



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 they shall 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
M012/1	Agriculture I (Theory)	8:00 - 10:00 am (2 hours)	TUESDAY 1 July 2025	M052/1	English I (Multiple Choice & Composition/Free Writing)	2:00 - 3:45 pm (1 hour 45 min)
M081/1	History I (Theory)	11:00 - 12:00 noon (1 hour)		M081/1/2	History II (Free Response)	2:00 - 4:00 pm (2 hours)
M022/1	Biology I (Theory)	8:00 - 10:00 am (2 hours)	WEDNESDAY 2 July 2025			
M052/1/2	English II (Free Writing and Composition/Summary)	11:00am-12:45 pm (1 hour 45 min)				
M131/1	Mathematics I (Comprehension Questions)	8:00 - 10:00 am (2 hours)	THURSDAY 3 July 2025	M052/1/2	English III (Literature)	2:00 - 4:00 pm (2 hours)
M192/1	Social & Life Skills I (Theory)	11:30am-12:30 pm (1 hour)				
M131/1/2	Mathematics II (Short answer choice questions)	8:00 - 10:30 am (2 hours 30 min)	FRIDAY 4 July 2025	M192/1/2	Social & Life Skills II (Free Response)	1:00 - 3:00 pm (2 hours)
M164/1	Physics I (Theory)	8:00 - 10:00 am (2 hours)				
M021/1	Bible Knowledge I (Multiple Choice)	11:30am-12:30 pm (1 hour)	TUESDAY 8 July 2025	M032/1	Chichewa I (Chichewa text, no translation)	2:00 - 3:45 pm (1 hour 45 min)
M073/1	Geography I (Map Reading and Physical Geography)	8:00 - 10:00 am (2 hours 30 min)		M032/1/2	Chichewa II (Short answer questions, no translation)	1:00 - 3:00 pm (2 hours)
M038/1	Chemistry I (Theory)	8:00 - 10:00 am (2 hours)	THURSDAY 10 July 2025	M073/1/2	Geography II (Human Geography)	1:00 - 3:00 pm (2 hours)
M032/1/2	Chichewa III (Oral or written with translation)	8:00 - 10:00 am (2 hours)		M021/1/2	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			
M012/1/2	Agriculture II (Practical)	10:00 am onwards (1 1/2 hour sessions)		M012/1/2	Agriculture II (Practical)	1:00 pm onwards (1 1/2 hour sessions)
M022/1/2	Biology II (Practical)	10:00 am onwards (1 1/2 hour sessions)	TUESDAY 15 July 2025	M022/1/2	Biology II (Practical)	1:00 pm onwards (1 1/2 hour sessions)
M164/1/2	Physics II (Practical)	10:00 am onwards (2 hour sessions)		M164/1/2	Physics II (Practical)	1:00 pm onwards (2 hour sessions)
M038/1/2	Chemistry II (Practical)	10:00 am onwards (2 hour sessions)	THURSDAY 17 July 2025	M038/1/2	Chemistry II (Practical)	1:00 pm onwards (2 hour sessions)
M039/1	Computer Studies I (Theory)	8:00 - 10:00 am (2 hours)		M082/1	Home Economics I (Theory)	1:30 - 4:00 pm (2 hours 30 min)
M023/1	Business Studies I	11:00am-1:00 pm (2 hours)	FRIDAY 18 July 2025	M034/1	Clothing & Textiles I (Theory)	1:30 - 4:00 pm (2 hours 30 min)
M132/1	Additional Mathematics I	8:00 - 10:30am (2 hours 30 min)		M201/1	Technical Drawing I (Geometrical & Orthographic Drawing)	1:30 - 4:30 pm (2 hours 40 min)
M039/1/2	Computer Studies II (Practical)	8:00 am onwards (2 1/2 hour sessions)	MONDAY 21 July 2025	M023/1/2	Business Studies II	1:30 - 3:00 pm (1 hour 30 min)
M132/1/2	Additional Mathematics II	10:00am-12:30pm (2 hours 30 min)		M039/1/2	Computer Studies II (Practical)	1:30 pm onwards (2 1/2 hour sessions)
M061/1	French I (Aural) (Comprehension & Dictation)	9:00 - 9:45 am (Oral text, 20 min Dictation)	TUESDAY 22 July 2025	M061/1	French I (Oral) (Parts a,b &c)	1:00 pm onwards (1.5 minute sessions)
M061/1/2	French I (Oral) (Parts a,b &c)	10:00 am onwards (15 min sessions)				
M034/1/2	Clothing & Textiles II (Practical)	8:00 - 8:45 am (Theory given followed by 2 1/2 hour session)	TUESDAY 22 to 24 July 2025	M034/1/2	Clothing & Textiles II (Practical)	1:00pm onwards (2 1/2 hour sessions)
M082/1/2	Home Economics II (Practical)	8:00 - 8:45am (Theory given followed by 1 1/2 hour session)		M082/1/2	Home Economics II (Practical)	1:00 pm onwards (1 1/2 hour sessions)
M201/1/2	Technical Drawing II (Geometrical Drawing)	8:00-10:40am (2 hrs 40mins sessions)	WEDNESDAY 23 July 2025	M061/1/2	French II (Composition/Grammar)	1:00 - 3:00 pm (2 hours)
M133/1	Metalwork I (Theory and Design)	8:00 - 10:45am (2 hours 45 min)		M061/1/2/2	French III (Comprehension)	1:00 - 2:30 pm (1 hour 30 min)
M231/1	Woodwork I (Theory and Design)	8:00 - 10:45 am (2 hours 45 min)	THURSDAY 24 July 2025			
M015/1	Creative Arts I (Theory)	8:00 - 11:00 am (3 hours)				
M133/1/2	Metalwork II (Practical)	8:00 am onwards (3 hour sessions)	FRIDAY 25 July 2025	M133/1/2	Metalwork II (Practical)	1:00 pm onwards (3 hour sessions)
M231/1/2	Woodwork II (Practical)	8:00 am onwards (3 hour sessions)		M231/1/2	Woodwork II (Practical)	1:00pm onwards (3 hour sessions)
M015/1/2	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.

