

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**STUDENTS' ITEM RESPONSE ANALYSIS
REPORT FOR THE FORM TWO NATIONAL
ASSESSMENT (FTNA) 2015**

014 BIBLE KNOWLEDGE

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FOREWORD

The Students' Items Response Analysis Report in Bible Knowledge Subject in the Form Two National Assessment (FTNA) 2015 was prepared in order to provide feedback to students, teachers, parents, policy makers and the public in general on the performance of the students in the subject.

The Form Two National Assessment is a formative evaluation which, among other things, shows the effectiveness of the educational system in general and education delivery system in particular. Essentially, the students' responses to the assessment questions is a strong indicator of what the educational system was able or unable to offer to the students in their first two years of secondary education.

The analysis presented in this report is intended to contribute towards the understanding of some reasons behind the performance of the students. The report highlights some of the factors that made students to score high marks in the questions. Such factors include the ability of the students to identify and adhere to the task of the questions and to express themselves in English Language. Moreover, they also had adequate knowledge of biblical facts, concepts, themes, events, places and important persons in the Bible. The reverse was true to students who scored low marks. The feedback provided will enable the educational administrators, school managers, teachers and students to take proper measures in order to improve students' performance in future assessments administered by the Council.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from teachers, students and the public in general, that can be used for improving future reports.

Finally, the Council would like to thank the Examination Officers, School Inspectors, Subject Teachers and all others who participated in the preparation of this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The analysis in this report is focused on FTNA 2015 Bible Knowledge subject. The assessment tested the competences as stipulated in the Bible Knowledge Syllabus that was issued in 2012. In this report, the performance of the students is regarded as good if the students scored from 50 to 100 percent; average if they scored from 30 to 49 percent and poor from 0 to 29 percent. These groups are illustrated by using colours, whereby Green, Yellow and Red denote good, average and poor performance respectively.

The assessment had four (4) sections, A, B, C and D with a total of five (5) questions. The students were required to answer all the questions in all four sections. Section A consisted of two questions (questions 1 and 2). Question 1 had ten multiple choice items and carried a total of 15 marks. Question 2 had ten matching items with a total of 15 marks. This section carried thirty (30) marks. Section B consisted of one question (question 3) which had twenty (20) True/False items and carried twenty (20) marks. Section C consisted of one question (question 4), which had ten short answer items and carried twenty (20) marks. Section D consisted of one question (question 5) which consisted of ten items on biblical places, people, concepts, themes, and events. The question carried thirty (30) marks.

Students who attended the 2015 assessment in this subject were 18,472, of which 16,643 (90.10%) passed and 1,829 (9.90%) failed. This shows a decline of 2.77 percent when compared to the 2014 performance in which 16,386 students attended the assessment, of which 15,219 (92.87%) students passed and only 1,168 (7.13%) failed.

This report provides the analysis of each question by giving an overview of what the students were required to do, the general performance and the reasons for their performance. It is expected that through this report, necessary measures will be taken in order to improve the teaching and learning of Bible Knowledge in Secondary Schools.

2.0 ITEMS RESPONSE ANALYSIS FOR EACH QUESTION

2.1 Question 1: Multiple Choice Items

This question consisted of ten items, whereby each item carried 1.5 marks, making a total of 15 marks for the whole question. The items were taken from the following topics: Creation, The fall of man and its outcome, Sons of Isaac and the Hebrews in Egypt. The students were required to choose the correct answer and write its letter in the box provided.

The question was attempted by 100 percent of the students, of which 89.1 percent scored from 7.5 to 15 marks, 8.8 percent scored from 4.5 to 7 marks and 2.1 percent scored from 0 to 4 marks. This performance is illustrated in figure 1.

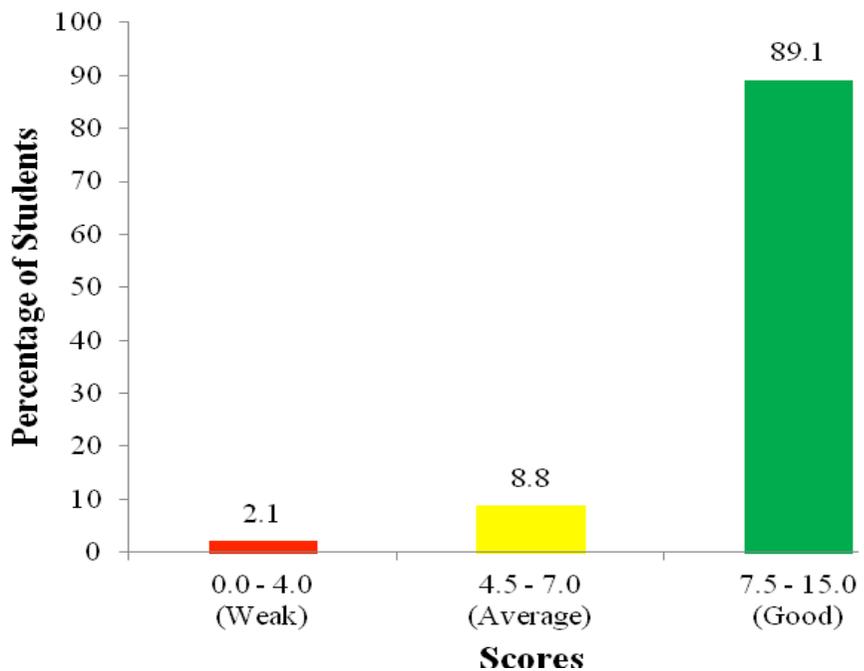


Figure 1: Scores of students who attempted question 1.

The reason for the good performance in this question is that the students had appropriate knowledge of Biblical facts, concepts and events. They also had adequate knowledge of the topics from which the items were taken. Those who performed poorly showed

that they lacked knowledge of the topics from which the items were taken. The following is the analysis on students' responses to items (i) to (ix):

Item (i) required the students to identify the only book that tells about God's creation activity in the Bible. The answer was to be chosen from the four options: A: (Exodus), B: (Leviticus), C: (Genesis) and D (Numbers). The majority of the students chose the correct answer, C: (*Genesis*). This provides evidence for their adequate knowledge of the topic of "Creation". The few who failed to answer this item had inadequate knowledge on the topic. Their responses were either A, B or D, which were wrong because the creation story is found only in the book of Genesis, chapters 1 and 2.

Item (ii) required the students to identify the purpose of God to place the Man in the Garden of Eden after creating him. Students were to choose among the following alternatives: A: (to eat the fruits of the garden), B: (to till and keep the garden), C: (to guard the garden against thieves) and D: (to look for a helper fit for him). Most of students chose the correct answer B: (*to till and keep the garden*) because they had adequate knowledge about creation and the Garden of Eden. They knew the purpose of God in placing the man in the Garden was to till and keep it (as recorded in Genesis 2:15). However, some of those who failed chose either A or D, and a negligible number chose C. This shows that the students were not familiar with the story of creation and the Garden of Eden. Those who chose A were logically right because there were fruits in the garden, but that was not God's primary purpose. By using commonsense, C would seem to be correct, but there were no thieves then. Option D was far from logic because there were no other persons in the garden.

Item (iii) required the students to identify the cleverer creature than any other that was created by God. The following were the options: A: (The serpent), B: (The dove), C: (The hare) and D: (The Lion). The majority of the students chose the correct answer

A (The serpent), for they had knowledge of the story of the fall of man which is regarded as a result of the deception of the serpent to Eve as read in Genesis 3:1. Very few students answered it wrongly because they lacked biblical knowledge about the Serpent as the cleverer creature than any other creature. A number of them chose C as their answer, probably, because of the popular stories that the hare (rabbit) is a clever animal.

Item (iv) required the students to identify the tree from which God forbade man from eating its fruits. The options to be chosen were: A: (the tree of Life), B: (the tree of knowledge of good and Evil), C: (all the trees of the garden) and D: (the tree in the middle of garden). A good number of students managed to choose the correct answer *B (The tree of knowledge of good and evil)*. However, a few students lacked knowledge on the forbidden tree in the topic, "The Fall of Man and its Outcome" where the question was taken. Most of those who failed chose D, which is not mentioned in Genesis 2:15-17. It seems the students had in mind the response of the woman to the Serpent in Genesis 3:2-3, which was not God's command.

