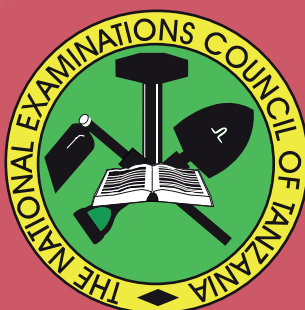


THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**STUDENTS' ITEMS RESPONSE ANALYSIS
REPORT FOR THE FORM TWO NATIONAL
ASSESSMENT (FTNA) 2018**

014 BIBLE KNOWLEDGE

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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FOREWORD

The Students' Item Response Analysis Report in Bible Knowledge subject in the Form Two National Assessment (FTNA) 2018 provides feedback to the public on the performance of students in the subject. It intends to show what the students have or have not achieved in their first two years of secondary education.

The report highlights some of the factors that made students to score high or low marks in the questions. The factors for scoring high marks include the ability of the students to identify and adhere to the demands of the questions and to express themselves in English language. Another factor is adequate knowledge of Biblical facts, concepts, themes, events, stories, places and important persons. Conversely, the factors for scoring low marks include students' failure to identify and adhere to the demands of the questions and to express themselves in English language. Lack of adequate knowledge of Biblical facts, concepts, themes, events, stories, places and important persons is another factor. The feedback provided will enable the educational stakeholders to take appropriate measures in order to improve students' performance in future assessments administered by the National Examinations Council of Tanzania.

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

Finally, the National Examinations Council of Tanzania would like to thank the examinations officers, subject teachers and all others who participated in the preparation of this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The 2018 Bible Knowledge Form Two National Assessment (FTNA) was held on 19th November 2018. There was a total of 23,899 registered students, of which 22,632 (94.70%) sat for the assessment of which, 17,133 (76.40%) passed and 5,293 (23.60%) failed. This performance is higher by 0.29 percent when compared to the 2017 performance in which 22,712 students attended the assessment, of which 17,287 (76.11%) passed and 5,425 (23.89%) failed.

The assessment tested the form I and II students' competences as stipulated in Bible Knowledge Syllabus issued in 2012. The paper comprised four (4) sections A, B, C and D. The students were required to answer all questions in sections A, B and C and one question from Section D. Section A consisted of ten multiple choice items and ten matching items in questions 1 and 2, respectively. Section B consisted of True/False items and filling-in-blank spaces in question 3 and 4, respectively. Each question carried 10 marks. Section C consisted of question 5 which required students to give short answers to ten items and question 6 in which students were required to explain briefly items (a) to (e). Each question weighed twenty (20) marks. Section D consisted of two essay questions 7 and 8 whereby students were required to answer one question. Each question carried twenty (20) marks. Therefore, the assessment paper weighed 100 marks.

In this report, the performance of the students is regarded as good, average or weak if the percentage of students who scored 30 percent (of the marks in a given question) or above ranges from 65 to 100, 30 to 64 or 0 to 29, respectively.

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 likely reasons for their performance. Sample extracts of students' good and poor responses are presented in order to illustrate how the students responded to each item. This is followed by the analysis of students' performance per topic, concluding remarks and recommendations. A summary of the students' performance per topic has been appended.

2.0 ITEM RESPONSE ANALYSIS FOR EACH QUESTION

2.1 Section A: Multiple Choice and Matching Items

2.1.1 Question 1: Multiple Choice Items:

This question consisted of ten (10) items which weighed 1 mark each, making a total of 10 marks. The items were set from different topics such as *Life of Abraham*, *Israelites' journey through the desert*, *Israel under the leadership of Joshua*, and *Israel under the leadership of Judges*. The students were required to choose the correct answer and write its letter in the box provided.

The question was attempted by 22,630 (99.99%) out of 22,632 students. Their performance was good as 8,969 (39.63%) students scored from 7-10 marks, 10,386 (45.89%) scored from 3-6 marks and 3,275 (14.47%) scored from 0-2 marks. There were 02 (0.01%) students who did not attempt the question. This is illustrated in Figure 1.

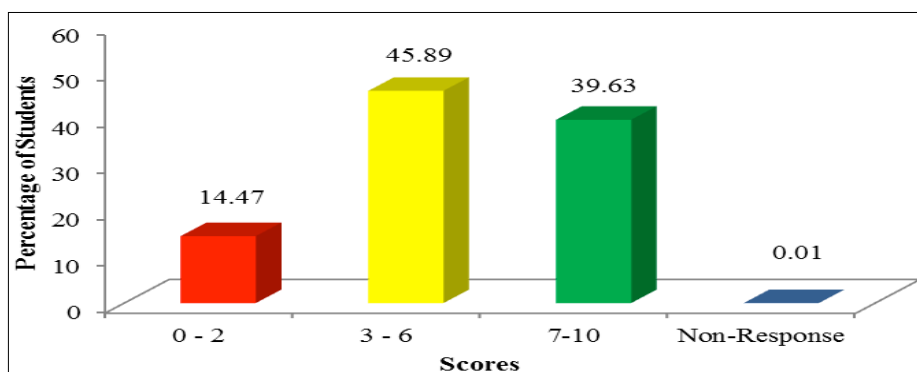


Figure 1: Percentage of the students and their scores in question 1.

The analysis above shows that most of the students (85.52%) performed well for they managed to choose correct answers for 3 to 10 items. These students had sufficient knowledge of Biblical persons, places, concepts, events and facts. Those who performed poorly made choices which exhibited that they lacked knowledge of the topics from which the items were set. The following is the analysis on students' responses to items (i) to (x):

Item (i): On his journey from Egypt to the Land of Negeb (Genesis 13:1), after the Lord had afflicted Pharaoh and his house with great plagues, Abram went with:

- A Sarah, his slaves and Isaac.
- B Sarah, Lot and Haran.
- C Terah, Sarah and Lamech.
- D Sarai, Lot and all that he had.

A good number of the students chose the correct answer D (*Sarai, Lot and all that he had*). This signifies that the students had sufficient knowledge of the topic of *Life of Abraham*. Those who failed to score in this item had inadequate knowledge about the life of Abraham. Those who chose A (Sarah, his slaves and Isaac), B (Sarah, Lot and Haran), or C (Terah, Sarah, and Lamech), did not know that Haran, Terah and Lamech were not among the people who journeyed with Abram according to the story.

Item (ii): The Ark of Covenant means

- A a book in which the commandments were written.
- B a wooden box in which the ten tables of stone were kept.
- C a wooden case in which the Word of God was hidden.
- D a tent in which the Israelites worshipped their God.

An average number of students chose the right answer B (*a wooden box in which the ten tables of stone were kept*) indicating that they were familiar with the concept of the Ark of Covenant. Other students scored a zero mark by choosing incorrect responses A, C and D. Their wrong choices signify that they were not conversant with the concept. Those who chose A (a book in which the commandments were written) did not know that the Ten Commandments were written on stone tablets, not in a book as there were no books those days. Those who chose C (a wooden case in which the Word of God was hidden) did not know that the Covenant Box was not meant for hiding the Word, rather it was for keeping the two stone tablets of the Ten Commandments. The students who opted for D (a tent in which the Israelites worshipped their God) were unaware that the Ark of Covenant was also called the Covenant

Box, which is far different from a tent of meeting. Thus, those students were not familiar with the topic.

Item (iii): Othniel was the son of Kenaz and a brother to Caleb who defeated Cushanrishathaim the king of

- A Mesopotamia.
- B Moab.
- C Hebron.
- E Midian.

A considerable number of students chose the wrong answer B (Moab), C (Hebron) or (Midian) because they had inadequate knowledge of the enemies of the Israelites during the period of Judges. But the students who chose the correct answer A (*Mesopotamia*) were familiar with the stories of the Israel under the leadership of Judges.

Item (iv): “She is my sister.” Abram spoke the words to

- A Lot and his servants.
- B Lameck and Terah.
- C Pharaoh and Abimelech.
- D Hagar and Ishmael.

This item tested the students’ knowledge of important events in Abram’s life. They were required to identify the addressees of the words spoken by Abram. A good number of the students were able to choose the correct answer C (*Pharaoh and Abimelech*). This shows that the students had adequate knowledge of the topic of Life of Abraham in general and his encounter with the two kings in particular. However, some of those were not able to identify the correct answer chose A (Lot and his servants), B (Lameck and Terah), or D (Hagar and Ishmael). This indicates that the students did not know the events in which Abram feared to be killed by the kings for the sake of his beautiful wife Sarai. Besides, those who opted for B (Lameck and Terah) did not know that Lameck died before Abram was born.

Item (v): Caleb said, “He who attacks Kiriath-se’pher and takes it, I will give him my daughter as wife” (Judges 1:12). The daughter was called:

- A Deborah.
- B Achsah.
- C Rahab.
- D Delilah.

