



**SCHOOL OF EDUCATION AND SOCIAL SCIENCES
KITENGELA CAMPUS**

TRIMESTER EXAM, 2024/2025 ACADEMIC YEAR

**EXAMINATION FOR THE DEGREE OF BACHELOR OF ARTS IN
EDUCATION**

ECC: 1113; **HISTORY OF EDUCATION**

STREAM: BEDU

TIME: 2 HOURS

EXAMINATION SESSION: SEP-DEC

YEAR: 2025

DAY []

DATE

INSTRUCTIONS:

1. Attempt ALL the questions in **Section A**
 2. Attempt any **Two** questions in **Section B**
 3. The entire exam is worth forty (40) marks.
 4. Write **ONLY** on the space provided on the answer sheet or as otherwise instructed.
 5. Where necessary Show your working clearly.
 6. Do **NOT** attempt to access any library, online (audio, video, digital or electronic) or paper-based (written), sources for your answers unless this is clearly advised in the Question.
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SECTION A

Answer ALL questions in this section

- a) Define the term education and outline its key elements. (4 marks)
- b) Explain the main features of informal education in Middle Ages societies. (4 marks)
- c) Describe 4 ways the transition from informal to formal education systems during historical periods (8 marks)
- d) Discuss how the purpose of education has changed across historical periods. (4 marks)

SECTION B

Answer ANY two questions in this section

- 1. Compare and contrast the educational systems of Sparta and Athens, highlighting their aims, methods, and societal impact. (10 Marks)
- 2. Discuss the role of the Church in preserving and shaping education during the Middle Ages. (10 Marks)
- 3. Examine the impact of the Industrial Revolution on the rise of compulsory mass education in Europe. (10 Marks)
- 4. Trace educational reforms in Kenya from the Ominde Report (1964) to the Competency-Based Curriculum (CBC), highlighting their aims and challenges (10 Marks)

MARKING SCHEME

Q1. Define education and explain how its purpose has evolved from informal to formal systems across different historical periods.

- - Definition of education (2 marks)
- - Informal education: family, community, apprenticeship, oral tradition (6marks)
- - Transition to formal education: schools, written curriculum, trained teachers (6 marks)
- - Examples across periods (3 marks)
- - Clear explanation of evolution/purpose (3 marks)

Q2. Compare and contrast the educational systems of Sparta and Athens, highlighting their aims, methods, and societal impact.

- - Sparta: military training, discipline, obedience (2 marks)
- - Athens: civic life, philosophy, arts, democracy (2 marks)
- - Similarities: organized schooling, citizenship focus (2 marks)
- - Differences in aims and outcomes (2 marks)
- - Societal impact (2 marks)

Q3. Discuss the role of the Church in preserving and shaping education during the Middle Ages.

- - Church as custodian of learning (2 marks)
- - Monastic & cathedral schools (2 marks)
- - Scholasticism and Thomas Aquinas (2 marks)
- - Rise of universities under Church influence (2 marks)
- - Role in literacy and moral formation (2 marks)

Q4. Examine the impact of the Industrial Revolution on the rise of compulsory mass education in Europe.

- - Industrial needs: literacy, numeracy, discipline (2 marks)
- - Compulsory schooling (2 marks)
- - Standardized curriculum and timetables (2 marks)
- - Role in nationalism and citizenship (2 marks)
- - Legacy in modern schooling (2 marks)

Q5. Trace the major educational reforms in Kenya from the Ominde Report (1964) to the Competency-Based Curriculum (CBC), highlighting their aims and challenges.

- - Ominde Report (Africanization) (2 marks)
- - Gachathi Report (technical education) (2 marks)

- - Mackay Report (8-4-4) (2 marks)
- - Koech Report (TIQET) (2 marks)
- - CBC (2017–, competencies, STEM) (2 marks)