In item (v) the students were required to state the number of people who entered the Ark during the floods by choosing the correct answer among the following alternatives: A: (6 people), B: (7 people), C: (8 people) and D: (9 people). The majority of the students managed to choose the correct answer *C: (8 people)*. This shows that they had adequate knowledge of the story of the floods in connection with the people whom God spared from being drowned. Nevertheless, there were some of the students who were unable to identify the correct number of people showing that they had inadequate knowledge of Noah's Ark and the number of people who were spared as shown in Genesis 7:7,13.

Item (vi) required the students to identify the Sons of Noah by choosing the correct answer among the four options as follows: A: (Shem, Ham and Cush), B: (Shem, Ham and Joseph), C: (Shem, Ham and Canaan) and D: (Shem, Ham and Japheth). Most of the

students managed to choose the correct answer *D (Shem, Ham and Japheth)*. Most of those who answered it wrongly chose B. This implies that they were not familiar with the correct names of the sons of Noah, especially, by including Joseph who was the son of Jacob many years after the floods.

Item (vii) was, “When the descendants of Noah who spoke one language and few words migrated from the east, they settled at Shinar and built a tower called Babel (Genesis 11:1-9). Why was it called Babel?” Thus, the item required the students to give the reason why the tower was called Babel. Four options which were given include: A: (It is because God confused their language), B: (It is because they were in Babylon), C: (It is because they wanted to reach in the heavens) and D: (It is because they wanted to make themselves city). A good number of students chose the correct answer *A: (It is because God confused their language)*. This shows that the topic was familiar to them, because the reason for the tower to be called Babel is given in Genesis 11:9. However, most of the few students who failed chose B because it involves the name Babylon, but the name was not established before the confusion of language.

In item (viii) the students were to identify the elder brother between the male twins of Isaac and Rebekah. They were to choose the correct answer among the following: A: (Esau), B: (Jacob), C: (Joseph), and D (Benjamin). Many students chose the correct answer *A: (Esau)*. This shows that the students were familiar with the topic, "Sons of Isaac." Most of the students who responded incorrectly chose B, showing that they had the idea about the male twins but they did not know who came first during their birth.

In item (ix) the students were asked, “When Jacob learned that there was grain in Egypt (Genesis 42:1-5), whom did he send to buy some? A: (Jacob sent his wives), B: (His ten sons), C: (Joseph and Benjamin) and D: (All his twelve sons). Most of the students chose the correct answer *B: (His ten sons)*. This shows that they

had appropriate knowledge on the topic, "Sons of Jacob." However, a number of those who answered the item wrongly chose C: (Joseph and Benjamin). This shows that they had inadequate knowledge concerning the event, bearing in mind that Joseph was already in Egypt since he was sold by his brothers. Moreover, Benjamin was not allowed by Jacob, his father, to go to Egypt for he feared his little son would be lost like Joseph, his brother.

Item (x) asked, "At the time when Moses was called and commissioned by God, where was he and what was he doing there?" The answer was to be chosen from among the following: A: (He was in Egypt, staying in Pharaoh's palace), B: (He was at Mount Horeb, keeping the flocks of his father in law), C: (He was in the wilderness, leading the Israelites to Canaan and D: (He was at Haran, travelling to the Promised Land. The correct answer was *B: (He was at Mount Horeb, keeping the flocks of his father in law)*, but most of the students missed this item by choosing either A or D, and a few of them chose C. This shows that the students lacked knowledge concerning the event of Moses' call in connection with the place where he was during his call. Those who chose A did not know that Moses was called some years after he had run from Pharaoh's palace in Egypt to Midian (Exodus 2:16-22), where he was keeping Jethro's flocks (Exodus 3:1-22). Those who chose D failed to discover that Moses did not use the route from Haran to the Promised Land, but Abraham.

2.2 Question 2: Matching Items

This question consisted of ten items, whereby each item weighed 1.5 marks, making a total of 15 marks. The items were taken from the book of Genesis. The students were required to match the items in List A with those in List B by writing the letter of the correct item in List B, below the corresponding number in the box provided.

The question was attempted by 100 percent of the students who were assessed, of which 82.1 percent scored from 7.5 to 15 marks, 8.3 percent scored from 4.5 to 7 marks and 9.6 percent of the

students scored from 0 to 4 marks. This analysis is illustrated in figure 2.

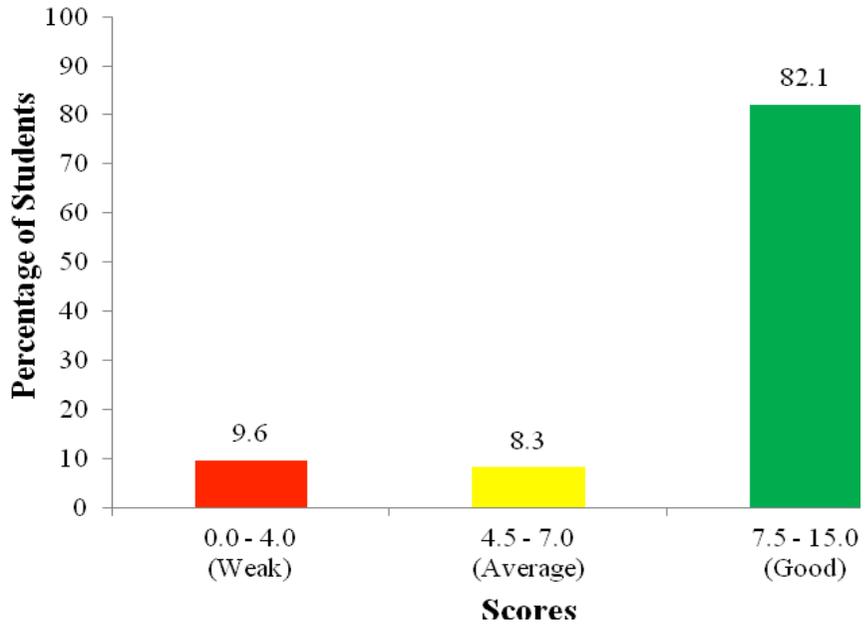


Figure 2: Scores of students who attempted question 2.

The above analysis shows that most of the students (90.4%) performed well for they managed to match correctly 3 to 10 items, that is, 30 to 100 percent of the total marks in this question. The reason for the good performance in the question was the students' adequate knowledge of the book of Genesis, important biblical persons and events and ability to understand and adhere to the task of the question. Extract 1.1 is a sample of a good response to question 2.

Extract 1.1

2. Match the items in **List A** with those in **List B** by writing the letter of the correct item in **List B** below the corresponding item number in the box provided.

List A		List B	
(i)	He was offered to God as sacrifice.	A	Noah
(ii)	The first man to kill another man because of jealousy.	B	Seth
(iii)	The first producer and user of wine.	C	Nahor
(iv)	The father of Abram, Nahor and Haran.	D	Haran
(v)	Most loved by his father but most hated by brothers.	E	Potiphar
(vi)	He was not allowed to go with his brothers for food in Egypt.	F	Isaac
(vii)	He bought Joseph as slave in Egypt.	G	Terah
(viii)	The name of Lot's father and a name of a town.	H	Milcah
(ix)	Commonly known as the father of faith.	I	Joseph
(x)	The third born of Adam, born in his likeness, after his image.	J	Jacob
		K	Cain
		L	Ham
		M	Abraham
		N	Benjamin
		O	Adam

ANSWERS

List A	(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
List B	F	K	A	G	J	N	E	D	M	B

Extract 1.1 shows the response of a student who managed to match all ten items correctly. This indicates that the student had an adequate knowledge of the book of Genesis.

Conversely, there were a few students (9.6%) who scored low marks by matching correctly below 3 items. Most of them were unable to correlate the statements in list A with the names of persons in list B, which may indicate that they were unfamiliar with the book of Genesis. Extract 1.2 is a sample of a poor response.

Extract 1.2

List A	(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
List B	A	C	G	K	F	B	D	N	E	M

Extract 1.2 shows the response of a student who wrongly matched all the items. Choosing A for item (i), indicates that the student had

in mind the offering which Noah gave after the floods. Thus, the student understood the statement in its active form “He offered to God as a sacrifice” instead of passive form “He was offered to God as a sacrifice”. Other distracters were chosen out of the student’s ignorance, for they have no connection with the items.

2.3 Question 3: True or False Items

The question consisted of twenty items (i)-(xx) and each item carried one (1) mark, hence making a total of twenty (20) marks. The items were taken from the books of Genesis, Exodus, Numbers, Joshua and Judges. The students were required to write **TRUE** if the statement is correct or **FALSE** if the statement is not correct.