Majority of the students managed to choose the correct answer B (*Achsah*) which signifies that they were knowledgeable about the name in particular and adequate knowledge of the topic of Israel under the leadership of Judges in general. On the other hand, those who answered it wrongly chose A (Deborah), C (Rahab) or D (Delilah), implying that they did not know that Debora was a prophetess and wife of Lapidoth and that she was a judge, not a daughter of Caleb. They were also unfamiliar with the fact that Rahab was a Canaanite harlot (prostitute) of Jericho not a daughter of the Hebrew Caleb. Those who opted for Delilah did not know that she was a Philistine woman who was used by her lords to entice Samson to tell her the source of his power.

Item (vi): The burial place of Joshua as his own inheritance was called

- A Shechem.
- B Machpellah.
- C Mizpah.
- D Tim’nathse’rah.

The item tested the students’ knowledge of various important places in the Bible. A considerable number of students chose the correct answer D (*Tim’nathse’rah*) showing that they knew the place. However, some of the students lacked knowledge about the burial place of Joshua as his own inheritance. Therefore, they opted A (Shechem), B (Machpelah), or C (Mizpah). They opted for Shechem without knowing that it was not a burial place but a Canaanite city or the Israelite city of the tribe of Manasseh and the first capital of the Kingdom of Israel (Genesis 12:6-7; 33:18; Joshua 24:1-15). Those who chose B (Machpelah) did not know that it was a burial place for Abraham and his descendants. Those who chose Mizpah did not know that it was not Joshua’s burial place

but a place whose name refers to a pillar of stones set by Jacob and Laban (Genesis 31:49-50). This implies that the students were unable to identify different places in the biblical stories due to inadequate knowledge of important Biblical places.

Item (vii): The man who lived the longest life in the Bible was

- A Noah.
- B Adam.
- C Methuselah.
- D Terah.

Most of the students answered the question incorrectly by choosing B (Adam), because Adam was the first man to be created and so, the students did not know that there were other people who lived longer than him. A few students chose the correct answer C (*Methuselah*) as they knew that he died when he was 969 years old (Genesis 5:27). Others opted for A (Noah) who lived 950 years (Genesis 9:29), B (Adam) who lived 930 years (Genesis 5:5), or D (Terah) who lived 205 years (Genesis 11:32).

Item (viii): The Decalogue can best be summarized into two groups of commandments which are:

- A One's love for God and the rest of the creatures.
- B One's attitude to God and his environment.
- C One's attitude to God and his neighbour.
- D One's love for God and his son.

The students were required to show their understanding and knowledge about the summary of the Ten Commandments of God which states, "You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself." A good number of students chose the correct answer C (*One's attitude to God and his neighbour*). This indicates that the students were aware of the commandments which God gave to Moses at Mt. Sinai and how they are summarised. They knew the concept of vertical (human to God) relationship and horizontal relationship (human to human) relationship. The alternatives A (One's love for God and the rest of the creatures), B (One's attitude to God and

his Environment) and D (One's love to God and his son) are not in such relationships and, therefore, are not the groups of commandments. Those who chose the wrong answers had inadequate knowledge of the summary of the Ten Commandments.

Item (ix): "How can you say, 'I love you' when your heart is not with me" (Judges 16:15). Who said these words and to whom?

- A The men of Ephraim to Jephthah.
- B Delilah to Samson.
- C The Philistines to Samson.
- D The Ammonites to Jephthah.

A considerable number of the students chose the correct answer B (*Delilah to Samson*). This shows that the students were conversant with the event in which Delilah used such words to soften Samson so that he might reveal the secret of his strength. Those who failed by opting for either A (The men of Ephraim to Jephthah) or D (The Ammonites to Jephthah) did not know that Judges chapters 13-16 are stories about Samson and his mission against the Philistines. Those who chose C (The Philistine to Samson) did not know who exactly spoke the words. Their failure is an indicator that students had insufficient knowledge of the story of Samson and Delilah.

Item (x): "Which of the following curses were specifically given to the woman in Genesis 3:16?

- A To return in the dust, to toil for what to eat and be ruled by man.
- B Pain in childbearing, desire for her husband and be ruled by man.
- C To eat plants of the field, to go by her belly and enmity with the serpent.
- D To be ruled by her husband, to go out of the garden and to eat dusts.

A majority number of students chose the correct answer B (*Pain in childbearing, desire for her husband and be ruled by man*). This indicates that they were familiar with the stories of the fall of man as read in Genesis 3:16. However, some students answered it wrongly because they either did not understand the demand of the question or

did not know exactly the curses given to the woman. It seems that those who chose A (To return in the dust, to toil for what to eat and ruled by man), C (To eat plants of the field, to go by her belly and enmity with the serpent), or D (To be ruled by her husband, to go out of the garden and to eat dust) had in mind the general concept of the fall of man but not how God specifically cursed the woman. Extract 1.1 is a sample of good responses to question 1.

Extract 1.1

1. For each of the items (i) – (x), choose the correct answer from among the given alternatives and write its letter in the box provided.
- (i) On his journey from Egypt to the Land of Negeb (Genesis 13:1), after the Lord afflicted Pharaoh and his house with great plagues, Abram went with:
A Sarah, his slaves and Isaac.
B Sarah, Lot and Haran.
C Terah, Sarah and Lameck.
D Sarai, Lot and all that he had. D
- (ii) The Ark of the Covenant means
A a book in which the commandments were written.
B a wooden box in which the ten tables of stone were kept.
C a wooden case in which the word of God was hidden.
D a tent in which the Israelites worshipped their God. B
- (iii) Othniel was the son of Kenaz and a brother to Caleb who defeated Cushanrishathaim the king of
A Mesopotamia.
B Moab.
C Hebron.
D Midian. A
- (iv) "She is my sister" Abram spoke these words to
A Lot and his servants.
B Lameck and Terah.
C Pharaoh and Abimelech.
D Hagar and Ishmael. C
- (v) Caleb said, "He who attacks Kiriath-sepher and takes it, I will give him my daughter as wife" (Judges 1:12). The daughter was called:
A Deborah.
B Achsah.
C Rahab.
D Delilah. B

(vi)	The burial place of Joshua as his own inheritance was called	
	A Shechem.	D
	B Machpellah.	
	C Mizpah.	
	D Tim'nathse'rah.	
(vii)	The man who lived the longest life in the Bible was	
	A Noah.	C
	B Adam.	
	C Methuselah.	
	D Terah.	
(viii)	The Decalogue can best be summarized into two groups of commandments which are	
	A One's love for God and the rest of the creatures.	C
	B One's attitude to God and his Environment.	
	C One's attitude to God and his neighbour.	
	D One's love for God and his son.	
(ix)	"How can you say, 'I love you', when your heart is not with me" (Judges 16:15). Who said these words and to whom?	
	A The men of Ephraim to Jephthah.	B
	B Delilah to Samson.	
	C The Philistine to Samson.	
	D The Ammonites to Jephthah.	
(x)	Which of the following curses were specifically given to the woman in Genesis 3:16?	
	A To return in the dust, to toil for what to eat and be ruled by man.	B
	B Pain in childbearing, desire for her husband and be ruled by man.	
	C To eat plants of the field, to go by her belly and enmity with the serpent.	
	D To be ruled by her husband, to go out of the garden and to eat dusts.	

In Extract 1.1 the student chose correct answers to all items in question 1.

Extract 1.2 is a sample of poor responses to question 1.

Extract 1.2

1. For each of the items (i) – (x), choose the correct answer from among the given alternatives and write its letter in the box provided.
- (i) On his journey from Egypt to the Land of Negeb (Genesis 13:1), after the Lord afflicted Pharaoh and his house with great plagues, Abram went with:
- A Sarah, his slaves and Isaac.
 - B Sarah, Lot and Haran.
 - C Terah, Sarah and Lameck.
 - D Sarai, Lot and all that he had.
- B
- (ii) The Ark of the Covenant means
- ~~A~~ a book in which the commandments were written.
 - B a wooden box in which the ten tables of stone were kept.
 - C a wooden case in which the word of God was hidden.
 - D a tent in which the Israelites worshipped their God.
- A
- (iii) Othniel was the son of Kenaz and a brother to Caleb who defeated Cushanrishathaim the king of
- A Mesopotamia.
 - B Moab.
 - C Hebron.
 - D Midian.
- B
- (iv) "She is my sister" Abram spoke these words to
- ~~A~~ Lot and his servants.
 - B Lameck and Terah.
 - C Pharaoh and Abimelech.
 - D Hagar and Ishmael.
- A
- (v) Caleb said, "He who attacks Kiriath-se'pher and takes it, I will give him my daughter as wife" (Judges 1:12). The daughter was called:
- A Deborah.
 - B Achsah.
 - C Rahab.
 - D Delilah.
- A

(vi)	The burial place of Joshua as his own inheritance was called	
	A Shechem.	
	B Machpellah.	
	C Mizpah.	B
	D Tim'nathse'rah.	
(vii)	The man who lived the longest life in the Bible was	
	A Noah.	
	B Adam.	
	C Methuselah.	A
	D Terah.	
(viii)	The Decalogue can best be summarized into two groups of commandments which are	
	A One's love for God and the rest of the creatures.	
	B One's attitude to God and his Environment.	
	C One's attitude to God and his neighbour.	A
	D One's love for God and his son.	
(ix)	"How can you say, 'I love you', when your heart is not with me" (Judges 16:15). Who said these words and to whom?	
	A The men of Ephraim to Jephthah.	
	B Delilah to Samson.	
	C The Philistine to Samson.	D
	D The Ammonites to Jephthah.	
(x)	Which of the following curses were specifically given to the woman in Genesis 3:16?	
	A To return in the dust, to toil for what to eat and be ruled by man.	
	B Pain in childbearing, desire for her husband and be ruled by man.	
	C To eat plants of the field, to go by her belly and enmity with the serpent.	C
	D To be ruled by her husband, to go out of the garden and to eat dusts.	

