



THE KENYA NATIONAL EXAMINATIONS COUNCIL

KNEC/GEN/TD/PSE/BUS/TT/30/2019

2019 JULY BUSINESS EXAMINATIONS TIMETABLE

BUSINESS EDUCATION SINGLE AND GROUP CERTIFICATE (S & G SUBJECTS) BUSINESS TECHNICAL EDUCATION PROGRAMME (BTEP) TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) BUSINESS MANAGEMENT COURSES (BMC)

1.0 GENERAL INSTRUCTIONS

- 1.1 The time allowed for each paper is indicated against the name of the paper and **NO EXTRA TIME IS TO BE ALLOWED**. In case of any discrepancy, the time stated on the question paper should be taken as correct.
- 1.2 Visually handicapped candidates will NOT be given extra time other than what is stated on their respective papers. They are allowed 30 minutes over and above the times indicated on this timetable for all subjects.
- 1.3 Any time allocated to reading through questions is included in the total time shown, except when special paper instructions indicate otherwise.
- 1.4 **IMPORTANT NOTICE:**
 - 1.4.1 Your attention is drawn to the regulations governing the conduct of candidates on page 20.
 - 1.4.2 Supervisors **MUST** ensure that candidates have written their names and index numbers on their answer scripts before they take the scripts from candidates.

2.0 EXAMINATION PERIOD AND DATES

2.1 ORAL PAPERS/ PROJECTS

DAY & DATE	EXAMINATION	SUBJECT CODE & NAME			DURATION
WEDNESDAY 10 TH TO FRIDAY 12 TH JULY 2019	S & C	1.	1056	Foundations of French (Oral)	30 min
		2.	1918/103/2, 1919/103/2	French I (Oral)	45 min
		3.	1918/106/2, 1919/106/2	German I (Oral)	30 min
		4.	1918/204/2, 1919/204/2	French II (Oral)	45 min
		5.	1918/208/2, 1919/208/2	German II (Oral)	30 min
		6.	2812/304/2	German Paper 2 (Oral)	30 min
		7.	2812/308/2	French Paper 2 (Oral)	30 min
		8.	2912/107/2, 2918/107/2	French I (Oral)	30 min
		9.	2912/109/2, 2918/109/2	German I (Oral)	30 min
		10.	2912/206/2, 2918/206/2	French II (Oral)	45 min
		11.	2912/208/2, 2918/208/2	German II (Oral)	30 min
		12.	2912/305/2, 2918/305/2	French III (Oral)	30 min
		13.	2912/307/2, 2918/307/2	German III (Oral)	30 min
Dates of submission will be communicated to the Institutions by e-mail.	BTEP/TVET	14.	207, 306 & 307	BTEP Craft, Diploma & Higher Diploma	Upload of Projects & Course Work Assessment Marks
		15.	107 & 207	TVET Craft	
		16.	107/108 & 307/308	TVET Diploma	
FRIDAY 12 TH JULY 2019	ALL	17.	REHEARSAL		

Knec Time Table For Technical 2015

Christian Drosten



Knec Time Table For Technical 2015:

Educational Assessment in a Time of Reform Coert Loock, Vanessa Scherman, 2019-11-20 *Educational Assessment in a Time of Reform* provides background information on large scale examination systems more generally and the South African examination specifically. It traces the reforms in the education system of South Africa since 1994 and provides a description of the advances in modern test theory that could be considered for future standard setting endeavours. At the heart of the book is the debate on whether the current standard of education in Africa is good enough. If not then how can it be improved. The aim of this book is to provide a point of departure for discussions on standard setting quality assurance equating of examinations and assessment approaches. From this point of departure recommendations for practices in general and the exit level Grade 12 examination results in particular can be made. This book is ideal reading for principals teachers academics and researchers in the fields of educational assessment measurement and evaluation

Research in Chemistry

Education Liliana Mammino, Jan Apotheker, 2021-05-17 This volume emphasizes the role of chemical education for development and in particular for sustainable development in Africa by sharing experiences among specialists across the African continent and with specialists from other continents. It considers all areas and levels of chemistry education gives specific attention to known major challenges and encourages explorations of novel approaches. The chapters in this book describe new teaching approaches approach explorations and in class activities analyse educational challenges and possible ways of addressing them and explore cross discipline possibilities and their potential benefits for chemistry education. This makes the volume an up to date compendium for chemistry educators and educational researchers worldwide

Education for All, 2015

Trends in Education and Practice Ekpo-Eloma, Ekpo O, Ernest S. Assey, Prof. Jimmy. Macharia, Dare, S.O., 2023-01-27

Journal of Education and Practice Vol 6 No 3 2022 *Journal of Education and Practice* is a high profile peer reviewed journal approved for its information on critical knowledge published by CARI Journals USA LLC. The journal is concerned with an individual's psychological economic moral emotional physical religious personal spiritual and professional development in education. The journal delights in its affordable and swift publication and it's featured in the Google scholar amidst other journal indices.

TOPICS IN THE BOOK

Effect of Google Classroom Application on Undergraduate Students Scores in Educational Technology in University of Calabar Nigeria

The Strategies of Improving Effective Implementation of the Competence Based Curriculum in Secondary Schools in Tanzania

The Case Study of Tabora Region

Factors That Hinder Community Based Secondary Schools in Tanzania from Implementing the Curriculum Effectively

A Case Study of Tabora Region

Systematic Literature Review of Interventions Supported by Integration of ICT in Education to Improve Learners academic Performance in Stem Subjects in Kenya

Redefining Punishment as a Means of Discipline in Schools

An Example from Kopano Matlwa's Spilt Milk

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.

Reframing Police Education and Freedom in America Martin Alan Greenberg, Beth Allen

Easterling, 2023-09-15. This book untangles the components of police education and advocates a robust community-based training model with significant civilian oversight. The recommended approach recognizes that the citizenry needs to be included in the provision of basic police education for it is they who must both support and be served by their police. The police must be role models for society, demonstrating that freedom and rights come with obligations both to the community as a whole and to individuals in need within that community. Ultimately, the quality of police training and the public's safety depend not only on the leadership of police executives as well as the quality of educational institutions and police candidates but also on the building of a community's trust in its police. The issues of police recruitment, education and retention have greater consequence in an era when protests and other signs of negativity surround law enforcement. Several incidents, including most notably George Floyd's murder by police, have sparked new training initiatives regarding police de-escalation and community engagement. At the same time, the proliferation of gun violence and a contentious political climate have led some officers to refrain from undertaking proactive types of policing. In this context, reform of the police education system is urgent. This book examines police training at all levels of government: local, regional, state and federal. In addition, citizen participation programs, including the role of the media and programs for furthering law-related education (LRE), are highlighted. The proposed police education model recognizes that ordinary members of the American public need to contribute to the provision of basic police education for it is they who must both support and be served by their police. The focus is on teaching a guardian style of policing at the local level. Police education would combine higher education, necessary practical proficiencies and intensive field experiences through a gradual level of greater responsibility, likely extending over a

2 plus year period for trainees with less than a year of previous college credits This book will be of interest to a wide range of audiences such as law enforcement professionals and trainers including those in executive development programs in police departments community leaders scholars and policy experts who specialize in policing concerned citizens and students of criminal justice especially those interested in police organization and management criminal justice policy and the historical development of police

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