The question was attempted by 100 percent of the students who were assessed, of which 89.4 percent scored from 10 to 20 marks and 10.2 percent scored from 6 to 9 marks. The rest, 0.4 percent, scored from 0 to 5 marks. This analysis is illustrated in figure 3.

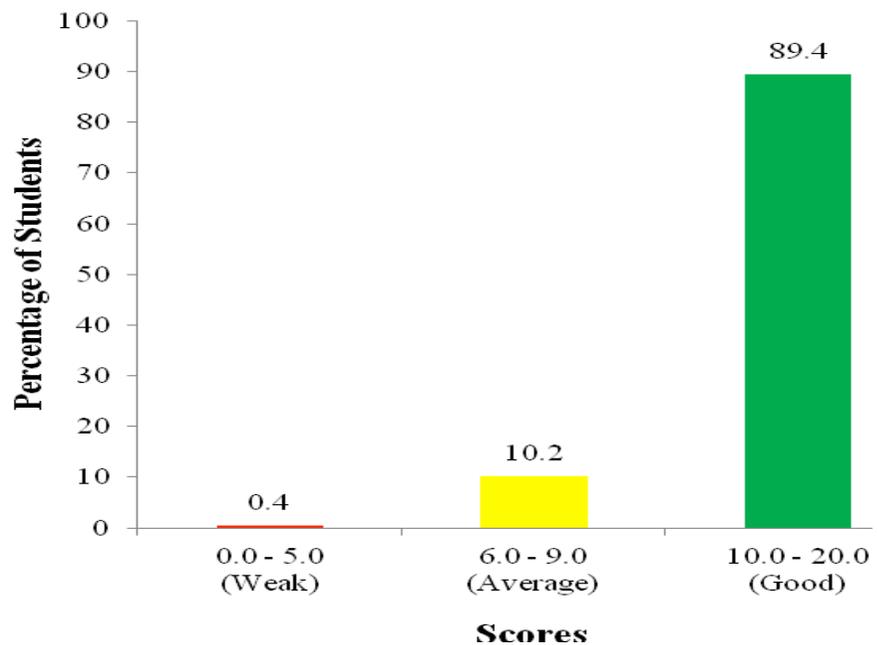


Figure 3: Scores of students who attempted question 3.

The above analysis shows that, most of the students (99.6%) performed well for they responded correctly to most of the items (6 to 20 items), that is, 30 to 100 percent of the total marks of the question. The reason for the good performance in this question was students' familiarity with the topics from which the items were taken. Extract 2.1 is a sample of a good response to question 3.

Extract 2.1

3. For each of the following items, write **TRUE** if the statement is correct or **FALSE** if the statement is not correct.
- (i) Adam and Eve were created by using soil from the ground.TRUE.....
 - (ii) Moses accepted the call to deliver the Israelites without objection.FALSE.....
 - (iii) The new Pharaoh invited the Israelites because he knew Joseph well.FALSE.....
 - (iv) When Moses delayed from Mount Sinai the Jews asked God about him.FALSE.....
 - (v) The priests of Israel were the Levites and sons of Aaron.TRUE.....
 - (vi) Moses failed to lead the Israelites into Canaan because he was too old.FALSE.....
 - (vii) Moses was ordered to take off his shoes because the place was holy.TRUE.....
 - (viii) God allows barren women to use their house girls to get children as Sarah did.FALSE.....
 - (ix) Work is the consequence of the sin of Adam and Eve.FALSE.....
 - (x) Environmental conservation was God's concern from the time of creation.TRUE.....
 - (xi) Esau sold his birth-right to Jacob as arranged by God Himself.TRUE.....
 - (xii) Joshua was the successor of Moses to bring the people to Canaan.TRUE.....
 - (xiii) Deborah was a judge and a prophetess.TRUE.....
 - (xiv) Samson failed to defeat his enemies because he loved Philistine women.FALSE.....
 - (xv) The main sin during the time of the judges was adultery.FALSE.....
 - (xvi) The Hebrew midwives in Egypt killed the new-born boys of the Jews.FALSE.....
 - (xvii) Joseph did not pay back evil for evil against his brothers who sold him.TRUE.....
 - (xviii) The Egyptian soldiers and chariots were drowned in the Red Sea.TRUE.....
 - (xix) God commanded Adam and Eve not to commit adultery.FALSE.....
 - (xx) Gender equality is not just a political agenda, but God's plan.TRUE.....

Extract 2.1 shows the response of a student who had adequate knowledge of the books of Genesis, Exodus, Numbers, Joshua and Judges to the extent of scoring full marks.

However, very few students (0.4%) gave incorrect responses to most of the items by scoring below 6 out of 20 marks. There were some who scored a 0 mark. This indicates that the students were not capable to recall the events from the books of Genesis, Exodus, Numbers, Joshua and Judges, from which the items were derived.

2.4 Question 4: Short Answer Items

This question consisted of ten items, whereby the students were required to give short answers to all items, (a) to (j). Each item carried two (2) marks, hence making a total of twenty (20) marks. The items were taken from the book of Genesis.

The question was attempted by 100 percent of the students who were assessed, of which 67.1 percent scored from 10 to 20 marks and 17.4 percent scored from 6 to 9 marks. The rest, 15.5 percent, scored from 0 to 5 marks. This analysis is illustrated in figure 4.

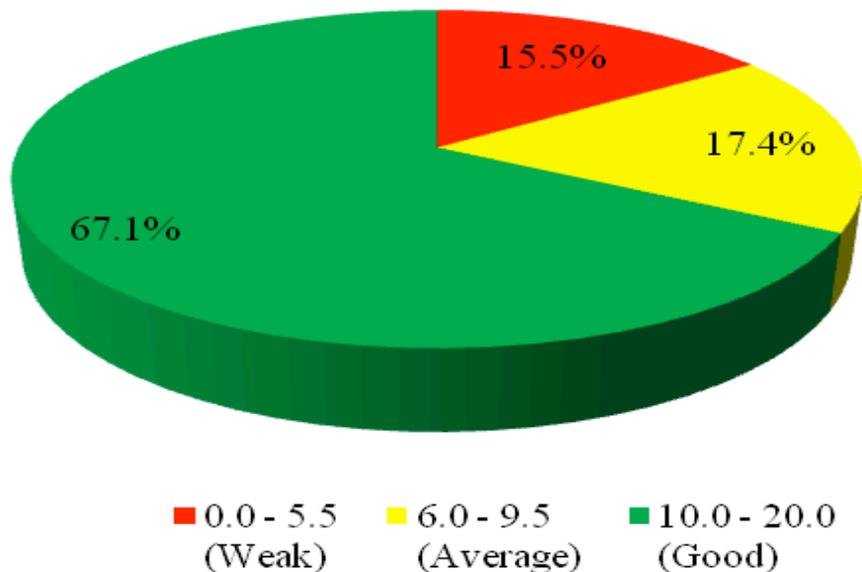


Figure 4: Scores of students who attempted question 4.

The above analysis shows that most of the students (84.5%) performed well as they scored from 30 to 100 percent of the total marks of the question. The good performance is attributed to

students' knowledge of the topic and understanding of the tasks of the questions. It is also due to their ability to express themselves in English Language.

However, there were 15.5 percent of the students who performed poorly by scoring below 6 out of 20 marks, of which 0.8 percent responded wrongly to the whole question and got a 0 mark. The reasons for the poor performance are lack of knowledge of the topics from which the items were taken, failure to understand the task of the items and poor English Language usage. Most of these students wrote answers in a very poor English Language grammar, inappropriate vocabularies and meaningless statements. The following is the analysis of the performance for each item:

Item (a) was, "How was the helper of Adam (Eve) created?" The students were expected to show the way Eve was created by God. The expected response was that "God took one of Adam's ribs and closed its place with flesh and the rib became a woman."

Most of the students who attempted this part of the question managed to give the correct answer on how Eve was created. They provided their responses in different wording but reflecting that they knew well the creation story. For example, one of the students wrote, "God caused a deep sleep to Adam then he took one of Adam's ribs and from it he created a woman called Eve." Another student wrote, "God made Adam to sleep then he took one of his ribs and created Eve, and Eve was named woman because she came from man. And Eve was to be helper fit to Adam." Another one wrote, "God made Adam to sleep a deep sleep and took ribs out of Adam and created Eve and breathed the breath of life to her." These responses are in line with Genesis 2:21-22, showing that the students had adequate knowledge of the topic "Creation." Extract 3.1 is a sample of a good response.

