

THE MALAWI NATIONAL EXAMINATIONS BOARD

TIMETABLE FOR YEAR 2014 JUNIOR 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 to extra time will be alliewed for late onmers.

Supervisors and invigitators should check both the morning and afternoon schedules prior to sitting of extenius/on papers for the day.

Supervisors and invigilators should also check the date, time, subject and paper number before opening the survisors.
 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 shide by them. This should be done before their 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 exclosed in the return ensetope. The Brazil will not accept scripts sent separately.

MORNING			DATE	AFTERNOON		
Subject Number	Subject Name	Time	DATE	Subject Number	Subject Name	Time
1022	Biology	8:30 -10:30 am (2 hours)	TUESDAY 17 June 2014	3073	Geography	1:30 - 3:30 pm (2 hours)
1082	Home Economics	11:00 - 12:30 pm s 15 hours?				
E120	Mathematics	8:30 - 10:30 am (2 hours)	WEDNESDAY 18 June 2014	JO12	Agriculture	1:30 - 3:30 pm (2 hours)
1032/1	Chichewa I	11:00 - 12:30 pm +15 hameth?				
J052/I	English I	R:30 -10:00 am. r:15 hosano	THURSDAY 19 June 2014	J193	Social Studies	1:30 - 3:30 pm (2 bgens)
0033	Commercial Studies	10:30 - 12:30 pm (2 hours)				
3052/0	English II	8:30 -10:15 am (1 h 45 mins)	FRIDAY 20 June 2014	2081	History	1:30 - 3:30 pm (2 hours)
3032/0	Chichews II	11:00 - 12:00 noon (1 bour)				
J162	Physical Science	8:30 -10:30 am (2 hours)	MONDAY 23 June 2014	3021	Bible Knowledge	1:00 - 3:00 pm (2 hours)
				J181	Religious and Moral Education	1:00 - 3:00 pm (2 bours)
J124	Life Skills	8:30 -10:30 am (2 hours)	TUESDAY 24 June 2014	3011	Principles of Accounts	1:00 - 3:00 pm (2 hours)
2061/1	French 1 (Oral/Aural)	8:30 am onwards (13 minutes per conditions)	WEDNESDAY 25 June 2014	3061/1	French I (Oral/Aural)	1:00 pm onwards (15 minutes per confidure
J013/I	Art I	8:30 - 10:30 am (2 hours) 11:00 - 12:30 pm				
J133/I	Metalwork I (Drawing)	CES Services		J121	Latin	1:00 - 3:00 pm (2 hours)
3234/9	Woodwork I (Drawing)	11:00 - 12:30 pm (12 become)				
3074/1	Geometrical and Onthographic Drawing I	R:30 am onwards (2 hour sessions)	THURSDAY 26 June 2014	1091	Integrated Science	1:30 - 3:30 pm (2 hours)
				JESSMIT	Metalwork II	2:00 - 3:00 pm (1 hour) 2:00 - 3:00 pm (1 hour)
				3231/II	Woodwork II	(1 hour)
3074/11	Geometrical and Onthographic Drawing III	8:30 am onwards (2 hour sessions)	FRIDAY 27 June 2014	20013/III	French II	1:00 - 3:00 pm (2 hours)
						1:00 - 3:00 pm (2 hoors)
				J133/III	Metalwork III (Practical)	1:00 pm onwards (2 bost session)
				J231/III	Woodwork III (Practical)	1:00 pm onwards

NOTES: 1. ART PAPER I to be given to candidates on WEDNESDAY, 18 June 2014, Le. 7 days prior to the day of the examination.

2. Timetables are to be sent to Centres before WEDNESDAY, 8 January, 2014.

Time Table For 2015 Malawi School Certificate Of Education

Aidan Mulkeen

Time Table For 2015 Malawi School Certificate Of Education:

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 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 the countries 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 sproblem 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 pursuitof 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 skillinvestments Each chapter addresses a set of specific questions drawing on original analysisand synthesis of existing studies to explore key areas How the skills appropriate to each stage of the life cycle are acquired and whatmarket and institutional failures affect skills formation What systems are needed for individuals to access these skills including familyinvestments 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 Demographic and Health Survey, 2015-16,2017 The Capability Approach and the Sustainable Development Goals Brian Vincent Ikejiaku,2024-07-26 This book demonstrates how the capability approach to human development can contribute to the realisation of the 2015 United Nations Sustainable Development Goals SDGs The capability approach dictates that success should not be measured by economic indicators but by people leading meaningful free fulfilled happy or satisfied lives Drawing from a range of disciplinary perspectives this book argues that it is vital that the focus for the SDGs should shift to benefiting the most vulnerable Case studies from across Asia Africa Latin America Global South and the United States the United Kingdom and Australia Global North consider how the capability approach can contribute as a practical framework to achieving the SDGs ambitions for social economic political and legal progress Drawing on insights from a range of disciplines this book will be of interest to researchers and practitioners from the fields of law politics international relations criminology international development sociology public policy area studies and others

Manual for Time-table Planning in the Secondary School Transvaal (South Africa). Education Department, 1981

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