



THE MALAWI NATIONAL EXAMINATIONS BOARD

TIMETABLE FOR YEAR 2014 JUNIOR CERTIFICATE EXAMINATION

INSTRUCTIONS:

- Centres 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 will be allowed for late comers.
- 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 and paper number before opening the envelope.
- Candidates should sign the Declaration form after the code of conduct pertaining to rules applicable to candidates 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 this 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
J022	Biology	8:30 - 10:30 am (2 hours)	TUESDAY 17 June 2014	J073	Geography	1:30 - 3:30 pm (2 hours)
J082	Home Economics	11:00 - 12:30 pm (1.5 hours)				
J131	Mathematics	8:30 - 10:30 am (2 hours)	WEDNESDAY 18 June 2014	J012	Agriculture	1:30 - 3:30 pm (2 hours)
J032/I	Chichewa I	11:00 - 12:30 pm (1.5 hours)				
J052/I	English I	8:30 - 10:00 am (1.5 hours)	THURSDAY 19 June 2014	J193	Social Studies	1:30 - 3:30 pm (2 hours)
J033	Commercial Studies	10:30 - 12:30 pm (2 hours)				
J052/II	English II	8:30 - 10:15 am (1 h 45 mins)	FRIDAY 20 June 2014	J081	History	1:30 - 3:30 pm (2 hours)
J032/II	Chichewa II	11:00 - 12:00 noon (1 hour)				
J162	Physical Science	8:30 - 10:30 am (2 hours)	MONDAY 23 June 2014	J021	Bible Knowledge	1:00 - 3:00 pm (2 hours)
J124	Life Skills	8:30 - 10:30 am (2 hours)	TUESDAY 24 June 2014	J181	Religious and Moral Education	1:00 - 3:00 pm (2 hours)
J061/I	French I (Oral/Aural)	8:30 am onwards (15 minutes per candidate)	WEDNESDAY 25 June 2014	J061/I	French I (Oral/Aural)	1:00 pm onwards (15 minutes per candidate)
J013/I	Art I	8:30 - 10:30 am (2 hours)		J121	Latin	1:00 - 3:00 pm (2 hours)
J133/I	Metalwork I (Drawing)	11:00 - 12:30 pm (1.5 hours)				
J231/I	Woodwork I (Drawing)	11:00 - 12:30 pm (1.5 hours)				
J074/I	Geometrical and Orthographic Drawing I	8:30 am onwards (2 hour sessions)	THURSDAY 26 June 2014	J091	Integrated Science	1:30 - 3:30 pm (2 hours)
			FRIDAY 27 June 2014	J133/II	Metalwork II	2:00 - 3:00 pm (1 hour)
				J231/II	Woodwork II	2:00 - 3:00 pm (1 hour)
				J013/II	Art II	1:00 - 3:00 pm (2 hours)
				J061/II	French II	1:00 - 3:00 pm (2 hours)
J074/II	Geometrical and Orthographic Drawing II	8:30 am onwards (2 hour sessions)		J133/III	Metalwork III (Practical)	1:00 pm onwards (2 hour sessions)
				J231/III	Woodwork III (Practical)	1:00 pm onwards (2 hour sessions)

- NOTES: 1. ART PAPER I to be given to candidates on WEDNESDAY, 18 June 2014, i.e. 7 days prior to the day of the examination.
2. Timetables are to be sent to Centres before WEDNESDAY, 8 January, 2014.

Malawi School Certificate Of Education Time Table

H. D. Perraton



Malawi School Certificate Of Education Time Table:

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

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 Teachers for Rural Schools Aidan