Extract 3.1

4. Give short answers to questions (a) – (j).

(a) How was the helper of Adam (Eve) created?

she was created out of the ribs of man. God
caused a strong sleep to a man and took one of ribs of man
and made the helper of Adam (Eve)

Extract 3.1 shows the response of a student who managed to show how Eve was created.

However, a few students failed to explain the way Eve was created. For example, one of the students wrote, “The helper was snake.” This shows that the student did not understand the question. Another student wrote, “Cause God commanded Adam and Eve not to commit adultery.” This response has no connection with creation. Moreover, there was a student who wrote, “Adam is the father of human being and Eve is the mother of living things.” This response also shows that the student did not understand the task of the question. That is, instead of showing how Eve was created he/she wrote about Adam and Eve as the origin of human beings and ‘living things’ respectively. This is because they had inadequate knowledge of the topic “Creation.” Extract 3.2 is a sample of a poor response from a student who wrote answers in a poor English Language grammar vocabularies and meaningless statements.

Extract 3.2

4. Give short answers to questions (a) – (j).

(a) How was the helper of Adam (Eve) created?

The born helper and children covn and abel which form
the isralai samson garden of not god people

Extract 3.2 shows the response of a student who was unable to show how Eve was created; instead he/she included names like Israel and Samson which are out of context.

In item (b) the students were given a statement, “God chased Adam and Eve from the Garden of Eden because there was another tree from which God would not let them eat fruits.” It was followed by the question, “What was that tree and why not to eat?” The students were expected to identify the tree and give the reason why they should not eat its fruits. The expected response was, “It was the tree of life, and because if they ate they would live forever”, according to Genesis 3:22.

A good number of students responded correctly, showing their familiarity with the book of Genesis and the topic, “Creation.” For example, one of the students wrote, “It was the tree of life and if they ate, they would not die forever.” Another student wrote, “The tree was the tree of life, he would not allow them eat because they would have eternal life.” Another one wrote, “The tree was the tree of life. God did not let them eat because if they eat they will live forever and continue to make more sins.” Extract 3.3 is a sample of a good response to question 4(b).

Extract 3.3

- (b) God chased Adam and Eve from the Garden of Eden because there was another tree from which God would not let them eat fruits. What was that tree and why not to eat?

It was the tree of life..... He did not want them to eat the fruits of it for they could live forever and keep on sinning.....

Extract 3.3 shows the response of a student who was able to identify the tree and managed to give the reason why not eat its fruit.

Although most of the students did well in this item, a few students failed to give correct responses. Most of them wrote that the tree was “the tree of knowledge of good and evil” because they would be able to know what is good and what is evil. Their response is wrong because it is in the context after Adam and Eve had already eaten the fruit of the tree of knowledge of good and evil. Other examples of wrong answers were such as; “Are the trees

communities eat fruits that Eden land that many forbade Adam god wanted may Babel” and “Adam and Eve is the people where by God allows barren women.” These responses have no connection with the task of the question. This gives evidence that the student had inadequate knowledge of the topic and did not understand the task of the question. Extract 3.4 is a sample of a poor response to question 4(b).

Extract 3.4

- (b) God chased Adam and Eve from the Garden of Eden because there was another tree from which God would not let them eat fruits. What was that tree and why not to eat?
- because work is the consequence of the son of adam and eve

Extract 3.4 shows the response of a student who was unable to identify the tree and failed to give the reason why not eat its fruit.

Item (c) was, “Go from your country and your kindred and your father’s house to the land that I will show you” (Genesis 12:1). (i) Who was the speaker of the words? (ii) To whom were the words spoken? In part (i) the students were expected to mention the speaker as **God** and in part (ii) the addressee of the words as Abraham.

A good number of students managed to answer both parts correctly, which reveals that the topic “Life of Abraham” was well understood by most of the students. Extract 3.5 is a sample of a good response to question 4(c).

Extract 3.5

- (c) “Go from your country and your kindred and your father’s house to the land that I will show you” (Genesis 12:1).
- (i) Who was the speaker of the words? God
- (ii) To whom were the words spoken? Abram

Extract 3.5 shows the response of a student who managed to identify the speaker and the addressee of the words correctly.

On the other hand, there were a few students who failed to give correct responses due to inadequate knowledge on the topic and failure to understand the task of the question due to misconception and language barrier. There was a variety of responses that were out of context. For example, one of the students wrote, “(i) The speaker of the words is Musa.” (ii) “The word spoken is Samuel.” The responses are out of context because the names Musa (Moses) and Samuel are not in the Book of Genesis but in Exodus and Samuel respectively. Another student wrote, “(i) It is because God confused their language.” (ii) God am not it language.” Instead of mentioning names, the student gave irrelevant explanations in connection with the story of the Tower of Babel. Extract 3.6 is a sample of a poor response in this part of the question.

Extract 3.6

- (c) “Go from your country and your kindred and your father’s house to the land that I will show you” (Genesis 12:1).
- (i) Who was the speaker of the words? ..migrated from the egypt..
- (ii) To whom were the words spoken? ..One Language.....

Extract 3.6 shows the response of a student who was unable to identify the speaker and the addressee of the quotation.

In item (d), the students were asked, “According to Genesis 32:24 - 32, who renamed Jacob as Israel and Why?” The expected response was “God renamed Jacob as Israel because he strove with God and men and prevailed.” Most of the students failed to identify the one who renamed Jacob as Israel and the reason for renaming him. Even the few who mentioned God as the one who renames Jacob failed to give the correct reason. For example, one of the students wrote, “Because Jacob is a brother of Joseph.” This shows that the student lacked knowledge of important persons in the Bible. Yet, Jacob was father to Joseph, not his brother. Another student wrote, “Jacob was named through Isaac because Isaac was the king of Israel children emediately.” Another student wrote,

“Because the making main from the genesis who renamed and Israel are women.” These responses imply that some of the students had inadequate knowledge on the subject matter and did not understand the task of the question; therefore, some even copied items from other questions as responses in this question. Extract 3.7 is a sample of a poor response to question 4(d).

Extracts 3.7

(d) According to Genesis 32:24-32, who renamed Jacob as Israel and why?

Esau sold his birth right to Jacob as arranged
by God Himself

Extract 3.7 shows the response of a student, which was copied from question 3(viii).

This failure indicates that the students were unable to recall the life of Jacob due to inadequate knowledge on the topic and failure to understand the task of the question.

However, a few students provided good responses to the item. Their responses showed that they knew the topic well and understood the task of the question. For example, one of the students wrote, “The angel of the Lord or God himself renamed Jacob as Israel because Jacob fought with man and God and won.” Another student wrote, “The angel of the Lord renamed Jacob as Israel because Jacob fought with the angel and won. Israel means one who strives with God and wins.” Moreover, there was a student who wrote, “God renamed Jacob the name Israel through an angel because he fought with the angel without giving up and he won.” Extract 3.9 is a further sample of a good response to question 4(d).

Extract 3.9

- (d) According to Genesis 32:24-32, who renamed Jacob as Israel and why?

The angel renamed Jacob as Israel because he was fighting with him and he would not let him go until he is given blessings. It was at PENDEL

Extract 3.9 shows the response of a student who managed to identify the one who renamed Jacob and the reason for renaming him.

In item (e) the students were asked, “Why did Moses flee from Egypt to Midian?” the students were expected to give the reason for Moses’ escape to Midian. The expected answer was that Moses fled from Egypt to Midian because he feared Pharaoh after he had killed an Egyptian. Many students responded well to this item. Their responses indicate that they had appropriate knowledge of the subject matter and had understood the task of the question. For example, one of the students wrote, “Moses fled to Midian because he had killed an Egyptian, hence he feared to be captured by Pharaoh.” Another student wrote, “Because the secret of killing an Egyptian was known and Pharaoh wanted to kill him.” In addition, there was another student who wrote,

Moses fled from Egypt to Midian because he killed an Egyptian and his secret was known, so the king’s (Pharaoh’s) anger was great that he wanted to kill Moses. So Moses fled because he was afraid to be killed by Pharaoh.

Extract 3.10 is a further sample of a good response to question 4(e).