In Extract 1.2 the student answered all items incorrectly.

2.1.2 Question 2: Matching Items: Sons of Isaac

This question consisted of ten (10) items. Each item weighed 1 mark, making a total of 10 marks for the question. The items were set from the topic of Sons of Isaac, which is in 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 22,627 (99.98%) out of 22,632 students. There were 9,364 (41.38%) students who scored from 7-10 marks and

9146 (40.42%) scored from 3-6 marks while 4117 (18.20%) scored from 0-2 marks. On the other hand, 05 (0.02%) students did not answer the question. This analysis is illustrated in Figure 2.

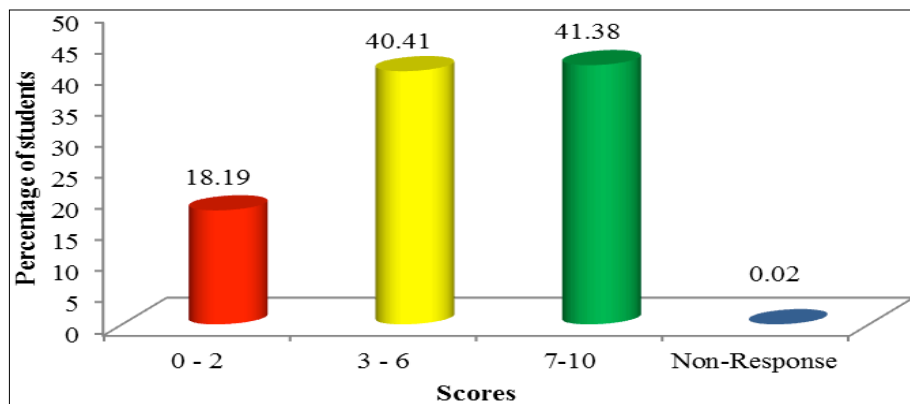


Figure 2: *Percentage of the students and their scores in question 2*

The performance in this question was good as 81.79 percent of the students managed to match 3 to 10 items correctly, which means they scored 30 to 100 percent of the total 10 marks. Among them, 40.42 percent scored average marks because they were able to match correctly between three and six items. Most of them matched correctly item (iii) “The mother of the human race” with H (*Eve*), (v) “The wife given to Jacob contrary to his will” with C (*Leah*), (vii) “A person who sold his birthright by food” with I (*Esau*) and (x) “A son who was loved by his father more than his brothers” was correctly matched with K (*Joseph*). In item (iii) the students scored full marks because Eve is commonly known as the first woman to be created by God and through her the human beings multiplied. In item (v) the students answered correctly because they had adequate knowledge that Jacob’s choice was Rachel but Laban gave him Leah instead. Item (vii) was correctly matched to Esau because they were familiar with the event of the hungry Esau asking for food from his younger brother Jacob who gave him the condition to exchange the food with Esau’s birthright. In item (x) the students were familiar with the story of Joseph who was loved by his father, Jacob, but hated by his ten brothers. The high performance of students in this question can be attributed to their familiarity with the

names of Biblical persons and adequate knowledge of the topic of *Sons of Isaac*. Extract 2.1 is a sample of good responses.

Extract 2.1

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

List A	List B
(i) The woman who toiled and she had hard labour.	A Jacob
(ii) The mother of Dan and Naphtal.	B Zilpah
(iii) The mother of the human race.	C Leah
(iv) The daughter of Bethuel the son of Milcah.	D Rachel
(v) The wife given to Jacob contrary to his will.	E Rahab
(vi) The mother of Gad and Asher.	F Sarah
(vii) A person who sold his birthright by food.	G Bilhah
(viii) A man whose mother fought for him to get the blessings.	H Eve
(ix) A man who was Jacob's uncle.	I Esau
(x) A son who was loved by his father more than his brothers.	J Rebekah
	K Joseph
	L Laban
	M A'senath

Answer

List A	(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
List B	D	G	H	J	C	B	I	A	L	K

Extract 2.1 shows a sample of responses of a student who matched all ten (10) items correctly.

Conversely, 18.20 percent of the students scored low marks by matching correctly less than 3 item because most of them were unable to correlate the statements in List A with the names of persons in List B. This shows that they were unfamiliar with the topic of Sons of Isaac. Extract 2.2 is a sample of poor responses.

Extract 2.2

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

List A	List B
(i) The woman who toiled and she had hard labour.	A Jacob
(ii) The mother of Dan and Naphtal.	B Zilpah
(iii) The mother of the human race.	C Leah
(iv) The daughter of Bethuel the son of Milcah.	D Rachel
(v) The wife given to Jacob contrary to his will.	E Rahab
(vi) The mother of Gad and Asher.	F Sarah
(vii) A person who sold his birthright by food.	G Bilhah
(viii) A man whose mother fought for him to get the blessings.	H Eve
(ix) A man who was Jacob's uncle.	I Esau
(x) A son who was loved by his father more than his brothers.	J Rebekah
	K Joseph
	L Laban
	M A'senath

Answer

List A	(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
List B	H	E	F	G	D	C	J	L	I	A

Extract 2.2 shows a sample of responses of a student who wrongly matched all items.

2.2 Section B: True/False Items and Filling in the Blanks

In this section, the students were required to identify the correct and incorrect statements in question 3 and to identify the right words that would complete the story of *The Waters of Meribah*.

2.2.1 Question 3: True/False Items: Israelites' Journey through the Desert.

The question consisted of ten (10) True/False items, (a) – (j). Each item carried one (1) mark, hence making a total of 10 marks. The items were set from the topic *Israelites' Journey through the Desert* which is in the books of Exodus and Numbers. The students were required to write **True** if the statement was correct or **False** if the statement was not correct.

The question was attempted by 22,629 (99.99%) out of 22,632 students. Their performance was that 13,715 (60.61%) of the students who were assessed scored from 7-10 marks. 8,729 (38.57%) scored from 3-6 marks and 185 (0.82%) scored from 0-2 marks; but 05 (0.01%) students did not answer the question. Figure 3 illustrates this analysis.

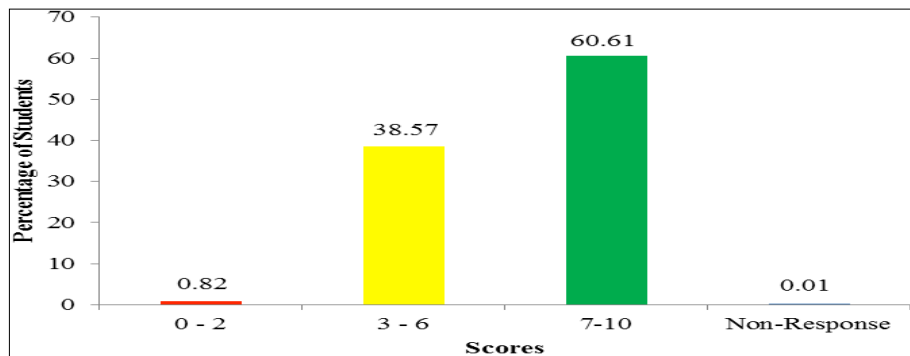


Figure 3: *Percentage of the students and their scores in question 3.*

The analysis above shows that, most of the students (99.18%) performed well for they responded correctly to most of the items (3–10 items), that is, they scored from 30 – 100 percent of the total marks of the question. The good performance was attributed to students' familiarity with the events and names of people from the book of Exodus and Numbers; and the topic, *Israelites' Journey through the desert*, from which the items were set. However, 185 (0.82%) students gave incorrect response to most of the items by scoring below 3 out of 10 marks, among whom, 15 (0.1%) students obtained 0 marks. This indicates that the students were unable to recall the events and names of people as they were expected. The following is the analysis of students' responses to each item in question 3.

Item (a): You shall not pass through". These words were spoken by Edom.....

There were few students who were able to write the correct response *True* to the statement, because they had adequate knowledge about Edom who denied the Israelites to pass through their land. Those who wrote **False** did not know who the Edom was. They did not know that Edom prevented the Israelites from passing through the land of Edom

as they were travelling from Egypt to the Promised Land (Numbers 20:14-21).

Item (b): Moses did not reach the Promised Land because he stroke the rock twice.....

