



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 Examination Time Table

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

Malawi School Certificate Examination 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 economic transformation 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 in the 21st century Sub Saharan Africa s growing working age population presents a major opportunity to increase 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 children are in school today than ever before Yet systems for building skills in this population have fallen short and these shortcomings significantly impede economic prospects In half of the countries fewer than two in every three children complete primary school even fewer reach and 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 many countries functional literacy and numeracy rates are even lower Systemwide change is required to achieve significant progress Multiple agencies at the central 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

Malawi Strategic Country Gender Assessment Linda Semu, 2004 *Malawi*, 1972

2023-02-20 20 9 45 17 16 32 35 35 24 90 38 4 4 5 10 300 1 640 Becky UNLOCK ICELAND Joyce Where Has All the Education Gone in Malawi? Esme C. Kadzamira, 2003 State of M&E in Malawi, 2014 Educational Administration & Planning David Ambrose, 2007 *Alternative Routes to Formal Education* H. D. Perraton, 1982

Growing-Up Modern Bruce Fuller, 2010-11-26 The modern state First and Third Worlds alike pushes tirelessly to expand mass education and to deepen the schools effect upon children First published in 1991 *Growing Up Modern* explores why how and with what actual effects state actors so vehemently pursue this dual political agenda Bruce Fuller first delves into the motivations held by politicians education bureaucrats and civic elites as they earnestly seek to spread schooling to younger children older adults and previously disenfranchised groups Fuller argues that the school provides an institutional stage on which political actors signal their ideals and the coming of greater modernity broadening membership in the polity promising mass opportunity in the wage sector intensifying modern bureaucratic forms of school management and deepening a presumed commitment to the child's individual development Fuller advances a theory of the fragile state where Western political expectations and organisations are placed within pluralistic Third World settings using southern Africa as an example of the dilemmas faced by the central state

Malaŵi Yearbook, 1973 **Economic Report**, 1997 The Transformation of East Africa Stanley Diamond, Fred G. Burke, 1966 Collection of articles on the social implications of the historical and political setting of East Africa covers 1 the role of UK during the pre colonial and colonial period and the status of minority groups 2 emerging nationalist ideologies 3 regional social structures and urban area society education cultural factors tradition religion natural resources economic development and government structures following accession to independence Maps and references

African Development Indicators United Nations Development Programme, 1992

History & Scope Of Distance Education D.D.Aggarwal,2007 *Teachers in Anglophone Africa* Aidan G

Mulkeen,2009-12-02 Teachers are at the heart of good education and good teacher policies are essential to ensure adequate supply deployment and management of teachers Enrollment in primary education has grown rapidly in Sub Saharan Africa Yet teacher policy in the region has often evolved without clear planning in the absence of an overall strategy countries have experienced serious problems with teacher supply and deployment as well as with the quality of teaching Based on case studies of education systems and practices in eight English speaking African countries *Teachers in Anglophone Africa Issues in Teacher Supply Training and Management* closely examines issues of teacher supply deployment management and finance The book suggests that these issues are closely interrelated Low numbers of qualified teaching graduates may result in teacher shortages these shortages may make it difficult to deploy teachers effectively Problems with teacher deployment may result in inefficient utilization of the teachers available and those teachers effectiveness may be further reduced by weak teacher management and support systems The book identifies policies and practices that are working on the ground noting their potential pitfalls and pointing out that policies designed to address one problem may make another problem worse *Teachers in Anglophone Africa Issues in Teacher Supply Training and Management* offers a useful synthesis of the issues and draws together a series of promising practices which can serve as positive suggestions for countries seeking to improve their teacher policies The book should be of great assistance to education ministries and their development partners throughout the region as they address the challenges of the next phases of expansion in education **Manpower Report** Zambia.

Office of National Development and Planning,1966 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

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