Extract 3.10

- (e) Why did Moses flee from Egypt to Midian?

...Moses fled from Egypt to Midian so as to escape from the...
anger of Pharaoh who heard that Moses killed a Egyptian and he wanted
to kill Moses too

Extract 3.10 shows the response of a student who managed to give the reason as to why Moses fled from Egypt to Midian.

On the other hand, some of the students were unable to give the correct reason which made Moses to flee from Egypt to Midian. Their responses showed that they either lacked knowledge or did not understand the task of the question. For example, one of them wrote, "Because he walked with God therefore God showed him a path." Another student wrote, "Moses failed to lead the Israelites into Canaan because he was too old." This response is in the context of Israelites' journey through the desert under Moses' leadership while the question was in the context before he was called to deliver the Israelites from slavery in Egypt. Besides, the response was copied from question 3(vi). Another student wrote, "He was asked by god to go there and help the people from evil." This response seems to speak about Moses' commission to go to Egypt to save the Israelites from bondage. Extract 3.11 is a further sample of a poor response to question 4(e).

Extract 3.11

- (e) Why did Moses flee from Egypt to Midian?

Because he was sent by god to go to help the
Israelites and to take them out of the Missi... people.

Extract 3.11 shows the response of a student who wrote about Moses' commission to save people from slavery instead of the reason as to why Moses fled from Egypt to Midian.

In item (f) the students were required to name the two store-cities which were built by the Jews as slaves for Pharaoh. The expected

answers were (i) Pithom and (ii) Ra-amases/Ramses. A good number of the students mentioned the names of the two cities correctly, which indicated their adequate knowledge of the topic, “The Hebrews in Egypt” and the ability to identify and adhere to the task of the question. Extract 3.12 is a sample of a good response to question 4(e).

Extract 3.12

(f) Name two store-cities which were built by the Jews as slaves for Pharaoh.

- (i) Pithon.....
- (ii) Ramser.....

Extract 3.12 shows the response of a student who was able to name the cities correctly.

On the other hand, there were students who mentioned one correct city and one wrong city. The wrong cities mentioned include Midian, Sinon, Sukkoth, Goshen, Haran, and so on. There were also students who missed the whole item by writing names of countries or cities which are not found in Egypt. For example, one of the students wrote, (i) Shechem and (ii) Mesopotamia. Other students wrote names of people instead of cities. For example, one of them wrote (i) Potiphar (ii) Joseph; another (i) Adam (ii) Eve, and another (i) Joseph (ii) Jacob. This implies that the students did not understand the task of the question. This may be attributed to difficulty in English Language usage. They were unable to understand that cities were not persons. Extract 3.13 is a sample of a good response to question 4(f).

Extract 3.13

(f) Name two store-cities which were built by the Jews as slaves for Pharaoh.

- (i) pharaoh is the King of Egypt.
- (ii) pharaoh is the name of King.

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Extract 3.13 shows the response of a student who explained who Pharaoh was instead of naming the cities.

In item (g), the students were asked, “According to Genesis 26:6-11, why did Isaac deceive king Abimelech that Rebekah was his sister while she was his wife?” The expected response was that Isaac deceived the king because he feared that the men of that area would kill him for the sake of his beautiful wife Rebekah. A considerable number of students answered well by giving the reason for Isaac to deceive king Abimelech concerning Rebekah his wife. For example, one of the students wrote, “Because Rebekah was a beautiful woman; Isaac feared if he says she was his wife, he would be killed.” Another student wrote, “Isaac feared that he could be killed because his wife was beautiful, that is why he did not tell them the truth.” These responses show that the students had adequate knowledge about Isaac and understood the task of the question. Extract 3.14 is a further sample of a good response to question 4(g).

Extract 3.14

g) According to Genesis 26:6-11, why did Isaac deceive king Abimelech that Rebekah was his sister while she was his wife?

Because he thought that Rebekah was beautiful so probably the king would kill him and take Rebekah as his wife but if she says he is my brother Isaac would be treated well for Rebekah's sake

Extract 3.14 shows the response of a student who managed to give the reason for the deception of Isaac concerning Rebekah his wife.

However, some of the students failed to give the correct answers due to inadequate knowledge of the topic and the language barrier problem. The following are examples of wrong answers: “Because he was the daughter of Sarah”, “Because Isaac wife is Sarah”, “Because Isaac Rebekah his sister of Isaac”, and so on. Here the students’ responses suggest that they did not even know the relationship of the people they mentioned due to lack of knowledge of important biblical persons. In other words, the students had inadequate knowledge about Isaac. Extract 3.15 is a sample of a poor response to question 4(g).

Extract 3.15

- (g) According to Genesis 26:6-11, why did Isaac deceive king Abimelech that Rebekah was his sister while she was his wife?

because the wife of Isaac is the best
girl than anything, and the sister of Isaac is good girl.

Extract 3.15 shows the response of a student whose reason was about the wickedness of Rebekah, an accusation which is not found in the Bible.

In item (h), the students were required to mention the daughters of Laban, whom Jacob married. Most of students were able to mention the names correctly as *Rachel* and *Leah*. This indicates that the topic was familiar to the students. Extract 3.16 is a further sample of a good response to question 4(h).

Extract 3.16

- (h) Mention Laban’s daughters, whom Jacob married.

(i) Leah
(ii) Rachel

Extract 3.16 shows the response of a student who mentioned the names of the daughters of Laban correctly.

Yet, there were varieties of wrong answers from those who failed. For example, one of the students wrote, (i) Joseph, (ii) Benjamin.

Other poor responses mentioned, (i) Abel, (ii) Cain; (i) Seth, (ii) Noah; and so on. These responses imply that either the students did not understand the task of the question which asked about the daughters of Laban, or they did not know the gender of the names they provided. This is also an indication that the students were unfamiliar with Jacob's family and life. Extract 3.17 is a further sample of a poor response to question 4(h).

Extract 3.17

(h) Mention Laban's daughters, whom Jacob married.

- (i) Abel
- (ii) Cain

Extract 3.17 shows the response of a student who mentioned Cain and Abel, the sons of Adam, instead of Leah and Rachel, the daughters of Laban.

In item (i), the students were required to identify the first two Plagues against Pharaoh. The expected answers were (i) The plague of blood and (ii) the plague of frogs. A good number of students mentioned the correct plagues, an indication that they knew the topic, "The Hebrews in Egypt" and that they understood the task of the question. Extract 3.18 is a sample of a good response to question 4(i).

Extract 3.18

(i) What were the first two plagues against Pharaoh?

- (i) Water in River Nile turned into blood.
- (ii) Frogs came out the R. Nile.

Extract 3.18 shows the response of a student who managed to mention the first two plagues against Pharaoh correctly.

Those who responded poorly gave varieties of wrong answers. Some of them mentioned names of people such as (i) Joseph and (ii) Laban; (i) Moses and (ii) Jacob; and so on. Another response

was (i) boils and (ii) the death of the first born. This student had an idea of the ten (10) plagues but failed to recall them in sequence. Another poor response was written, (i) The delayed from Mount Sinai (ii) The new consequence of the sin of Pharaoh. This response was irrelevant to the question. Extract 3.19 is a sample of a poor response to question 4(i).

Extract 3.19

(i) What were the first two plagues against Pharaoh?

- (i) ... Egypt
- (ii) ... Joseph

Extract 3.19 shows the response of a student who mentioned a country and a person instead of plagues.

Item (j): Study the items given in the box and pair them according to their marital relationship.

Adam, Moses, Isaac, Jacob, Abraham, Zipporah, Rebekah, Leah, Keturah, Eve

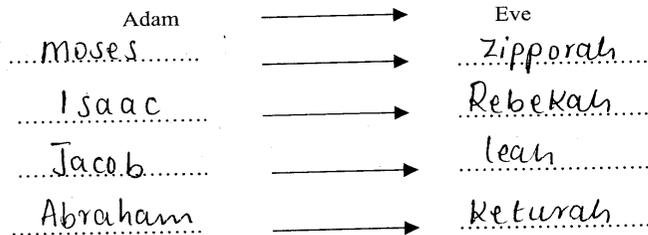
The expected pairs according to their marital relationship were Moses and Zipporah, Isaac and Rebekah, Jacob and Leah, and Abraham and Keturah. Most of the students managed to pair the names correctly, showing that they learned and knew various couples of people in the Bible. The students' responses imply that they understood and adhered to the requirement of the question. Extract 3.20 is a sample of a good response to question 4(j).

