



1.0 INTRODUCTION

1.1 GENERAL INFORMATION ON THE KENYA NATIONAL EXAMINATIONS COUNCIL

The Kenya National Examinations Council (the Council) was established by the Government of Kenya in 1980 by an Act of Parliament (CAP 225A) as a non-profit making institution to conduct school and post-school examinations and award certificates to successful candidates.

THE COUNCIL'S VISION: *To be the leading organisation in testing and assessment for quality education.*

THE COUNCIL'S MISSION: *To objectively evaluate learning achievements so as to enhance and safeguard nationally and internationally acceptable certification standards.*

1.1.1 THE COUNCIL'S CORE FUNCTIONS:

- a) Development of both school and post-school examinations;
- b) Registration of candidates;
- c) Administration and processing of the examinations;
- d) Certification;
- e) Researching into examinations and the curriculum and;
- f) Equation of certificates from other examining boards.

1.1.2 THE COUNCIL'S STRATEGIC OBJECTIVES:

- a) To develop and administer tests and examinations annually for Kenya Certificate of Primary Education (KCPE), Kenya Certificate of Secondary Education (KCSE) and Post-School candidates and to ensure that these tests and examinations are free from *bias* and are *valid, reliable, relevant, efficient* and of globally *accepted standards*.
- b) To conduct examinations, publish the results and issue certificates.

To achieve its Mandate, Vision, Mission and Strategic Objectives, the Council: - *develops, moderates, prints, distributes, administers, marks, processes examinations* and awards *certificates* to successful candidates in the following examinations: -

a) SCHOOL EXAMINATIONS:

- i) Kenya Certificate of Primary Education Examination (KCPE)
- ii) Kenya Certificate of Secondary Education Examination (KCSE)

b) POST SCHOOL EXAMINATIONS:

- i) Primary Teachers Education Examination (PTE),
- ii) Business Examinations,
- iii) Technical Examinations,
- iv) Teacher Certificate in Adult Education Examination (TCAE),
- v) Early Childhood Development Education Examination (ECDE)

2.0 GENERAL INFORMATION ON THE YEAR 2006 KCSE EXAMINATION REPORT

2.1 THE YEAR 2006 KCSE EXAMINATION CANDIDATURE

In the year 2006, there were 243,453 candidates who were registered for the KCSE examination compared to 260,665 candidates who registered for the same examination in the year 2005.

The information on total candidature by gender for the year 2006 KCSE examination has been *tabulated* below. Information for the years 1999, 2000, 2001, 2002, 2003, 2004 and 2005 has been included for comparison purposes.

Table 1: KCSE Examination Candidature by gender for the last seven years

YEAR	CANDIDATURE TRENDS		
	TOTAL	MALE TOTAL	FEMALE TOTAL
2006	243,453	129,071	114,382
2005	260,665	141,256	119,409
2004	222,676	120,067	102,609
2003	207,730	111,589	96,141
2002	198,356	106,164	92,192
2001	194,883	104,911	89,972
2000	181,966	97,956	84,010
1999	172,883	93,487	79,396

2.2 CANDIDATES' PERFORMANCE IN THE YEARS 2005 AND 2006 KCSE EXAMINATIONS

Table 2 below shows candidates general performance in all subjects for the years 2005 and 2006.

Table 2: Candidate's Performance by gender in the years 2005 and 2006 KCSE Examinations in all the Subjects

SUBJECT NAME & CODE	2005				2006			
	FEMALE		MALE		FEMALE		MALE	
	NO. SAT	MEAN %	NO. SAT	MEAN %	NO. SAT	MEAN %	NO. SAT	MEAN %
English (101)	118,901	42.92	140,430	42.86	113,754	39.75	128,286	39.78
Kiswahili (102)	118,898	46.78	140,403	45.24	113,767	52.56	128,280	51.87
Mathematics (121)	118,898	12.97	140,414	18.49	113,802	15.78	128,323	21.87
Biology (231)	113,605	27.24	121,370	32.01	108,065	25.00	109,863	29.84
Physics (232)	19,288	32.85	50,136	35.99	21,376	39.07	51,123	40.82
Chemistry (233)	116,826	24.54	136,684	29.44	111,969	22.56	124,932	27.01
Biological Science (235)	18	27.97	25	29.74	16	26.16	37	24.48
History & Govt. (311)	64,073	46.85	78,851	54.83	66,228	46.72	78,206	54.04
Geography (312)	45,185	38.00	61,088	43.70	41,929	38.16	56,088	44.38

SUBJECT NAME & CODE	2005				2006			
	FEMALE		MALE		FEMALE		MALE	
	NO. SAT	MEAN %	NO. SAT	MEAN %	NO. SAT	MEAN %	NO. SAT	MEAN %
CRE (313)	67,883	57.00	52,004	57.74	82,613	55.63	61,678	55.40
IRE (314)	1,913	60.62	3,575	62.73	2,257	56.74	3,848	59.60
HRE (315)	05	62.20	10	48.40	08	57.44	05	62.60
Home Science (441)	9,942	58.90	593	54.00	9,856	49.42	730	43.28
Art and Design (442)	375	59.39	662	57.37	358	61.26	750	61.93
Agriculture (443)	47,709	43.83	58,460	47.85	47,275	35.96	58,888	41.09
Aviation Tech. (450)	-	-	79	65.00	-	-	46	65.80
Computer Studies (451)	1,708	51.37	1,696	57.33	1,874	52.09	2,309	56.87
French (501)	1,520	36.43	730	38.83	1,397	40.88	862	42.85
German (502)	254	61.10	107	57.42	222	60.99	94	63.76
Arabic (503)	246	64.06	489	67.65	311	64.26	663	69.07
Music (511)	820	52.22	651	51.05	746	52.20	553	51.03
Business Studies (565)	-	-	-	-	51,340	43.19	59,359	48.86