Most of the students were able to write the correct response *True*. This shows that the students had adequate knowledge about the incident at Meribah and Massah. On the other hand, the students who wrote *False* for item (b) lacked adequate knowledge about the event which occurred at Meribah during the Israelites' journey to promised land. It was when the people complained for lack of water and God ordered Moses to tell the rock to yield water; but Moses acted arrogantly against the will of God. Thus, he was punished (Numbers 20:2-9, 10-13).

Item (c): God commanded Aaron to make a bronze serpent and set it on a pole.....

A considerable number of students were able to write the correct answer *False* to the statement, indicating that they knew the story of the bronze serpent/snake. They were aware that it was Moses who was told to make a bronze serpent, not Aaron. On the other hand, the students who answered by writing **True** were not familiar with the story of the bronze serpent or fiery snakes which were sent by God to punish the Israelites for being impatient and speaking against God and Moses (Numbers 21:4-9).

Item (d): The Hebrews ate Manna throughout the Exodus.....

The students were expected to write *False* but many of them wrote **True** which was the wrong answer. It seems they were not aware that manna was provided to the Israelites after they had complained about lack of food in the desert, one and a half month after their departure from Egypt (Exodus 16:1-3. Read also verses 4-35).

Item (e): The helper of Moses was Caleb.....

A considerable number of students were able to write the correct answer *False*. This is because they knew that the helpers of Moses were

Joshua (Exodus 24:13-18), Aaron and Hur (Exodus 17:12) who helped Moses during the battle between Israelites and Amalekites and in other events during their journey to Canaan. They had adequate knowledge of the people who helped Moses in his leadership. A few students wrote **True** which was the wrong answer, implying that they had inadequate knowledge concerning the helpers of Moses in the topic of *Israelites' Journey through the desert*.

Item (f): The Lord will fight for you and you have only to be still. Moses said to the people of Israel.....

The students were supposed to write *True* as the correct response. This item was answered correctly by most of the students because they knew that they were Moses' words of encouragement to the Israelites to go forward on their journey to Canaan. However, there were some who answered incorrectly by writing **False**. Such students did not remember or know the event at the Red Sea where the Israelites were stuck in the area between the sea and where the Egyptian army was. It is at that particular place where the Israelites complained to Moses for bringing them there to die. But Moses encouraged them to trust in the Lord because He was with them in their journey (Exodus 14:10-18).

Item (g): Jethro, the priest of Midian was Moses' father-in-law.....

The expected response for item (g) was *True*. Many students wrote the correct response **True** showing that they knew the family relationship between Moses and Jethro. They were aware that Moses married Zipporah who was the daughter of Jethro. The few students who wrote **False** for this item had inadequate knowledge of the story of the life of Moses in Midian (Exodus 2: 21).

Item (h): The people had to work on the Sabbath.....

The majority of students were able to answer correctly the statement by writing *False*. These students had adequate knowledge of the commandments of God, especially about the observance of the day of rest and worship. On the other hand the students who answered **True** in item (h) were not familiar with the Ten Commandment (Exodus 20:8; 31:13-15).

Item (i): Miriam was leprous after she spoke against Aaron who married a Cushite woman.....

The expected response for item (i) was *False*. Most of the students wrote the incorrect answer *True*. This implies that they did not know the event which involved Aaron and Miriam speaking against Moses for marrying a non-Jewish woman and their jealousy of Moses' intimate relationship with God (Numbers 12:1-16). They even said, "Has the LORD spoken only through Moses? Has he not spoken through us also?"

Item (j): Unleavened bread and bitter herbs are the signs of Passover.....

Most of the students managed to answer correctly by writing *True* to the statement. Their response implied that they knew about the preparation of the Passover event in Egypt (Exodus 12:1-12, especially verse 8) before the exodus event itself. On the other hand, the students who answered **False** were not familiar with the story of the events prior to the exodus. It may also imply that the student did not know about the unleavened bread and bitter herbs in connection with the exodus event.

Basing on data analysis and the analysis of students' responses, the general performance in this question was good as most of the students answered the question correctly and scored high marks. Extract 3.1 is a sample of good responses.

Extract 3.1

3. For each of the following items write True if the statement is correct or False if the statement is not correct.	
(a)	"You shall not pass through." These words were spoken by Edom..... <u>True</u>
(b)	Moses did not reach the Promised Land because he stroke the rock twice..... <u>True</u>
(c)	God commanded Aaron to make a bronze serpent and set it on a pole..... <u>False</u>
(d)	The Hebrews ate Manna throughout the Exodus..... <u>False</u>
(e)	The helper of Moses was Caleb..... <u>False</u>
(f)	The Lord will fight for you and you have only to be still. Moses said to the people of Israel..... <u>True</u>
(g)	Jethro, the priest of Mid'ian was Moses' father-in-law..... <u>True</u>
(h)	The people had to do work on the Sabbath..... <u>False</u>
(i)	Miriam was Leprous after she spoke against Aaron who married a Cushite woman..... <u>False</u>
(j)	Unleavened bread and bitter herbs are the signs of Passover..... <u>True</u>

In Extract 3.1 the student answered all items correctly. This indicates that he/she had adequate knowledge of events and names of people from the topic *Israelites' journey in the desert*.

Conversely, there were also students who lacked knowledge on the topic as they failed to respond correctly to any of the items in this question. Extract 3.2 is a sample of poor responses.

Extract 3.2

3. For each of the following items write True if the statement is correct or False if the statement is not correct.	
(a)	"You shall not pass through." These words were spoken by Edom... <u>FALSE</u>
(b)	Moses did not reach the Promised Land because he stroke the rock twice... <u>FALSE</u>
(c)	God commanded Aaron to make a bronze serpent and set it on a pole... <u>TRUE</u>
(d)	The Hebrews ate Manna throughout the Exodus... <u>TRUE</u>
(e)	The helper of Moses was Caleb... <u>TRUE</u>
(f)	The Lord will fight for you and you have only to be still. Moses said to the people of Israel... <u>FALSE</u>
(g)	Jethro, the priest of Mid'ian was Moses' father-in-law... <u>FALSE</u>
(h)	The people had to do work on the Sabbath... <u>TRUE</u>

- (i) Miriam was Leprous after she spoke against Aaron who married a Cushite woman.....*TRUE*.....
- (j) Unleavened bread and bitter herbs are the signs of Passover.....*FALSE*.....

In Extract 3.2 the student answered all ten items incorrectly. This indicates that he/she did not adequately know the events and names of people from the books of Exodus and Numbers.

2.2.2 Question 4: Israelites' journey in the desert

The question was in the form of a paragraph with blank spaces which students were required to fill in by using words which were provided in the box. Each answer carried one (1) mark, which made a total of ten (10) marks for the whole question. The question was taken from the topic of Israelites' journey in the desert in the book of Numbers.

The question was attempted by 22,626 (99.97%) out of 22,632 students, of which 12,393 (54.76%) scored from 7-10 marks and 6,073 (26.83%) scored from 3-6 marks. The rest 4,160 (18.38%) students scored from 0-2 marks, while 06 (0.03%) did not attempt the question. Figure 4 is an illustration of this analysis.

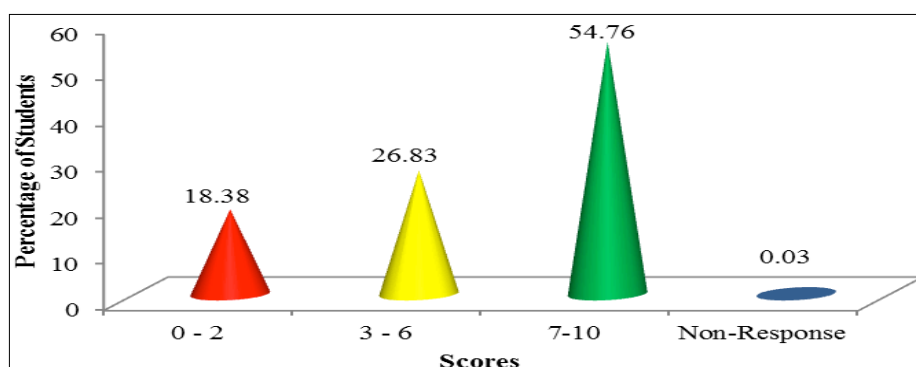


Figure 4: *Percentage of the students and their scores in question 4.*

The analysis above shows that the students' performance in this question was good as 81.59 percent responded correctly to more than 3 items. The good performance was attributed to students' adequate knowledge of the story about the waters of Meribah. It can also imply

that, during the teaching and learning process the students managed to achieve the required Bible Knowledge competences and course objectives, including students' ability to recognize the Biblical stories, quotations, places, persons and occasion of the statements. The following is the question and analysis of the students' responses:

Question 4: Using the words in the box below, fill in the blanks that follow to complete the story of "*The Waters of Meribah*" Numbers 20:2-13.

rivers, contented, wilderness, Canaan, Egypt, Aaron, Moabites, tell the rock, rod, the rock, Joshua, his rod twice, not, Meribah, sin

- (a) Now there was no water for the congregation; and they assembled themselves together against Moses and against Aaron. And the people with Moses, and said, "Would that we had died when our brethren died before the LORD! (Numbers 20:2-3).
- (b) Why have you brought the assembly of the LORD into this that we should die here, both we and our cattle? (Numbers 20:4).
- (c) And why have you made us come up out of, to bring us to this evil place? It is no place for grain, or figs, or vines, or pomegranates; and there is no water to drink" (Numbers 20:5).
- (d) Then Moses and went from the presence of the assembly to the door of the tent of meeting, and fell on their faces. And the glory of the LORD appeared to them (Numbers 20:6).
- (e) And the LORD said to Moses, saying: Take the rod, and assemble the congregation, you and Aaron your brother, and before their eyes to yield its water; so you shall bring water out of the rock for them; so you shall give drink to the congregation and their cattle (Numbers 20:7-8).
- (f) And Moses took the from before the LORD, as he had commanded him (Numbers 20:9).