Extract 3.20

- (j) Study the names given in the box and pair them according to their marital relationship.

Adam, Moses, Isaac, Jacob, Abraham, Zipporah, Rebekah, Leah, Keturah, Eve.

Example:



Extract 3.20 shows the response of a student who managed to pair the names correctly.

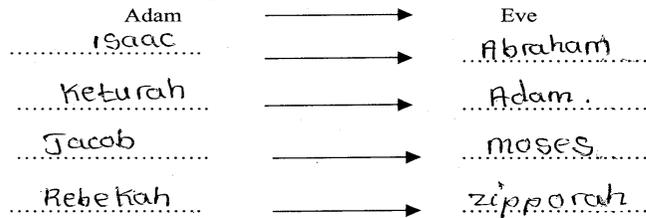
The few students who scored low marks failed to pair the names properly. Such students lacked knowledge about the given Biblical persons and their marital relationship. Extract 3.21 is a sample of a poor response to question 4(j).

Extract 3.21

- (j) Study the names given in the box and pair them according to their marital relationship.

Adam, Moses, Isaac, Jacob, Abraham, Zipporah, Rebekah, Leah, Keturah, Eve.

Example:



Extract 3.21 shows the response of a student who failed to pair the names according to their marital relationship. He/she even paired them man to man (e.g., Isaac and Abraham) or woman to woman (e.g., Rebekah and Zipporah). Same sex marriages are not applicable in the Bible.

2.5 Question 5: Short Answer Items: Biblical Places, People, Concepts, Themes, and Events

This question consisted of ten items (i)-(x). Each item carried three (3) marks; hence the question had a total of thirty (30) marks. The items were taken from the books of Genesis, Exodus, Deuteronomy and Joshua. The students were required to describe the items briefly.

The question was attempted by 99.3 percent, of which 51.9 percent scored from 15 to 30 marks, 17.1 percent scored from 9 to 14.5 marks and 30.3 percent scored from 0 to 8.5 marks. The rest, 0.7 percent did not attempt the question. Thus, the general performance for the question was good because 69.0 percent of the students scored 30% and above of the allocated marks. Figure 5 illustrates this analysis.

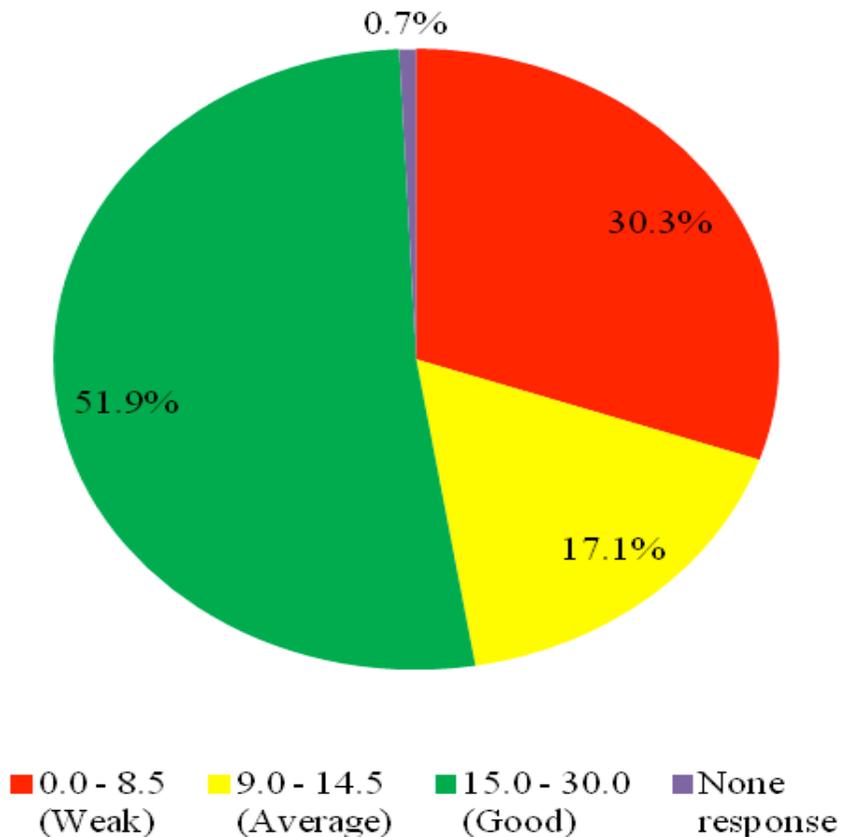


Figure 5: Scores of students who attempted question 5.

The reason for the good performance in this question may be attributed to students' knowledge of biblical places, people, concepts, themes, and events, and ability to understand and adhere to the task of the question. Some of them were able to express themselves well in English Language. Conversely, other students (30.3%) who failed had inadequate knowledge of the items asked and did not understand the task of the question. Some of them were unable to express themselves in English Language. The following is the analysis of performance for each item (i to x).

In item (i), the students were required to describe the "Ishmaelites." The students were expected to explain that Ishmaelites are descendants of Ishmael, the son of Abraham to Hagar (compare Genesis 16:11-15), and that they are the ones who

bought Joseph from his brothers and sold him to Potiphar in Egypt (compare Genesis 39:1). Most of the students managed to describe the item by associating the Ishmaelites with Ishmael the son of Abraham to Hagar. For example, one of the students wrote, “The Ishmaelites are from the tribe of Ishmael, the son of Abraham to Hagar. They are the ones who bought and sold Joseph the son of Jacob to Potiphar.” Extract 4.1 is a sample of a good response to question 5(i).

Extract 4.1

5. Briefly describe each of the items (i) – (x).

- (i) Ishmaelites
These were the descendants of Ishmael, the son of Abraham. They bought Joseph from his ten brothers for twenty (20) shekel of silver and went to sell him to Potiphar in Egypt.

Extract 4.1 is the response of a student who was able to describe well the term Ishmaelites.

However, some of students failed to describe the Ishmaelites due to their inadequate knowledge of the term. For example, one of the students wrote, “Is the mother of the Noah, and the Noah there is three son are Shem, Ham and Japeth.” Here, the student was unable to identify the root name Ishmael, which could make him/her remember his parents and his life. Another student wrote, “The father of Abram, Nahor and Haran.” Another student’s response was, “The people which one who was help the people of Israelites and Pharaoh he was killed to them for the people.” Another student wrote, “Is the first wife of Abraham who need to spread the word of God in every areas,” and so on. These responses show that the students had no idea about the Ishmaelites because their answers are irrelevant to the question. Extract 4.2 is a sample of a poor response to question 5(i).

Extract 4.2

5. Briefly describe each of the items (i) – (x).

(i) Ishmaelites

Is the process by which people from cave
want go direct and for the cut free
in the Ishmaelites.

Extract 4.2 is the response of a student who described the word Ishmaelites as a process instead people.

In item (ii), the students were required to describe the concept **Covenant**. The expected response was that Covenant is a promise or an agreement either between people or between God and a person or a group of people. The term refers to the covenant made between God and his people since Noah, Abraham and during the time of Moses (compare Genesis 9:8-17; 17:7-14; Exodus 24:4-8).

An average number of students answered the item correctly. Their responses imply that they had adequate knowledge concerning the term covenant. For example, one of the responses was, “Covenant is a legal agreement between two parties. In the Bible it is used to refer to the agreement between God and man. An example of covenant is the covenant which was between God and Noah and the other between God and Abraham.” This response shows that the student knew well about the concept and understood the task of the question. Extract 4.3 is a sample of a good response to question 5(ii).

Extract 4.3

(ii) Covenant

Is an agreement between two or more people. In the Bible God made covenants with man. Some of the covenants are Edenic covenant which was between God and Adam. Another was the Mosaic covenant between Moses and God, and the Abrahamic covenant between Abraham and God.

Extract 4.3 is the response of a student who explained the concept “covenant” well, with examples.

On the contrary, some of the students wrote incorrect explanations to this item. Some of them faced problems in expressing themselves in English Language. For example, one of the students wrote, “Is the place where by people go and pray the road an go to the fair cauntiry.” Another student wrote, “The Covenant is the Pharaoh invited the Israelites because he converted the man children before the Jesus to birth and to needed for god and to get in the earth that we live.” Extract 4.4 is a sample of a poor response to question 5(ii).

