

KENYA SECONDARY SCHOOL HISTORY AND GOVERNMENT CURRICULUM

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INTRODUCTION HISTORY AND GOVERNMENT

History and Government is an important discipline because it plays a key role in the development of society. Knowledge of the past is critical to the understanding of the present and to planning for the future. It is through the study of the subject that the youth of a nation acquire knowledge about the past and the present so as to develop positive attitudes about the future. Thus, learners are able to recognize the relationship between the events of today and the world of tomorrow.

This syllabus addresses key themes in history such as the social, economic and political organizations of African societies during the colonial period, European colonization, the rise of African nationalism, developments in trade, transport and communication, industry, agriculture and urbanization. It also covers the issues of morality, responsible citizenship, good governance, national integration, conflict resolution and international cooperation.

A number of themes which address individual honesty, health and integrity have been selected to enable the learners cope with the challenges of the day, e.g. HIV/AIDS, drug abuse and corruption. It is hoped that the knowledge gained will enable the learner to develop into a socially and economically useful member of the society.

The various approaches to searching for, and investigating historical knowledge have been highlighted in the syllabus. Emphasis has been put towards developing in learners independent group and individual study habits, production, manipulation and use of a variety of learning resources.

With consistent and resourceful use of study approaches such as visitations, report writing, research and use of resource persons, the syllabus promises vibrant class discourse.

GENERAL OBJECTIVES- KCSE HISTORY AND GOVERNMENT

By the end of the course the learner should be able to:

Kenya Secondary School Syllabus

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Kenya Secondary School Syllabus:

Vocationalisation of Secondary Education Revisited Jon Lauglo, R. Maclean, 2006-03-30 The book is a cutting edge contribution to the debate which has occurred for some time on the pros and cons of secondary education becoming more closely and explicitly related to preparing young people for the world of work The book provides concrete examples of the vocationalisation of secondary education with particular reference to the situation in Africa The target audience for the book includes policy makers practitioners administrators education planners researchers teachers and teacher educators with a concern about the relationship between secondary education and education for the world of work with particular reference to technical and vocational education and training TVET The book appears in the Springer book series on Technical and Vocational Education and Training Issues Concerns and Prospects and complements the International Handbook of Technical and Vocational Education and Training and other publications in the International Library of TVET all of which are publications of the UNESCO UNEVOC International Centre for TVET in Bonn Germany *HIV and AIDS, Communication, and Secondary Education in Kenya* Ndeti Ndati, 2011 The study offers research into the efficacy of HIV and AIDS communication strategies for adolescents especially with regards to selected secondary schools in Kenya The study is a useful point of reference to both Kenyan researchers into HIV and AIDS as well as international scholars exploring Africanist perspectives of the socio cultural dimensions of the pandemic Curriculum Guide for Secondary Schools Kenya. Ministry of Education, 1973 **Resources in Education** , 1985 **Practical Subjects in Kenyan Academic Secondary Schools** Jon Lauglo, 1985 Evaluation report on technical education prevocational training in secondary schools in Kenya evaluates its aims and Swedish technical cooperation makes comparisons of schools with and without Industrial Education reviews its status teacher status teacher attitudes pedagogics workshop and equipment use and using follow up studies costs finds that pupils have no advantage in entry into working life due to employers ignorance of benefits Photographs references statistical tables **A Manual for the Heads of Secondary Schools in Kenya** Kenya. Ministry of Education, 1979 **Kenya National Assembly Official Record (Hansard)** , 1994-04-19 The official records of the proceedings of the Legislative Council of the Colony and Protectorate of Kenya the House of Representatives of the Government of Kenya and the National Assembly of the Republic of Kenya *Secondary School Education for Girls in Kenya* Kabiru Kinyanjui, 1988 **A Comprehensive High School Curriculum Proposal for Reviewing and Revising the Program of Chavakali Secondary School, Maragoli, Kenya** Filemona Fundi Indire, 1962 **Kenya National Assembly Official Record (Hansard)** , 1984-03-20 The official records of the proceedings of the Legislative Council of the Colony and Protectorate of Kenya the House of Representatives of the Government of Kenya and the National Assembly of the Republic of Kenya Syllabus for Kenya Primary Schools Kenya. Ministry of Education, 1967 **Fachkatalog Afrika: Ostafrika [pt.1] (East Africa. Kenya) [pt.2] (Tanzania. Uganda). Stand Dezember 1983** Stadt- und Universitätsbibliothek Frankfurt am

Main,1976 **Kenya National Assembly Official Record (Hansard)** ,1984-03-20 The official records of the proceedings of the Legislative Council of the Colony and Protectorate of Kenya the House of Representatives of the Government of Kenya and the National Assembly of the Republic of Kenya *Report to the Minister for Agriculture and Animal Husbandry, Republic of Kenya* Kenya. Agricultural Education Commission,1967 **Kenya National Bibliography** Kenya National Library Service. National Reference & Bibliographic Department,1993 *A Study of Curriculum Development in Kenya* Curriculum Development Mission,1972 **Secondary Education Syllabus** Kenya. Ministry of Education,1992 *Natural Science Education, Indigenous Knowledge, and Sustainable Development in Rural and Urban Schools in Kenya* Darren M. O'Hern,Yoshiko Nozaki,2014-05-05 Through a multi sited qualitative study of three Kenyan secondary schools in rural Taita Hills and urban Nairobi the volume explores the ways the dichotomy between Western and indigenous knowledge operates in Kenyan education In particular it examines views on natural sciences expressed by the students teachers the state s curricula documents and schools exam oriented pedagogical approaches O Hern and Nozaki question state and local education policies and practices as they relate to natural science subjects such as agriculture biology and geography and their dismissal of indigenous knowledge about environment nature and sustainable development They suggest the need to develop critical postcolonial curriculum policies and practices of science education to overcome knowledge oriented binaries emphasize sustainable development and address the problems of inequality the center and periphery divide and social cultural and environmental injustices in Kenya and by implication elsewhere In an era of environmental crisis and devastation education that supports sustainability and survival of our planet is needed Within a broader sociopolitical context of post colonialism and globalization this volume points out possibilities and challenges to achieve such an education The authors propose a critical postcolonial approach that acknowledges the contextual and situational production of all knowledge and that de dichotomizes indigenous from Western scientific knowledge Eric Rico Gutstein Professor Curriculum and Instruction University of Illinois at Chicago USA The Educator ,2008 The Nairobi Journal of Literature ,2003

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