- (g) And Moses and Aaron gathered the assembly together before , and he said to them, “Hear now, you rebels; shall we bring forth water for you out of this rock?” (Numbers 20:10).
- (h) And Moses lifted up his hand and struck the rock with ; and water came forth abundantly, and the congregation drank, and their cattle (Numbers 20:11).
- (i) And the LORD said to Moses and Aaron, “Because you did not believe in me, to sanctify me in the eyes of the people of Israel, therefore you shall bring this assembly into the land which I have given them” (Numbers 20:12).
- (j) These are the waters of..... , where the people of Israel contended with the LORD, and he showed himself holy among them (Numbers 20:3).

In (a), the students were expected to give the word *contented*. A good number of students provided the correct response implying that they were aware with the topic *Israelites’ journey through the desert*. However, some of those who failed to give the correct word wrote irrelevant words. This implies that they did not know the proper word which suits the statement. For example, there were students who wrote “sin”, “Moabites”, “Egypt” and so on. These responses show that the students were unable to see any connection between the sentences and the words they were provided. This might be due to lack of English language proficiency.

In (b), the correct word was *wilderness*. Though many students managed to fill in the correct word, there were some who filled in words that were irrelevant and grammatically wrong. For example some wrote the words “tell the rock”. Such students did not know the use of the preposition “into,” that it should be used with a noun depicting a place, and thus, the space should be filled in with a word with a sense of a place “wilderness.” Other students wrote “Egypt” and “Canaan” implying that they did not know that Egypt is a name of a country of slavery from which the Israelites were delivered by God and that they

were on the way to the Promised Land. They also did not know that Canaan was the place where the Israelites were going.

In (c) they were supposed to fill in with the word *Egypt*. Although most of the students wrote the correct answer, there were those who gave incorrect responses such as “contented” and “his rod twice”. These words do not have any sense in the verse. This suggests that the students had low English language proficiency. Otherwise, they could have realized that the words were incorrect and not suitable for the blank.

In (d), the students were supposed to fill in the blank by using the name *Aaron*. Many students managed to write the correct response. This could be attributed to students’ ability to recognize that the verse involved more than one person (Moses and another). It might be that they were guided by the name Moses and the personal pronouns *their* and *them*. However, some students filled in irrelevant words due to inadequate knowledge of the story given.

In (e), the students were expected to write the words *tell the rock*. Most of the students failed to give the required response. For example, some of the students wrote “not” and “rivers.” These responses imply that the students did not know the story of the Waters of Meribah and therefore, they wrote the answers by guessing.

Space (f) was supposed to be filled in with the word *rod*, which most of the students did. This may be attributed to students’ familiarity with the story. Nevertheless, there were students who failed to give the correct answers because they lacked adequate knowledge of the story. For example, they wrote words such as “wilderness” and “Moabites” which, according to the verse, were meaningless because they were not things that Moses could take from before the LORD.

In space (g), the students were expected to write the word *the rock*. A considerable number of students wrote the correct response. Nevertheless, some of the students chose the incorrect word “rivers”, implying lack of sufficient knowledge of the story. It is unbecoming for students to choose the word “rivers” because there were no rivers in the

desert and that the story is about the Israelites' complaints about lack of water.

Space (h) was to be filled in with the words *his rod twice*, referring to what Moses did before the assembly. Most of the students wrote the correct response which indicated that they had enough knowledge of the subject matter. On the other hand, some of the students wrote incorrect words like "tell the rock", "contended" and so on. These responses suggest that the students wrote the answers not through understanding the context but by guessing. This is because the verse required the student to provide the tool with which Moses struck the rock.

In space (i), the students were expected to write the correct response *not*. A good number of students wrote the correct response because they were able to link the words that followed after the space "bring this assembly" which guided them to get the correct answer. Conversely, some students were unable to write the correct answer indicating that they lacked knowledge about the story. For example, there were some who wrote the words "sin" and "tell the rock" which distort the sense of the verse.

Space (j) was to be filled in with the word *Meribah* as the correct response and most of the students did so. This indicated that they had adequate knowledge of the story. However, the students who failed to give the correct answer signalled incompetence in English language, the problem which deprived them of the ability to understand what they read.

In general, the performance of students in this question was good because most of the students who attempted the question managed to write the correct answers. Extract 4.1 is a sample of good responses to question 4.

Extract 4.1

4. Using the list of words given in the box, fill in the blank spaces to complete the story of "The Waters of Meribah" (Numbers 20:2-13).

rivers, contented, wilderness, Canaan, Egypt, Aaron, Moabites, tell the rock, rod, the rock, Joshua, his rod twice, not, Meribah, sin

- (a) Now there was no water for the congregation; and they assembled themselves together against Moses and against Aaron. And the people contended with Moses, and said, "Would that we had died when our brethren died before the LORD!" (Numbers 20:2-3).
- (b) Why have you brought the assembly of the LORD into this wilderness that we should die here, both we and our cattle? (Numbers 20:4).
- (c) And why have you made us come up out of Egypt to bring us to this evil place? It is no place for grain, or figs, or vines, or pomegranates; and there is no water to drink" (Numbers 20:5).
- (d) Then Moses and Aaron went from the presence of the assembly to the door of the tent of meeting, and fell on their faces. And the glory of the LORD appeared to them (Numbers 20:6).
- (e) And the LORD said to Moses, saying: Take the rod, and assemble the congregation, you and Aaron your brother, and tell the rock before their eyes to yield its water; so you shall bring water out of the rock for them; so you shall give drink to the congregation and their cattle (Numbers 20:7-8).
- (f) And Moses took the rod from before the LORD, as he had commanded him (Numbers 20:9).
- (g) And Moses and Aaron gathered the assembly together before the rock and he said to them, "Hear now, you rebels; shall we bring forth water for you out of this rock?" (Numbers 20:10).
- (h) And Moses lifted up his hand and struck the rock with his rod twice; and water came forth abundantly, and the congregation drank, and their cattle (Numbers 20:11).
- (i) And the LORD said to Moses and Aaron, "Because you did not believe in me, to sanctify me in the eyes of the people of Israel, therefore you shall not bring this assembly into the land which I have given them" (Numbers 20:12).
- (j) These are the waters of meribah where the people of Israel contended with the LORD, and he showed himself holy among them (Numbers 20:13).

Extract 4.1 shows a sample of responses of a student who managed to fill in all ten blank spaces correctly.

Those who failed to give the correct responses, showed both their lack of adequate knowledge of the story of Waters of Meribah and failure to understand the question. Extract 4.2 is a sample of poor responses to question 4.

Extract 4.2

4. Using the list of words given in the box, fill in the blank spaces to complete the story of "The Waters of Meribah" (Numbers 20:2-13).

rivers, contented, wilderness, Canaan, Egypt, Aaron, Moabites, tell the rock, rod, the rock, Joshua, his rod twice, not, Meribah, sin

(a) Now there was no water for the congregation; and they assembled themselves together against Moses and against Aaron. And the people Joshua with Moses, and said, "Would that we had died when our brethren died before the LORD! (Numbers 20:2-3).

(b) Why have you brought the assembly of the LORD into this his rod twice that we should die here, both we and our cattle? (Numbers 20:4).

(c) And why have you made us come up out of wilderness to bring us to this evil place? It is no place for grain, or figs, or vines, or pomegranates; and there is no water to drink" (Numbers 20:5).

(d) Then Moses and Moabites Joshua went from the presence of the assembly to the door of the tent of meeting, and fell on their faces. And the glory of the LORD appeared to them (Numbers 20:6).

(e) And the LORD said to Moses, saying: Take the rod, and assemble the congregation, you and Aaron your brother, and Meribah before their eyes to yield its water; so you shall bring water out of the rock for them; so you shall give drink to the congregation and their cattle (Numbers 20:7-8).

(f) And Moses took the Canaan from before the LORD, as he had commanded him (Numbers 20:9).