Mulkeen,2008-01-01 Data for recent years show a turnaround in education the gross enrollment rate in Sub Saharan Africa increased from 78 percent in 1998 99 to 84 percent in 2000 01 and to 91 percent in 2002 03 reflecting broad based growth in access not seen since the 1970s However key challenges remain including a enrolling the last 10 15 percent of out ofschool children including a growing number of HIV AIDS orphans one of every 10 African children by 2010 b improving learning outcomes and c reducing dropout Maintaining progress will require continuing the reforms to a implement cost effect **The Skills Balancing Act in Sub-Saharan Africa** Omar Arias,David K. Evans,Indhira Santos,2019-01-31 Despite

strong recent economic growth Sub Saharan Africa has levels of economictransformation poverty reduction and skill development far below those of other regions Smart investments in developing skills aligned with the policy goals of productivity growth inclusion and adaptability can help to accelerate the region s economic transformation inthe 21st century Sub Saharan Africa s growing working age population presents a major opportunity toincrease shared prosperity Countries in the region have invested heavily in building skills public expenditure on education increased sevenfold over the past 30 years and more childrenare in school today than ever before Yet systems for building skills in this population havefallen short and these shortcomings significantly impede economic prospects In half of thecountries fewer than two in every three children complete primary school even fewer reachand complete higher levels of education Learning outcomes have been persistently poor leading to substantial gaps in basic cognitive skills literacy and numeracy among children young people and adults The literacy rate of the adult population is below 50 percent in manycountries functional literacy and numeracy rates are even lower Systemwide change is required to achieve significant progress Multiple agencies at thecentral and local levels

are involved in skills development strategies making skills everyone's problem but no one's responsibility. Policies and reforms need to build capacity for evidence-based policies and create incentives to align the behaviors of all stakeholders with the pursuit of national skills development goals. The Skills Balancing Act in Sub-Saharan Africa Investing in Skills for Productivity Inclusivity and Adaptability lays out evidence to inform the policy choices that countries will make in skill investments. Each chapter addresses a set of specific questions drawing on original analysis and synthesis of existing studies to explore key areas: How the skills appropriate to each stage of the life cycle are acquired and what market and institutional failures affect skills formation. What systems are needed for individuals to access these skills including family investments, private sector institutions, schools, and other public programs. How those systems can be strengthened. How the most vulnerable individuals, those who fall outside the standard systems and have missed critical building blocks in skills acquisition, can be supported. Countries will face trade-offs, often stark ones that will have distributional impacts and a bearing on their development path. Committed leaders, reform coalitions, and well-coordinated policies are essential for taking on the skills balancing act in Sub-Saharan Africa.

Women of the World Mary Chamie, 1985 **Education Plan of Malawi, 1973-1980** Cephas K. Reyes, Malawi. Ministry of Education, 1973 *Malawi* Philip Briggs, 2019-07-05 This new eighth edition of Bradt's Malawi remains the only standalone practical guidebook to this magical East African destination long known as the warm heart of Africa and the first country outside Denmark to have a Carlsberg brewery. Malawi is a small country with a big lake accounting for around a third of its territory and a big welcome. Written by Philip Briggs, arguably the world's most experienced guidebook author, this new edition benefits from a thorough country-wide update of all the practical information with the addition of significant new game park accommodation. Dedicated chapters on background information, health, and flora and fauna are complemented by a 19 chapter breakdown of the country and 37 maps making this an ideal companion for backpackers, overlanders, wildlife spotters, birdwatchers, and other outdoor enthusiasts. Included in the guide are the many outstanding adventure opportunities: kayaking on the vast lake amongst dug-out canoes, hikes from tea estates up to the heights of Mount Mulanje, and watching the big five animals in wonderful natural surroundings. There's also a resurgent music scene, intriguing monuments built by former colonisers, and compelling village culture to discover. With the reintroduction of species including lions and the recent translocation of large numbers of elephants to Nkhosha Wildlife Reserve, Malawi is a wildlife destination to savour. From luxury camps to local guesthouses, from rhino trekking to cycle tours, and from crafts to cultural tourism, Bradt's Malawi covers every aspect of your trip.