The Malawi Examination Board For Standard 8

T. Neville Postlethwaite



The Malawi Examination Board For Standard 8:

International Education Daniel Ness, Chia-Ling Lin, 2015-03-17 This encyclopedia is the most current and exhaustive reference available on international education. It provides thorough up to date coverage of key topics, concepts and issues as well as in depth studies of approximately 180 national educational systems throughout the world. Articles examine education broadly and at all levels from primary grades through higher education, formal to informal education, country studies to global organizations. *State of M&E in Malawi*, 2014 *Historical Dictionary of Malawi* Owen J. M. Kalinga, 2012 Malawi established as the British protectorate of Nyasaland in 1891, gained its independence in 1964 and moved immediately into three decades of one party rule. Since the mid 1990s, however, the country has held multi party elections as directed by its constitution and President Bingu wa Mutharika is currently serving his second term. The fourth edition of the *Historical Dictionary of Malawi* now newly expanded and updated covers a wide range of areas in Malawi history including the rise and fall of state systems, religious and socio political movements, the economy, environment, transportation, war, disease and natural sciences. Author Owen J. M. Kalinga charts developments from pre history to the post Banda Malawi, from Tom Bokwito to James Sangala and from the UMCA mission at Magomero to the second term of Bingu wa Mutharika's presidency, paying particular attention to the individuals, groups, communities and forces that have molded this South African country. The dictionary itself contains over 1 000 cross referenced entries on crucial aspects of Malawi history and it is the most extensive single volume reference work on Malawi available. In addition to the dictionary entries, Kalinga provides a chronology containing important dates and events and an informative bibliographical section organized by subject. The final part of the bibliography gives the reader a list of current and obsolete newspapers and periodicals related to Malawi, an ideal resource for further research. This newly updated edition is an excellent access point for students, researchers and anyone wanting to know more about Malawi. **The Oxford Handbook of the Malawi Economy** Hopestone Chavula, Thomas Chataghalala Munthali, Harold P. E. Ngalawa, Boniface Dulani, 2024-08-28 The *Oxford Handbook of the Malawi Economy* is an essential reference material with new research contributions and insights across the different areas of economic development to shape the country's future growth and development trajectory. The volume is the first publication that tries to assess the performance of the Malawi economy since independence by examining how the underpinning political and economic history and the associated policies and strategies have affected the country's long term socio economic development. It captures a broad range of opinions, approaches and conclusions which serve to underline both the complexity of the issues and challenges facing Malawi and the immense difficulties in tackling them. Common themes emerge as many authors agree that the country needs to learn from its past experiences in terms of policy design and implementation and the need to implement dynamic policies that could spur productive and sustained growth and development by tackling challenges associated with the continuously evolving global economic environment. **This is Malaŵi**, 2003 *Grassroots Leadership and the Arts*