(g) And Moses and Aaron gathered the assembly together before Contented and he said to them, "Hear now, you rebels; shall we bring forth water for you out of this rock?" (Numbers 20:10).

(h) And Moses lifted up his hand and struck the rock with Aaron; and water came forth abundantly, and the congregation drank, and their cattle (Numbers 20:11).

(i) And the LORD said to Moses and Aaron, "Because you did not believe in me, to sanctify me in the eyes of the people of Israel, therefore you shall Egypt bring this assembly into the land which I have given them" (Numbers 20:12).

(j) These are the waters of Canaan where the people of Israel contended with the LORD, and he showed himself holy among them (Numbers 20:13).

Extract 4.2 shows a sample of responses of a student who gave wrong answers to the whole question.

2.3 Section C: Short Answer Items

In this section, the students were required to give short answers to ten items in question 5 and to explain briefly five items in question 6.

2.3.1 Question 5: Creation

The question consisted of ten (10) items (a)-(j) which required the students to give short answers. Each item carried two (2) marks, making a total of twenty (20) marks. The items were taken from the topic of *Creation* which is derived from the book of Genesis.

The question was attempted by 22,579 (99.8%) out of 22,632 students who sat for the assessment, of which 7,497 (33.13%) scored from 13-20 marks and 9,250 (40.87%) scored from 6-12 marks. The rest, 5,832 (25.77%) scored from 0-5 marks, while 53 (0.23%) students did not attempt the question. Nevertheless, the general performance for the question was good, because 74.00 percent of the students scored 30 percent and above of the allocated 20 marks. This analysis is illustrated in Figure 5.

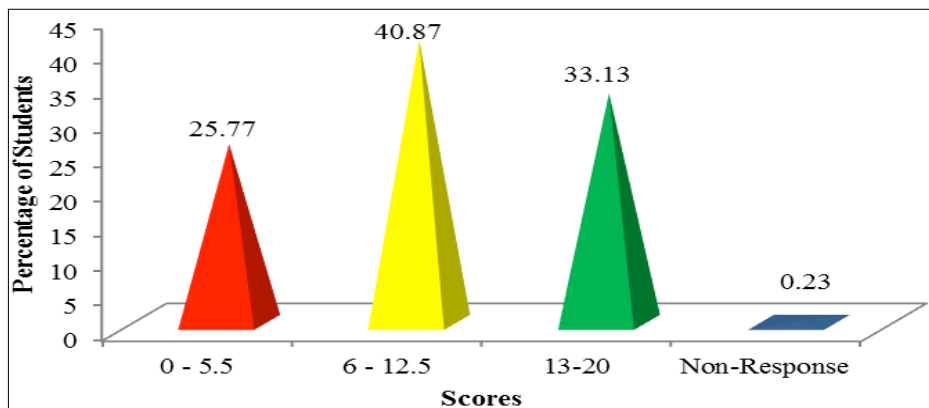


Figure 5: *Percentage of the students and their scores in question 5.*

In this question, 40.87 percent of the students scored average marks because some of them offered incomplete responses and others responded correctly to few items. In most of the items they scored one out of two marks. The lower scorers (25.77 percent) showed partial or lack of knowledge of the subject matter. Their failure was also caused by the inability to understand and adhere to the requirements of the

question. Some of the students were unable to express themselves clearly in English language. Among the lower scorers, 7.5 percent obtained 0 because they gave wrong answers to all items. Besides, 0.02 percent of the students left the items unanswered. This could be due to lack of adequate knowledge, so they had no idea of what to write. However, 33.13 percent of the students scored high marks because they gave correct responses to more than six items. Their responses showed that they were knowledgeable about the topic of Creation. Below is the analysis of students' responses to items (a) - (j).

Item (a): Mention two things that were created on the third day

The students were required to write, (i) *separation of land and sea* and (ii) *creation of plants and trees* (Genesis 1:9-13). A considerable number of students managed to give the correct responses about what was created on the third day. Some students wrote *dry land, earth, water bodies and vegetation*. These responses indicate that the students had adequate knowledge of the story of creation.

On the other hand, there were students who provided responses that were not related to the requirements of the question. For example, one of the students wrote “(i) Lavetation and (ii) Evapuration.” These words have no connection with creation story. This implies that the student had inadequate knowledge of creation story and wrote things that indicated that he/she did not understand the requirements of the question.

Item (b): Identify any two rivers that passed through the Garden of Eden

The students were required to give two names of rivers from the following: (i) *Gihon*, (ii) *Pishon*, (iii) *Euphrates* and (iv) *Tigris* (Genesis 2:10-14). Many of the students were able to write the correct names of the rivers as were required. Their responses showed that they had understood the requirements of the question and had sufficient knowledge about such rivers. Nevertheless, some of the students gave incorrect answers because they did not understand the requirements of the question or they had inadequate knowledge of the story of creation.

For example, one of the students wrote “(i) Figs, (ii) Pomegranates”. These are not names of rivers but names of plants.

Item (c): Mention two things that distinguish mankind from all creatures

The students were expected to write two things from the following: *Mankind was created in God’s image, mankind was put in charge of all other creatures; mankind is intelligent (has free will, i.e., ability to discern between good and evil), mankind has special relationship with God, and humankind has special bond relationship expressed in marriage* (Genesis 1:26; 2:16-24). There were some students who wrote relevant answers which showed that they had understood the requirements of the question and had sufficient knowledge of the topic. For example, one student wrote, “Humankind has power over creatures, humankind has the breath of God, mankind is given the ability to reason and think over situations,” and so on. Such responses imply that the students had adequate knowledge of the topic, *Creation*.

On the other hand, some of the students provided responses that were not related to the requirements of the question. For example, one of them wrote, “(i) All surrounding thing are special for you. (ii) Eating for your sweat.” Another student wrote, “(i) Phase one God create the earth/world (ii) phase to God create the day and night.” These responses show that the students did not know the difference between human beings and the rest of God’s creatures. They also did not understand requirements of the question.

Item (d): In Genesis 2:4b-25, what responsibility was Adam given?

The students were expected to write that *the responsibility which Adam was given was to till and keep the land/to protect and develop God’s creation*. There were some students who gave good responses to the item by showing that Adam was given the responsibility to take care of the land.

Conversely, there were students who gave answers that depicted that they did not understand the requirements of the question. For example, one of them wrote, “Adam she was the wife of Eve it which the eat the

fluid.” Another student wrote, “Adam food of Apple of give to Eve.” Further, “God given Adam a women come is that passes through the Garden of Eden.” These responses imply that the students misunderstood the question as if they were asked about Adam’s relationship with Eve instead of the responsibility given to him by God. Moreover, one of the students wrote, “...not to eat the fruits of tree in middle of the garden.” This student did not understand the difference between the *responsibilities* and *order (command)*. The student did not understand that responsibility had to do with duties (*everyday jobs*) such as taking care of the garden, and that command had to do with *directives* such as not eating the fruits of the tree of knowledge of good and evil. Thus, it may be concluded that the student lacked adequate knowledge about story of Adam in the Garden of Eden.

Item (e): When God saw that man was alone, what did God say?

The answer was supposed to be, *It is not good that the man should be alone; I will make him a helper fit for him* (Genesis 2:18). Most of the students were able to write the correct response about what God said.

On the other hand, there were some students who provided wrong answers because of inadequate knowledge of the story. For example, one student wrote, “To toil for what to eat and ruled by man.” Furthermore, “God you say not eat the fruit of between tree.” Another one wrote, “Where are you Adam also why you have eaten the fruit that I have refused you to eat.” These responses demonstrate that the students did not understand the requirements of the question due to poor English language competence.

Item (f): State what happens when two people unite together in marriage (Gen.2:24).

The students were required to recall the story on how marriage was instituted and how Adam got his helper (wife). Therefore, the response should be: *When two people unite together in marriage they become one flesh, that is, husband and wife*. Most of the students wrote the correct answers as required. For example, one of them wrote, “Therefore a man leaves his father and mother and cleaves to his wife

and both of them become one flesh.” Another student wrote, “A man and woman leave their parents and cleave to one another and they become one.” These students’ answers prove that they were knowledgeable of the topic of Creation and understood the requirements of the question.

However, there were some students who responded poorly due to the fact that, though they knew the topic, they did not understand the requirement of the question. For example, one of them wrote, “God to told Adam say it good to give women help in the Garden.” There were also students who wrote names of persons instead of writing about what happens when two people unite together in marriage. For example, one of them wrote, “(i) Abraham (ii) Cain.” Another one wrote, “Abraham and Jacob,” also “Samson and Delilah.” These students did not understand the requirements of the question.

Item (g): What words did God say when he blessed the sea creatures?

The students were required to answer: *Be fruitful and multiply and fill the waters in the seas*. Most of the students answered the question correctly because they understood the requirements of the question and had adequate knowledge of the topic of creation. For example, one of the students wrote, “Be fertile and multiply, fill the sea.” However, there were some students who provided incorrect responses due to lack of knowledge of the topic of creation and poor English language proficiency. For example, one of them wrote, “God spoke that when he bless the sea creatures I am the king of the king of all living things.” Another example of incorrect responses was, “He will bless all which blessing you and cursing all which cursed you.” This response is out of context because shows the student wrote about the promises of God to Abraham instead of the blessings to the sea creatures.

