDAY 24 July 2025	M0061/III	French III (Composition)	1:00 - 2:30 pm (1 hour 30 min)
M0013/I	Creative Arts I (Theory)	8:00 - 11:00 am (3 hours)				
M1133/II	Metalwork II (3 hour sessions)	8:00 am onwards (3 hour sessions)	FRIDAY 25 July 2025	M1133/II	Metalwork II (Practical)	1:00 pm onwards (3 hour sessions)
M2211/II	Woodwork II (Practical)	8:00 am onwards (3 hour sessions)		M2211/II	Woodwork II (Practical)	1:00pm onwards (3 hour sessions)
M0013/II	Creative Arts II (Practical)	8:00 - 11:00 am (3 hours)				

### NOTES

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

# Msce Malawi Syllabus

**Richard B. Baldauf, Robert B. Kaplan**



## Msce Malawi Syllabus:

*Shakespeare in Malawi* Amy Bonsall, **Secondary School Curriculum Review Symposium**, 1995 *Trends in Malawian Literature* Francis P. B. Moto, 2001 Trends in Malawian Literature's departure point is a brief examination of how Malawi's post independence politics affected Malawi literary landscape and an assessment of the early missionaries contribution to early Malawian literature in the local languages That done it discusses messages in the early literature The conclusion drawn is that the early literature in Malawi like most African countries was a potent mouth piece for Christian doctrine and western values Against this background Trends in Malawian Literature assesses the concerns of later writers who although begin to move from the good versus evil dichotomy still emphasize that socially and culturally one is either an sic initially and turns to be good later or vice versa Back cover Directory of Professional Women in Malawi, 1995 **The Education System in Malawi** World Bank, 2010-02-25 The Education System in Malawi an Education Country Status Report CSR is a detailed analysis of the current status of the education sector in Malawi the results of which have been validated by the government of Malawi Its main purpose is to enable decision makers to orient national policy on the basis of a factual diagnosis of the overall education sector and to provide relevant analytical information for the dialogue between the government and development partners The analysis incorporates data and information from multiple sources such as school administrative surveys by the Ministry of Education household surveys and a tracer survey created especially for this study This CSR developed by a multi ministerial national team supported by UNESCO P le de Dakar the World Bank and GTZ specialists updates the previous one drawn up in 2003 and consists of eight chapters including a chapter on higher education The analysis provides key monitoring and evaluation inputs for the overall education sector particularly under the framework of the implementation of the National Education Sector Plan *Senior Comprehensive History of Central Africa* Harry James Kamwaza, 2007 **Needs Assessment Survey for Secondary Education in Malawi** Dennis Danny Chimwenje, J. J. Bisika, J. J. Makurwira, 1995 *The Ethical Case against Animal Experiments* Andrew Linzey, Clair Linzey, 2017-12-21 At present human beings worldwide are using an estimated 115 3 million animals in experiments a normalization of the unthinkable on an immense scale In terms of harm pain suffering and death animal experiments constitute one of the major moral issues of our time Given today's deeper understanding of animal sentience the contributors to this volume argue that we must afford animals a special moral consideration that precludes their use in experiments The Ethical Case against Animal Experiments begins with the Oxford Centre for Animal Ethics's groundbreaking and comprehensive ethical critique of the practice of animal experiments A second section offers original writings that engage with and elaborate on aspects of the Oxford Centre report The essayists explore historical philosophical and personal perspectives that range from animal experiments in classical times to the place of necessity in animal research to one researcher's painful journey from researcher to opponent A devastating look at a contemporary moral crisis The Ethical Case against Animal Experiments

melds logic and compassion to mount a powerful challenge to human cruelty

**Language Planning in Malawi, Mozambique and the Philippines** Robert B. Kaplan, Richard B. Baldauf, 1999 This volume covers the language situation in Malawi Mozambique and the Philippines explaining the linguistic diversity the historical and political contexts and the current language situation including language in education planning the role of the media the role of the religion and the roles of non indigenous languages The authors are indigenous and have been participants in the language planning context

*Malawi at the Crossroads* Guy C. Z. Mhone, 1992      **Education Basic Statistics, Malawi**, 1997      **Secondary School Science Competitions**, 2006      **A Policy and Investment Framework for Education in Malawi, 1995-2005**

Malawi, Malawi. Ministry of Education, 1995      Quality and Value in Private School Education in Malawi, 2001      *Annual Report* Malawi. National Commission for Unesco, 1984      *The Malawian Geographer*, 1989      **Religion in Malawi**, 1987

**Developing Effective Policies for HIV/AIDS Education practice in Sub Saharan Africa: The Case of Urban Schools of Malawi: A synergy of pupils needs, policies and practice** Paul Makochi, 2014-11 HIV AIDS has been named the Sub Saharan disease In countries that have achieved significant declines in HIV prevalence young people have registered the biggest behavioural changes It means they hold the keys not only to our understanding of the epidemic but more importantly to the efforts required to stem the tide of infections However the majority of young people are ignorant of how to prevent transmission have low compliance to condom use which is in some cases accentuated by misconceptions about HIV AIDS transmission and have insufficient knowledge regarding transmission and avoidance behaviours As such consensus on feasible preventive interventions target young people particularly those in schools It is on this premise that the book unlocks the key pillars in effective HIV AIDS education policies and practices The study has drawn upon the experiences of selected Urban Schools in Malawi to explore the needs of young people in classroom the extent to which the classroom practices respond to the needs and the factors influencing these using questionnaires interviews lesson observations and document analysis Malawi typically represents most Sub Saharan African countries in terms of challenges faced by education systems Given the similar cultural settings of the people of Sub Saharan Africa the findings and recommendations of the study generalises to the education systems of Sub Saharan Africa to a greater extent The book shows the need for open discussion climates on HIV AIDS issues despite a conservative cultural and religious adult world that is not open It has also identified a need for explicit and accurate knowledge on HIV AIDS issues opportunities to acquire behavioural skills for HIV prevention and involvement of external speakers in classroom HIV AIDS education Current classroom practice does not address the pupils needs adequately Factors influencing this can be linked to lack of policies responsive to culture and religion ineffective and inadequate teaching policy guidelines and lack of a policy prioritising HIV AIDS education The findings suggest that in future effective HIV AIDS Education needs to be informed by the pupils needs To address these needs support from the wider society and related policies coupled with appropriate management and classroom practice will be required The book is

therefore an indispensable tool for education systems in Sub Saharan Africa It provides an effective model for the development of effective HIV AIDS policies and practices in HIV AIDS education curricula Language Planning and Policy in Africa Richard B. Baldauf, Robert B. Kaplan, 2004 A longer range purpose is to collect comparable information on as many polities as possible in order to facilitate the development of a richer theory to guide language policy and planning in other polities that undertake the development of a national policy on languages This volume is part of an areal series which is committed to providing descriptions of language planning and policy in countries around the world BOOK JACKET **This is Malaŵi** ,2006-06

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