For Social Change Susan J. Erenrich, Jon F. Wergin, 2017-03-29 This book explores the intersection of grassroots leadership and the arts for social change examining the many movements and subsequent victories the arts community has won for society The book illustrates the diverse but influential work of these figures reflecting on their actions commitments and their positive impact on the modern world

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

Contradictions in Post-war Education Policy Formulation and Application in Colonial Malawi 1945-1961 I. C. Lamba, 2010 The post World War II colonial reconstruction programmes for economic recovery and general political and social development in Malawi then known as Nyasaland necessitated increased education But the sincerity of metropolitan development plans for the colonies could only be adequately appraised through the degree of demonstrated commitment in the implementation of the announced plans This study seeks to examine chronologically the development and application of colonial education policies during the period 1945 to 1961 in Malawi The parties involved included the British Colonial Office the Nyasaland Protectorate Government and the Christian missionaries on the one hand and the European settlers Asian Coloured and African communities on the other as the target groups of the policies Devising educational policies of equitable benefit to all the racial and social groupings in Malawi posed enormous problems to the colonial administration This study examining the dynamics and course of policy contends that given the prevailing economic and political conditions non European education especially that of Africans experienced retardation in favour of European education Sometimes apparent government ineptitude combined with calculated needs for the Europeans produced under development for African education in Malawi and the country s economy In the end African education operated against the odds of missionary and government apathy This book discusses the impact on education generally of the Nyasaland Post War Development Programme the Colonial Office Commissions of 1947 1951 and 1961 and the local Committees set up to inquire into the retardation of African education in its various categories including female and Muslim in response to both local and international pressure Although considered a priority African education developed slowly contrary to the declared goal of Post War colonial policy of

self determination with its potential demands for trained local manpower The argument demonstrates the tenacity of the Federal Government of Rhodesia and Nyasaland in playing down African education as a political strategy from 1953 to 1961 at the same time as it accorded a better deal to Asian and Coloured education **Malaŵi National Bibliography** Library of the National Archives (Malawi),1986 *Deliberation and Development* Patrick Heller,Vijayendra Rao,2015-07-13

Deliberation is the process by which a group of people each with equal voice can via a process of discussion and debate reach an agreement Deliberation and Development attempts to do two things First it rethinks the role of deliberation in development and shows that it has potential well beyond a narrow focus on participatory projects Deliberation if properly instituted has the potential to have a transformative effect on many if not all aspects of development and especially in addressing problems of collective action coordination and entrenched inequality This has broad implications both at the global and local level Second the book demonstrates that taking deliberation seriously calls for a different approach to both research and policy design and requires a much greater emphasis on the processes by which decisions are made rather than an exclusive focus on the outcomes Deliberation and Development contributes to a broader literature to understand the role of communicative processes in development **Lunjika SDA Mission in Northern Malawi 1932 - 1995** Banda, Macleard,2018-05-22 The missionary work of the Seventh day Adventist Church started in Southern Malawi in 1902 and histories of churches are usually told from that starting point This book uses a different approach it tells the story of Lunjika Mission earlier called Mombera Mission which begins in 1932 showing how the SDA Church met a new culture that of the strongly patrilineal Ngoni and their neighbours to the North and how it dealt with other churches that had started missionary work in that broad area up to two generations before **Changing Environments** Susan Bermingham,2000 Designed to help students make the step up from GCSE to A level study this text aims to provide a full range of lively and interesting resources Case studies help to reinforce and illustrate geographical concepts and exam practice has been included