Item (h): Identify the two lights which God made in order to separate day and night and to mark the seasons.

The students were supposed to write *the sun and the moon* as the two lights which God made in order to separate day and night and to mark seasons. Most of the students managed to identify the two lights

correctly. For instance, one of them wrote, “The sun which is on the day and the moon which is in the night.” On the other hand, those who had insufficient knowledge offered various responses which did not meet the requirements of the question. Some of them repeated the words of the item itself. Moreover, there was a student who wrote, “man and light he maded to separate day and night.” Another student wrote, “God use the power of him daughter Jesus.” There were other students who left the question unanswered because they did not know what to write.

Item (i): Which tree in the garden was forbidden and why?

The students were required to identify the forbidden tree as *the tree of knowledge of good and evil*. The reason for being forbidden should be *if they ate its fruits they would die* (Gen. 3:1-3). Most of the students were able to write the correct answers. For instance, one of them wrote “The tree of knowledge of good and evil because it was in the middle of the garden which makes one to be wise, knowing good and evil; for God said if they eat they will surely die.” Yet, there were some who wrote wrong answers such as “Is the garden was hear because word was bring.” Another student wrote, “apples trees were forbidden and because the tree were sin tree.” This shows the students lacked adequate knowledge of the topic. Besides, they had poor English language skills which deprived them of ability to express themselves.

Item (j): What did Adam and Eve do when they heard God walking in the garden in the cool of the day?

The students were supposed to answer: *When they heard God walking in the Garden, Adam and Eve hid themselves in the bush* (Genesis 3:8). Most of the students were able to answer this item correctly. For instance, one of them wrote, “When Adam and Eve heard God walking in the garden in the cool of the day they hid themselves behind the trees which were in the garden.”

Conversely, instead of indicating what Adam and Eve did when they heard God walking in the garden in the cool of the day, some of the students wrote things out of context. For example, one of them wrote,

“The man who lived the longest life in the Bible is Methuselah.” This response was copied from question 1(vii). Another student wrote, “She woman who toiles as she has hard labour.” Another student wrote, “Adam and Eve God you walking (kutunza) garden of Eden and all environment in surrounding of garden of Eden.” In this response the student mistook the word “walking” with “working” and so answered the question in the sense of the responsibility given to Adam by God, that is, to till and keep the garden. Extracts 5.1 and 5.2 are samples of good and poor responses to question 5 respectively.

Extract 5.1

5. Give short answers to items (a) - (j).

(a) Mention two things that were created on the third day.

(i) Dry land.

(ii) Sea.

(b) Identify two rivers that passed through the Garden of Eden.

(i) Pishon which flowed the whole land of Havilah.

(ii) Gihon which flowed the whole land of Cush.

(c) Mention two things that distinguish mankind from all other creatures.

(i) God created them in the image and likeness of His own.

(ii) They have intellect and will to distinguish good and evil.

(d) In Genesis 2:4b-25, what responsibility was Adam given?

Adam was told to till the garden and keep it also to name all the creatures, and whatever name was given to the creature that was its name.

(e) When God saw that man was alone, what did God say?

It is not good that a man should be alone; I will make a helper fit for him.

- (f) State what happens when two people unite together in marriage (Gen. 2:24).

Therefore a man leaves his father and mother and cleaves to his wife and both of them become one flesh.

- (g) What words did God say when he blessed the sea creatures?

God said, "Let the sea produce ^{a swarm of} living creatures and let the fish be fruitful and reproduce and fill the sea." or "be fruitful, multiply and fill the sea."

- (h) Identify two lights which God made in order to separate day and night and to mark seasons.

God made two greater lights to separate the day and night, the longer light to rule the day and the lower light to rule the night. The lights include sun and moon.

- (i) Which tree in the garden was forbidden and why?

The tree of the knowledge of good and evil because it was in the midst of the garden which makes one to be wise knowing good and evil, for God said if they eat they will surely die.

- (j) What did Adam and Eve do when they heard God walking in the Garden in the cool of the day?

They hid themselves from the presence of the Lord.

Extract 5.1 shows a sample of responses of a student who explained all items correctly and clearly in accordance with the requirements of the question.

Extract 5.2

5. Give short answers to items (a) - (j).

(a) Mention two things that were created on the third day.

(i) ~~the~~ I am lord my lord.

(ii) This is my lord from one to another.

(b) Identify two rivers that passed through the Garden of Eden.

(i) To the garden is the man is Adam.

(ii) It to give garden is Adam and Eve.

(c) Mention two things that distinguish mankind from all other creatures.

(i) Should to God from the Abraham in the

(ii) It my lord in the man and woman.

(d) In Genesis 2:4b-25, what responsibility was Adam given?

Adam with given garden in lord After give
n garden. Adam with the give the lord into
the ~~the~~ give adam with wife Eve.

(e) When God saw that man was alone, what did God say?

God saw that man should alone me and God is
the alone from man.

(f) State what happens when two people unite together in marriage (Gen. 2:24).

The people of the Genesis is Adam and Eve
from the Garden is the Lord from the
Genesis chapter (2-23)

(g) What words did God say when he blessed the sea creatures?

God say that is the my lord for the day
and night from the God say that I am
lord before the night and day.

- (h) Identify two lights which God made in order to separate day and night and to mark seasons.

God should separate night and day. From the mark ~~week~~ weekend day.

- (i) Which tree in the garden was forbidden and why?

Because the garden is the one apple should Adam to give and Eve and to God to not apple from the garden.

- (j) What did Adam and Eve do when they heard God walking in the Garden in the cool of the day?

Eve should go from the garden. After go snake should go to the Eve and give one apple and Eve should give Adam one apple.

Extract 5.2 shows a sample of responses of a student who wrote the incorrect responses to all items.

2.3.2 Question 6: The Fall of Man and its Outcome

The question consisted of five items (a)-(e) which required the students to give brief explanation. Each item carried four (4) marks, making a total of twenty (20) marks. The items were taken from the *Fall of Man and Its Outcomes* topic.

The question was attempted by 22,468 (99.28 out of 22,632 students who sat for the assessment, of which, 2,015 (8.90%) scored from 13-20 marks and 11,893 (52.55%) scored from 6-12 marks. The rest, 8,560 (37.82%) students scored from 0-5 marks while 164 (0.73%) omitted the question. This is illustrated in Figure 6.

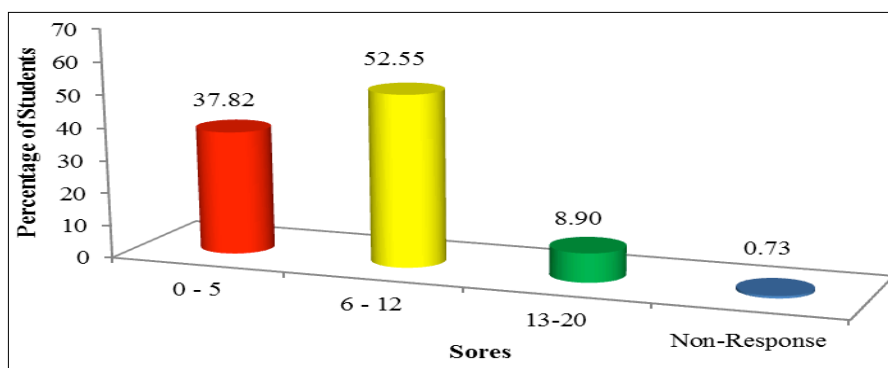


Figure 6: *Percentage of the students and their scores in question 6.*

This analysis of data shows that 52.55 percent of the students scored average (6-12) marks and 8.90 percent of the students scored high (13-20) marks, whereas only 0.10 percent scored full (20) marks. Thus, the general performance in this question was average. This is because the percentage of the students who scored 30-100 percent of the allocated marks was 61.45. The average performance of students in this question was attributed to the fact that, although they knew the topic, they answered the question partially. Most of them were able to give the correct answers for two or three items. There were also students who provided incomplete responses to almost all items and obtained two marks for each item. The poor performance of 37.82 percent of the students who attempted this question was due to failure to understand the requirements of the question. Their responses also depicted that they lacked knowledge concerning Noah's Ark, Nimrod, the Land of Shinar, Mount Ararat and the Life of Cain, which led them to scoring less than 6 marks. Among them, 11.7 percent scored 0 marks because they provided irrelevant information to all items. The following is the analysis of the students' responses to each item in question 6.

Item (a): Show the materials which Noah's Ark was constructed and the Ark's size.