Observations on Candidates Performance

- In the year 2006 KCSE examination, female candidates performed better than male candidates in only four (04) *subjects* out of the 22 subjects. These were *Kiswahili (102)*, *CRE (313)*, *Home Science (441)* and *Music (511)*.
- In the year 2006 KCSE examination, there were more female candidates who sat for *CRE (313)*, *HRE (315)*, *Home Science (441)*, *French (501)*, *German (502)* and *Music (511)* when compared to male candidates.

2.3 RANKING OF KCSE SCHOOLS

Ranking of KCSE schools is worked out by considering all the candidates' mean grades and marks to obtain a school mean grade and mark. This is expressed as what is commonly referred to as the performance index which is based on a twelve point numeric grading system.

2.3.1 RANKING OF KCSE CANDIDATES

- 2.3.1.1 KCSE candidates are ranked nationally and by province. This is based on the individual candidates subject mean percentage marks in accordance with KCSE Awards criteria based on the minimum seven best performed subjects.
- 2.3.1.2 The Council uses subject percentage mean marks to rank candidates instead of using grades for the following reasons:
 - 2.3.1.3 If grades are used to rank candidates, many candidates will tie in one position because a grade has a range of marks;
 - 2.3.1.4 Grades do not distinguish variations in candidates' scores. For example two candidates could have *As* in a particular subject, one with an *A* of 82 and the other one with an *A* of 73.

2.4 THE REVISED YEAR 2006 KCSE CURRICULUM

It is important to note that candidates sat for KCSE examinations under the revised curriculum for the first time in the year 2006. Notable changes in this new curriculum included: -

- (i) Harmonization of the three Science subjects (Biology, Physics and Chemistry) in terms of the number of papers, the format of the papers and the maximum marks allocated to each paper.
- (ii) Introduction of Business Studies subject (565) which is an amalgamation of Accounting, Commerce, Economics and Office Practice;
- (iii) Changes in the Paper formats, paper contents, timing and maximum marks allocated in Home Science and Agriculture.
- (iv) Exclusion of some of the group 3, group 4 and group 5 subjects from the syllabus.

2.5 OVERVIEW OF THE YEAR 2006 KCSE EXAMINATION REPORT

This report covers two areas of the year 2006 KCSE examination. *Part I* deals with the examination questions which the majority of the candidates found difficult. *Part II* covers all the question papers and their sample marking schemes in groups 1, 2 and 3 subjects and the year 2006 KCSE Top Ten schools and candidates.

It should be noted that the attached marking schemes are but a sample. These sample marking schemes are normally discussed in detail by the examiners and may be amended accordingly before they are used to score the candidates scripts.

The KCSE examination report analyses in detail candidates' performance in the KCSE examination. Its main aim is to provide a feedback on candidates' performance in KCSE examination subjects, with a focus on those questions which candidates found difficult. Such questions have been identified and discussed, possible causes of mistakes pointed out and expected answers in some cases have been given in order to show what kind of answers were expected.

The report indicates areas of the syllabus not adequately covered as evidenced by the poor performance of candidates in these areas and gives recommendations on how such areas could be managed or better taught.

2.6 GENERAL COMMENTS ON THE FEEDBACK REPORT

It is hoped that schools will find the information given in this feedback report useful. The Council will highly appreciate any informed comments and suggestions from teachers, students and the public that can be considered for inclusion in the next issue of this report to enrich it. We hope that this report will continue to create an avenue through which teachers can share their experiences especially in the handling of those topics that students find difficult to understand.

Comments/suggestions from teachers, students and the public may be forwarded to the Council in writing or by completion of the questionnaire inserted in every copy of this report. We thank all those who have in the past given us useful suggestions/or comments on previous issues of this report.

The Council would like to remind schools and the general public that all the past and current issues of the KCSE examination reports can be purchased from The Kenya

National Examinations Council, Mitihani bookshop situated on the Ground floor of the National Housing Corporation Building along Aga Khan Walk, opposite Co-operative Building. The cost and postage charges of the KCSE examination reports will be given on request.

2.7 APPRECIATION

Finally, I wish to commend the efforts of Mr. E. Wanderi, Mr. I. Gicheru, Mr. F. Kyalo, Mrs. J. Wachira, Mrs. R. Nthamburi, Mr. G. Mwanzia, Mrs. Z. Mutea, Ms. J. Sabari, Ms. J. Maribie, Mr. P. Kimanthi, Mr. F. A Otieno, Mr. P. Miano, Mr. G. Itute, Mrs. L. Njuguna, Mr. J. Onjoro, Mrs. L. Ngugi, Mr. H. Bundu, Mrs. A. Onacha, Mr. G. Katungwa, Mr. J. King'ori, Mr. S. Wainaina, Mrs. R. Wambutta and all the officers in Research & Data Processing, Test Development, Manuscript and Reprographics Departments and the entire Senior Management of the Council for their contribution in one way or the other to the preparation and publication of this report.



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