Educating Adolescent Girls Around the Globe Sandra L. Stacki,Supriya Baily,2015-04-10 While many initial education benchmarks are being met new and continuing challenges exist for adolescent girls in the developing world Discrimination violence marginalization and health related issues prevail making proper education at the middle school level crucial during this unique development time As we continue to see the expectations for girls grow education for girls must also find a new place within the evolving norms of political economic cultural and social life This volume takes a global look at the obstacles and enablers in girls education that can have lasting institutional psychological and social consequences It looks at many complex issues affecting education for adolescent girls around the world including the underlying global demands for women in the formal workforce and the universal impact of gender based violence and provides a critical framework through which researchers may explore and critique these complexities **Lunjika SDA Mission in Northern Malawi 1932 - 1995** Macleard Banda,2018-05-22 Macleard Banda is a third born son of Mr Simeon Banda of Chimdidi

Village Traditional Authority Wimbe in Kasungu He attended his Primary school at Kasakula Primary school in Ntchisi In 1978 he went to Lunjika Secondary School and concluded his secondary school education at Robert Laws In 1988 went to Karonga TTC for Primary Teacher Training He taught at Malamulo Primary school from 1990 to 2000 In August 2000 went to Solusi University for BEd majoring in Religion In July 2002 he was posted to Matandani Secondary School to teach Bible Knowledge In 2006 he received his MA from the University of Malawi and in 2014 his PhD from Mzuzu University He is the Director of Research and Publication at Malawi Adventist University The missionary work of the Seventh day Adventist Church started in Southern Malawi in 1902 and histories of churches are usually told from that starting point This book uses a different approach it tells the story of Lunjika Mission earlier called Mombera Mission which begins in 1932 showing how the SDA Church met a new culture that of the strongly patrilineal Ngoni and their neighbours to the North and how it dealt with other churches that had started missionary work in that broad area up to two generations before

Education for All 2000-2015: Achievements and challenges UNESCO,2015-04-08 Literaturverz S 414 459 International Guide to

Qualifications in Education National Equivalence Information Centre (Great Britain),1984 **International Encyclopedia of National Systems of Education** T. Neville Postlethwaite,1995 Arranged alphabetically this book draws upon articles in

The International Encyclopedia of Education Second Edition and contains 152 articles on national systems of education It provides general background information such as geographical social structure economic factors references and further reading an author index and more *Bihar STET Paper II : Geography 2024 (English Edition) | Higher Secondary (Class 11 & 12) - Bihar School Examination Board (BSEB) - 10 Practice Tests* EduGorilla Prep Experts, Best Selling Book for Bihar STET Paper II Geography comes with objective type questions as per the latest syllabus given by the Bihar School Examination Board BSEB Bihar STET Paper II Geography Preparation kit comes with 10 Practice Tests with the best quality content Increase your chances of selection by 16X Bihar STET Paper II Geography comes with well structured and 100% detailed solutions for all the questions Clear exam with good grades using thoroughly Researched Content by experts

Education in Southern Africa Clive Harber,2013-09-12 Education in Southern Africa is a comprehensive critical reference guide to education in the region With chapters written by an international team of leading regional education experts the book explores the education systems of each country in the region With chapters covering Botswana Lesotho Madagascar Mozambique Namibia South Africa Swaziland and Zimbabwe the book critically examines the development of education provision in each country as well as local and global contexts Including a comparative introduction to the issues facing education in the region as a whole and guides to available online datasets this handbook will be an essential reference for researchers scholars international agencies and policy makers at all levels **Coyote and Raven Go Canoeing** Peter Cole,2011-05-01 we are narrators narratives voices interlocutors of our own knowings we can determine for ourselves what our educational needs are before the coming of churches residential schools prisons before we knew how we knew we knew

In a gesture toward traditional First Nations orality Peter Cole blends poetic and dramatic voices with storytelling A conversation between two tricksters Coyote and Raven and the colonized and the colonizers his narrative takes the form of a canoe journey Cole draws on traditional Aboriginal knowledge to move away from the western genres that have long contained shaped and determined ab originality Written in free verse Coyote and Raven Go Canoeing is meant to be read aloud and breaks new ground by making orality the foundation of its scholarship Cole moves beyond the rhetoric and presumption of white academic de re colonizers to aboriginal spaces recreated by aboriginal peoples Rather than employing the traditional western practice of gathering information about exoticized other demonized other contained other Coyote and Raven Go Canoeing is a celebration of aboriginal thought spirituality and practice a sharing of lived experience as First Peoples

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The Malawi Examination Board For Standard 8 Introduction

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