Extract 4.4

(ii) Covenant

The study how chared which jews Sarah did not brother who sold out time children sons maunt and where did not to Jesus

Extract 4.4 is the response of a student who explained things not related to “covenant” in poor English Language grammar.

In item (iii), the students were required to describe the term “**Circumcision**.” They were expected to write, “Circumcision is an act of removal of the foreskin of the male organ. It was used as a physical symbol of the covenant between Abraham and God” (compare Genesis 17:9-14). Most of the students gave correct explanations of the word. They clearly connected it to the biblical

view as the sign of covenant between God and Abraham. For example, one of the students wrote, “Circumcision is the removal of the foreskin of a male reproductive organ. In the old testament, it is a sign of covenant between God and Abraham.” The student was familiar with the term and had adequate knowledge of circumcision in relation to the story of Abraham and his covenant with the Lord God. Extract 4.5 is a sample of a good response to question 5(iii).

Extract 4.5

(iii) Circumcision

Circumcision is the removal of the fore skin in males private parts. This was the sign of the covenant between God and Abraham. Abraham was circumcised when he was 9.6 years old. An uncircumcised male doesn't belong to the covenant of God. All males of Israel were supposed to be circumcised when young (8 days after birth)

Extract 4.5 is the response of a student who managed to explain circumcision in relation to the covenant between God and Abraham.

On the other hand, some of the students missed the whole item due to inadequate knowledge about the term and difficulty in expressing themselves in English Language. For example one of them wrote, “We have going the job of God and going to the john going to take the water and Jesus we have Batizwa and finish we are choose the student 12.” This response is in the context of the New Testament and irrelevant to the task of the question. The student was also faced with language barrier. Another student wrote, “These born now women philistine during adultery the ground using without Moses and Sinai to first second.” This response also has no connection with the word, circumcision. Extract 4.6 is a sample of a poor response to question 5(iii).

Extract 4.6

(iii) Circumcision

Abraham's commonly known as the father of faith.
It was God's concern from the time of creation of
living things.

Extract 4.6 is the response of a student who explained points which are not related to circumcision.

In item (iv), the students were required to describe the concept “**burnt offering**.” The expected answer for this term was, “A burnt offering is a kind of sacrifice in which all parts of the animal were completely burnt on the altar. It signified a self-dedication of the giver to God (compare Genesis 8:20; 22:2; Exodus 10:25). This item was averagely attempted. However, a good number of students answered it well. For example, one of the students wrote, “A burnt offering is a type of offering given to God; the offering is brought onto the altar then burnt. Here it is in relation to Isaac who was to be burnt as a sacrifice to God by Abraham.” Another student wrote, “A burnt offering is a sacrifice that is being burnt on the altar to the Lord for different purposes such as begging forgiveness or thanking God. Burnt offerings can involve animals like a bull, sheep or goat.” These responses reflect the fact that the students had adequate knowledge concerning burnt offering. Extract 4.7 is a sample of a good response to question 5(iv).

Extract 4.7

(iv) Burnt offering

Is the offering that was given so as to beg for forgiveness to God. Sacrificing showed our love to God and the appreciation of what God has done for us. Burnt offering depicts and shows our love as human beings to God our creator.

Extract 4.7 is the response of a student who managed to write correctly about burnt offering.

On the contrary, there were some of the students who completely failed to explain the term “Burnt offering” and therefore skipped it. For those who tried to attempt it did not manage to deliver the required response. For example, one of the students answered, “the other name is Burn bush was the sign of God to Moses or was how God show himself to Moses when Moses is looking after sheep of his father in Law (Reuel).” This response is in the context of the call of Moses through the burning bush, which has no connection with burnt offering. Extract 4.8 is a further sample of a poor response to question 5(iv).

Extract 4.8

(iv) Burnt offering

Burnt offering: was a head or leader of offering.

Extract 4.8 is the response of a student who regarded burnt offering as a person instead of a sacrifice or gift to God.

In item (v), the students were asked to describe **Passover**. The students were expected to respond as follows: “Passover is the Israelites’ festival which celebrated the freeing of the Hebrews from their captivity in Egypt. The angel of death killed the

firstborn in the homes of Egyptians but passed over the homes of the Hebrews (Exodus 12:23-37). A considerable number of the students who attempted this item managed to explain the term Passover correctly. For example, one of the students wrote, “Passover was the feast for the people of Israel to celebrate their miraculous escape from Egypt. The name of the feast recalled God’s act of passing over the houses of the Israelites while killing the firstborn of the Egyptians.” The response shows that the student was well informed about the term Passover. This response is in line with Exodus 12:14-27. Extract 4.9 is a further sample of a good response to question 5(v).

Extract 4.9

(v) Passover

...Israelites celebrated passover feast as the remembrance of what God did for them. God passed over the house with blood on the door posts and where there was no blood he killed first all first borns of the Egyptians.

Extract 4.9 is the response of a student who was able to explain the word Passover as was required.

However, for some students it was not easy to explain this term. For example, one of the students wrote, “Passover it was the day which the birth of God was been.” This response is irrelevant to the term Passover, especially by mentioning the birth of God. It seems as if Christmas day, in which Jesus was born, was in the mind of this student. Another student wrote, “The river which the Israelites passed with Moses when he took away from Pharaoh’s homeland.” In this response the student wrote about crossing the river (probably the Red Sea) during their movement from Egypt to the Promised Land instead of a feast or event of redemption of the Israelites in Egypt. These responses imply that some of the students either lacked knowledge about Passover or didn’t understand the task of the question. Extract 4.10 is a further sample of a poor response to question 5(v).

Extract 4.10

(v) Passover

At the time when Moses was called and commissioned by God, where ~~was~~ he and he was at Haran, travelling to the promised Land.

Extract 4.10 is the response of a student who was unable to explain the word Passover as required. Instead, he/she wrote about the call and commission of Moses, which is also out of context.

In item (vi), the students were required to describe **Jericho**. The expected response was, "Jericho is one of the cities which were conquered by Joshua in Canaan. It lay flat just by the sounds of trumpets and shouts from the people of God – the Israelites." The item was correctly described by a number of students showing their knowledge of the city and the book of Joshua in general. One of the good responses was, "Jericho was the first City in Canaan to be conquered by the Israelites under Joshua. The tools used, include trumpets, shouts and songs." This student was familiar with the story of the fall of Jericho, because he/she managed to describe it correctly. Extract 4.11 is another sample of a good response to question 5(vi).

Extract 4.11

(vi) Jericho

This is a city in the land of Canaan that was destroyed by the Israelites. God had instructed them that seven priests would carry the covenant box, and behind it, would come seven priests with trumpets, while blowing the trumpets then they would march around the walls of Jericho once in six days and seven times on the seventh day. They did so and the walls of Jericho fell.

Extract 4.11 is the response of a student who described Jericho very well.

Some of the students were unable to describe the city, something which implies that they had inadequate knowledge concerning the name. There were some who described Jericho as a person. For example, one of the students wrote, “Is the Father of the country of reah and laurenty,” while another one wrote, “It was the person who lead the group of Israelites in Misri.” These students did not know that Jericho was a place. Furthermore, another student wrote, “Is the creatures was cleaverer than other creatures created by God.” This response is a description of the Serpent in the Garden of Eden instead of a place. Extract 4.12 is a sample of a poor response to question 5(vi).

Extract 4.12

(vi) Jericho

It is my god am sey that taken and
chillen in brave my god.

Extract 4.12 is the response of a student who was unable to describe Jericho as a city. The statement written does not bring any sense.

In item (vii), the students were required to describe **The Law**. The expected answer was, “The Law refers to the first five books of the Old Testament, also called the books of Moses. They include Genesis, Exodus, Leviticus, Numbers and Deuteronomy. It also means commandments or instructions in general, whether given by God, civil administrators, teachers or parents (Genesis 26:5; Exodus 18:20).” Most of the students managed to describe the term well. Such responses include: “The Law means the rules and commandments given by God to Man so as to prevent sins”, “They are the five books written by Moses such as Genesis, Exodus, Leviticus, Numbers and Deuteronomy”, and so on. The responses indicate that the students were knowledgeable about the Law in their Biblical studies. Extract 4.13 is a further sample of a good response to question 5(vii).

Extract 4.13

(vii) The Law

These were the five books of torah which contain the law of Moses. They are Genesis, Exodus, Leviticus, Numbers and Deuteronomy. They are also known as Torah, or Pentateuch or the books of the law.