Where Has All the Education Gone in Malawi? Esme C. Kadzamira, 2003 Chikwawa District Socio-economic Profile, 2006 **Open and Distance Learning in the Developing World** H. D. Perraton, 2000 This revised and updated edition of *Open and Distance Learning in the Developing World* sets the expansion of distance education in the context of general educational change and explores its use for basic and non-formal education, schooling, teacher training, and higher education. Engaging with a range of topics, this comprehensive overview

includes new material on non formal education mass communication approaches to education about HIV AIDS and recent literacy work in India South Africa and Zambia schooling new research projects in open schooling in Asia and subsaharan Africa and interactive radio instruction in South Africa the impact of new technology and globalisation learning delivered through the internet and mobile learning the political economy international agencies the role of private sector and funding With its critical appraisal of the facts and examination of data about effectiveness this book provides answers to problems and poses key questions for the consideration of policy makers educational practitioners and all professionals involved in implementing and delivering sustainable open and distance learning **Акты Генеральной Конференции** Unesco. General Conference,1970 Records for the 2d sess issued in two sections v 1 Proceedings and v 2 Resolutions *Malawi Strategic Country Gender Assessment* Linda Semu,2004 **Open and Distance Learning in the Developing World** Hilary Perraton,2012-11-12 This revised and updated edition of Open and Distance Learning in the Developing World sets the expansion of distance education in the context of general educational change and explores its use for basic and non formal education schooling teacher training and higher education Engaging with a range of topics this comprehensive overview includes new material on non formal education mass communication approaches to education about HIV AIDS and recent literacy work in India South Africa and Zambia schooling new research projects in open schooling in Asia and subsaharan Africa and interactive radio instruction in South Africa the impact of new technology and globalisation learning delivered through the internet and mobile learning the political economy international agencies the role of private sector and funding With its critical appraisal of the facts and examination of data about effectiveness this book provides answers to problems and poses key questions for the consideration of policy makers educational practitioners and all professionals involved in implementing and delivering sustainable open and distance learning **IFPRI key facts series: Poverty** International Food Policy Research Institute (IFPRI),2019-06-04 This is the fifth in a series of Key Facts sheets that IFPRI is producing based on the Integrated Household Surveys IHS The purpose of the series is to present data relevant to key policy issues on agriculture food systems and development topics in Malawi Other Key Facts sheets will be produced in the near future

Prospects ,2004 **Christians by Grace-- Baptists by Choice** Hany Longwe,2011 The Baptist convention of Malawi BACOMA grew out of the Baptist Mission in Malawi s work that began almost 50 years ago as a result of plans by the Central African Southern Baptist Convention Mission to expand their works from Zimbabwe to Malawi Although BACOMA owes much of their tradition to the white Southern Baptists of the US they are typically a Malawian expression of the Church In five chapters the author a long standing Principle of the Baptist Theological Seminary of Malawi offers a history of the Baptist convention of Malawi The five themes being BACOMA s Polygenetic Nature Evangelistic Zeal and the Development of BACOMA 1970 1989 Women and Youth in Evangelism and the Development of BACOMA Separation and Cooperation A Loose Partnership and The People **Alternative Routes to Formal Education** H. D. Perraton,1982 **Financing Secondary**

Education in Developing Countries Keith Lewin, Françoise Caillods, 2001 This book explores the issues involved in the sustainable financing of secondary education in developing countries including a number of case studies from Asia Latin America and Africa It investigates current cost structures and carries out an analysis for different groups of countries using data derived from the UNESCO database It concludes with a discussion of the policy options available to promote improved access at sustainable levels of cost whilst maintaining levels of educational quality Financing Education in Sub-Saharan Africa UIS, UNESCO-IIEP, UNESCO Office Dakar and Regional Bureau for Education in Africa, 2011-01-01 In the current economic climate how can African governments provide every child with a decent education This report provides the statistical evidence to evaluate the policy trade offs in responding to the rising demand for primary and secondary education in sub Saharan Africa The report presents the most comprehensive and timely data available on the financing of education in 45 sub Saharan African countries In addition historical data enable the authors to track trends since the World Education Forum in 2000 and examine the financial impact of the steadfast commitment of many African governments to provide universal primary education Over the past ten years real expenditure on education has risen by 6% annually across the region It is often assumed that the resources were used to widen enrollment Yet recent data show that many countries also made significant investments to improve their educational services The report also introduces new indicators on critical issues such as the qualifications and salaries of teachers the running costs of schools and the provision of textbooks The authors examine financing trends in private education as well as official development assistance which accounts for more than 50% of public education budgets in some countries In short this report provides the facts not assumptions to analyse policy options and optimise the use of limited financial resources P 4 of cover Elections Today , 1995-05 News from the world of elections

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