Extract 4.13 is the response of a student who managed to explain “The Law” as required.

However, some of the students failed to describe the term by writing irrelevant answers. For example, one of the students wrote, “There are learde grain Egypt whom did some one all the mount keep the promises man.” Another student wrote, “Is the process that someone written or talk.” These students seem to have no idea of the Law, biblically or literally. They also failed to express their ideas because they did not understand the task of the question, perhaps, due to poor English Language usage, and grammatical problems. Extract 4.14 is a sample of a poor response to question 5(vii).

Extract 4.14

(vii) The Law

The law My wife
The law My Husband
The law My friend
The law My GOD

Extract 4.14 is the response of a student who was unable to give the correct description of “The Law” by writing irrelevant information.

In item (viii), the students were required to describe **Firmament**. The expected explanation for the term firmament was,

“Firmament, also called heaven, means the atmosphere, or layer of air, between the water-covered earth and the clouds above.” This explanation is in the context of the topic “creation” in the book of Genesis. Most of the students were able to answer the question accurately. Their responses indicated that they knew the firmament as another name for the sky or heaven. For example, one of the students wrote, “The firmament is another name for the sky. It is the one which separates the waters on earth and those in the atmosphere.” Extract 4.15 is a further sample of a good response to question 5(viii).

Extract 4.15

(viii) Firmament

It is the upper part of the earth believed to be the sky. In which the writer in Genesis says God separated the water above and below. The water found below which is the sea and ocean and the above waters are in the firmament.

Extract 4.15 is the response of a student who managed to explain well the term “firmament”.

Nevertheless, some of the students were unable to explain the term firmament due to their inadequate knowledge of the topic "Creation," and English Language barrier. For example, one of the students wrote, “The firmament is the place where there were twelve springs and then palm trees.” This student regarded firmament as a place on the earth instead of sky or heaven. Another student wrote, “Firmament are the first star which seeing during and after the Jesus was born in the city of Bethlehem.” Extract 4.16 is a further sample of a poor response to question 5(viii).

Extract 4.16

(viii) Firmament

is the process of the people of Israel
Egypt to the mountain Sinai go to the
play the board.

Extract 4.16 is the response of a student who was unable to explain the term “firmament.” The response is in the context of Israelites’ journey instead of creation.

In item (ix), the students were required to describe **the pillar of cloud and the pillar of fire**. The expected explanation was, “The pillar of cloud and pillar of fire were the visible signs of God’s guidance and protection as the Israelites journeyed through the desert (Exodus 13:17-22).” A good number of students described the term correctly proving that they were familiar with the topic about Israelites’ journey through the desert. Most of them showed competence in expressing themselves in English Language. For example, one of the students wrote,

God kept a pillar of cloud to protect the Israelites during the day from the sun in the desert and the pillar of fire for light and warmth during night. God used a pillar of clouds to prevent the Egyptians from attacking the Israelites.

This indicates that the student had appropriate knowledge about God’s guidance and protection learned in the topic “Israelites’ Journey through the Desert.” Extract 4.17 is a further sample of a good response to question 5(ix).

Extract 4.17

- (ix) The pillar of cloud and pillar of fire

These were the two elements which guided the Israelites in their journey to Canaan through the desert from Egypt. The pillar of cloud guided them during the day while the pillar of fire guided them during the night.

Extract 4.17 is a sample of response of a student who managed to explain the “pillar of cloud and pillar of fire” correctly.

Although most of the students responded well, there were others who showed lack of knowledge by writing points not related to the item. For example, one of the students wrote, “This is the plagues of Sodoma and gomora god gave plagues of water and fire in the country.” This response is about Sodom and Gomorrah being burned by fire, which was out of context. Extract 4.18 is a further sample of a poor response to question 5(ix).

Extract 4.18

- (ix) The pillar of cloud and pillar of fire

These were the plagues against pharaohs and all the Misri people because God was dissapointed by the sin of Misri.

Extract 4.18 is the response of a student who failed to explain the “pillar of cloud and pillar of fire.”

In item (x), the students were asked to give a description of **Mount Sinai**. The expected response was “Mount Sinai is also known as Horeb. It is the place where Israel received the law, i.e., the Ten Commandments. It is believed that Moses’ call took place around Sinai (Exodus 3:1).” A considerable number of students managed to explain Mount Sinai as required. Their responses showed that

they had adequate knowledge of the subject matter. To substantiate this, one of the students wrote,

Mount Sinai is a holy mountain. It is a place where Moses was called by God to save the people of Israel and it was a place where God descended to his people and gave Moses the 10 commandments to his people.

This response has identified all the important events which took place at Mount Sinai. This confirms that the students had adequate knowledge about the item and also understood well the task of the question. Extract 4.19 is a sample of a poor response to question 5(x).

Extract 4.19

(x) Mount Sinai

Also called mount Horeb. This is the mountain where God gave Moses the two tables of ten commandments. And it is also the place where Moses was called by God when he was grazing his father-in-law's sheep or flocks.

Extract 4.19 is the response of a student who was able to explain about Mount Sinai as required.

However, some of the students did not manage to describe the item correctly due to lack of knowledge of the term, or they failed to understand the question due to language barrier. Some of the poor responses were such as “Mount Sinai is the mountain which Samuel death at the mauntain sinai”, “Is the place where Ibrahim and the wife of Ibrahim is sarai going to play of god to help any problem”, “They are mount people and ground Sinai and amounted known as after the image Egypter to Adam,” and so on. These responses imply that the students lacked knowledge concerning Mount Sinai. Extract 4.20 is a further sample of a poor response to question 5(x).

Extract 4.20

(x) Mount Sinai

Mount Sinai was the Mount Y
hich Abraham he with his son
Isaac for sacrifice. Abraham was
listen the voice of god so he decided to
sacrifice his lovely son Isaac

Extract 4.20 is the response of a student who wrote in the sense of the hill of Moriah instead of Mount Sinai.

3.0 CONCLUSION AND RECOMMENDATIONS

3.1 Conclusion

The analysis given in this report has shown some of the strengths and weaknesses students had in Bible Knowledge subject in the FTNA 2015. The general performance of the subject was good since most of the students scored above average. This performance implies that, students had knowledge and skills which enabled them to understand the questions and responded accordingly. However, true/false items, multiple choice items and matching items were well performed as compared to short answer items. This performance is summarized in the *Appendix*. The colours stand for the percentage of students in three main categories. Generally, Green stands for 50 to 100 percent of the students who scored 30 percent of the allocated marks or above. Yellow for 30 to 49 percent and Red for 0 to 29 percent. However, in this report, Green colour dominates because most of the students scored 30 percent or above.

It has been noted that, some students experienced problems in answering questions which involved short answers. For example, 30.3 percent of the students who attempted question 5 scored below 9 marks out of 30. The low performance in question 5 is attributed to the failure to identify the tasks of the questions, inability to express themselves in English Language and lack of knowledge of biblical facts, concepts, themes, events and important biblical places.

3.2 Recommendations

In order to improve the performance of students in future, it is recommended that:

- (a) Teachers and students should use the RSV Bible and other recommended Biblical materials in teaching and learning.
- (b) Teachers should continue providing enough exercises and tests in order to fortify the students' understanding of the biblical texts, concepts, events and themes.
- (c) Students should set time to practise English Language usage by writing, speaking, and reading. This will help them to improve the English Language skill which is a contributing factor to poor performance.

APPENDIX

Summary of the Analysis of Students' Performance in Each Question:

S/N	Topic	Question Number	Percentage of Students Who Scored 30% or Above	Remarks
1.	Creation, the fall of man and its outcome, sons of Isaac, The Hebrews in Egypt, Israelites' journey through the desert	3	99.6	Good
2.	Creation, the fall of man and its outcome, sons of Isaac, The Hebrews in Egypt	1	97.9	Good
3.	The fall of man and its outcome, life of Abraham, sons of Isaac	2	90.4	Good
4.	Creation, the fall of man and its outcome, life of Abraham, sons of Isaac, The Hebrews in Egypt,	4	84.5	Good
5.	Creation, life of Abraham, Israelites under the leadership of Joshua, The Hebrews in Egypt, Israelites' journey through the desert	5	69.0	Good
OVERALL AVERAGE OF PERFORMANCE (%)			88.3	GOOD