The students were expected to write that, *God instructed Noah to construct an Ark of Gopher wood and coat (paint, cover) it with pitch (tar, bitumen). The ark was 300 cubits long, 50 cubits wide and 30 cubits high (150 metres long, 25 metres wide and 15 metres high). The*

ark had three floors or decks. It had rooms and had a door on its side and a window on its roof. Few students were able to explain the materials used to construct the ark and its size. For example, there was a student wrote, “the materials used were timber of Gopher wood and the pitch, the size of the ark was 300 cubits long, 50 cubits wide and 300 high.” Although most of the students had good knowledge of Noah’s Ark, they were unable to explain it as were required. There were those who managed to show the materials used to construct the ark but failed to give the size, and vice versa. Moreover, there were students who showed complete lack of knowledge of the subject matter. For example, one of them wrote, “the materials which used in construction of Noah’s ark were gold, copper, Sulphur, iron and silver.”

Item (b): Give a short history of Nimrod.

The correct response to this item was supposed to be: *Nimrod is the name of one of the sons of Cush, the son of Ham. He was a great warrior and the first man to be mighty on earth. Nimrod founded a Kingdom that included Babel (later on identified as Babylon), Erech, and Accad in the land of Shinar* (Gen. 10:8-12). Most of the students failed to explain the short history of Nimrod because they were unfamiliar with the name. There were some who regarded Nimrod as a place, not as a person. For example, one of them wrote, “Nimrod was the place where God provided the people of Egypt in order to maximize their worships.” Another one wrote, “Nimrod is the true lord of Joshua and Moses of what have you made us come to the wildness to bring us to the wildness.” However, there were some students who performed this item well because they had knowledge of the topic. For example, one of the students wrote, “Nimrod was the son of Cush, he was the first might hunter before the Lord, and he was one that built the city of Babylon.”

Item (c): Describe the land of Shinar

In this item students were required to explain that *the land of Shinar is what we know today as Mesopotamia. It is a place (plain) where people settled after migrating from the east and agreed among themselves to build a tower so that they would not scatter over the earth. The Lord*

came down and confused their language and scattered them all over the earth, hence the place was called Babel meaning “Confusion.”

Most of the students scored 2 to 3 marks because, though they had some knowledge about the land of Shinar, they did not explain it as required. For example, one of the students wrote:

This was the land where the people gathered themselves and they aimed not to scatter upon the face of the world and they began to build the tower, and God disturbed their language so they failed to continue building and the tower was known as the tower of Babel.

Moreover, there were some students who did not have the knowledge of the topic hence they wrote responses out of the context. For example, one of them wrote, “the land of Shinar is a place where God provided to the people of Egypt in order to worship their God.”

Item (d): Explain about the Mount Ararat in relation to Noah’s story.

In this item student were required to write: *Mount Ararat is the mountain on which Noah’s ark came to rest when the great flood subsided* (receded, abated). Most of the students scored average marks because they answered the question partially. They were able to explain the mountain geographically and that it is among the highest mountains in the world, but they were unable to explain it in relation to Noah’s story of the floods. Nevertheless, there were some whose responses demonstrated that they knew the mountain in relation to Noah’s story. For example, one of the students wrote, “It is the mountain where the ark of Noah was stopped. The ark was stopped and Noah sent the dove to see if the land is dry.” Another one wrote, “Mount Ararat was the mount which the ark made by Noah went to rest for waiting water to abate from the earth.”

These responses demonstrate the students’ adequate knowledge of the subject matter and understanding of the requirement of the question.

Yet, other students left the item unanswered while others gave incorrect answers. This situation showed that they did not know what to write. Others wrote irrelevant information about the mountain. For example,

one of the students wrote, “the mount Ararat to the relation to the Noah’s story is the Mount Ararat is the largest Mount of Israel and the mount is Abraham the father.” Another student wrote, “Was the mount which are Aaron died and was the mount of Noah related.” There was another student who wrote, “God love noah and sons and he promised I shall not eat blood is a mountain who noah went to speak for God and God loved noah and died when the age is 950.” Furthermore, “The mount Ararat is the mount along Abraham to go to child Issac to the kill.” Another one wrote, “Is the place where Noah found the died body his son Abel.” These responses indicate that the students were unfamiliar with the ending of the floods and the resting of the ark on that particular mountain.

Item (e): Explain who Cain was and what he did in his life.

The expected suitable explanation was: *Cain is the name of Adam’s first born child. His name means “I have gotten.” Eve gave him this name because she believed she had gotten a child from God. He was a farmer. Later on Cain killed his younger brother Abel because he was envious (jealous) of him. He was marked by God so that no one avenges him.*

Although the name Cain is very common among Bible readers, there were only few students who managed to explain correctly about Cain. They gave responses which showed that they knew Cain and what he did during his lifetime. On the other hand, many of those who lacked knowledge just left the item unanswered. This gives an impression that they were unfamiliar with the name Cain. Even some of those who attempted the item provided incorrect explanation. For instance, one of them wrote, “Cain is the Decalogue group of commandments of people ones love to god and the rest of the creature and him of god Cain and Moses because of the mercy of God.” Another student wrote, “Cain means breaths.” Another one wrote:

To return in the dust to toil for what to eat and be ruled by man, and Cain was what he did in his life. Because to eat plant of the field to go by her belly and enmity with the serpent.

As was noted earlier the general performance of the students in this question was average because the percentage of the students who scored from 6-20 marks (30% to 100%) was 61.90. The reason for average performance was that the students had partial knowledge about *The fall of man and its outcomes* topic. Extract 6.1 is a sample of good responses.

Extract 6.1

6. Briefly explain each of the following items (a) – (e).

(a) Show the material with which Noah's Ark was constructed and the Ark's size.

Noah's Ark was made by using ~~acacia~~
gopher woods. Noah made an ark as
how he was directed by God. He did
as how God directed and he made an
ark for 120 years. Its size has to be
50 cubit width and one fifty cubit long.

(b) Give a short history of Nimrod.

Nimrod's story is explained in the book
of Genesis as follows:
Nimrod was the mighty hunter before
the Lord. He is the one who built the
city of Nineveh. He was the son of Cush.
Nimrod was one of the God's friend.

(c) Describe the Land of Shinar.

In the Land were people who wanted to
make a tower settled. And they started to
make a tower. But God confused their
language. Because they wanted to be
mightier than God. And they did not
consult God. Hence God confused their language
and it was called Babel.

(d) Explain about Mount Ararat in relation to Noah's story.

Mount Ararat was the mountain which
the Ark made by Noah went to rest
for waiting the water to abate from the
earth. God made the ark to float.

on the water for 150 days and when it was floating it went up to the Mount Ararat.

- (e) Explain who Cain was and what he did in his life.

Cain was the first born of Adam and Eve. Cain means "I have got a son with the help of the Lord". Cain was the tiller of ground. He planted different plants. He killed his brother Abel because of jealousy because his sacrifice was not accepted by God.

In Extract 6.1 the student gave correct answers to the whole question.

Extract 6.2 is a sample of poor responses in question 6.

Extract 6.2

6. Briefly explain each of the following items (a) – (e).

- (a) Show the material with which Noah's Ark was constructed and the Ark's size.

Briefly explain each of the following items. Show the material with which Noah's Ark was constructed and the Ark's size.

- (b) Give a short history of Nimrod.

Briefly explain each of the following items. Show the material with which Noah's Ark was constructed.

- (c) Describe the Land of Shinar.

The material with which Noah's Ark was constructed and the Ark's size.

- (d) Explain about Mount Ararat in relation to Noah's story.

The material with which Noah's Ark was constructed and the Ark's size.

(e) Explain who Cain was and what he did in his life.

Explain who Cain was and what
he did in his life according
to Joshua chapter 1. Cain was
the 1st son of Adam.

Extract 6.2 shows a sample of responses of a student who had incorrect responses to all items.

2.4 Section D: Essay Questions

This section consisted of two essay type questions. The students were required to demonstrate their skills in essay writing. They were supposed to answer only one question by beginning with introductory remarks followed by the main body and conclusive remarks. It should be noted that in questions 7 and 8 the analysis of students' performance used the data of students who attempted the questions. This is because the questions were optional.

2.4.1 Question 7: Israelites' Journey through the Desert

The students were asked, *Basing on the leadership of Moses; suggest four characteristics that qualify a person to be a leader.* In this question students were required to apply the knowledge acquired concerning Moses' leadership to suggest characteristics of leadership in their own contexts.

The students were expected to write points such as *training* for leadership, that is, anyone who wants to be a leader has to be trained like Moses. Moses was trained as he was raised in Pharaoh's palace in Egypt and through shepherding the flock of his father-in-law Jethro in Midian. *Courage* is another important characteristic of leadership. The one who seeks to be a leader should have courage to face danger, challenges, difficulties, threats, or pain without fear. Moses is a good example. He was a shepherd, but courageous enough to tell Pharaoh to let the Israelites go. *Humility* is one of the important characteristics of leadership. Even when opponents or subordinates seem to oppose him/her, a leader is expected to be humble. Aaron and Miriam rebelled against Moses' authority. Instead of being resentful (angry) and personally offended; his concern was their rebellion against God (by

rebellious against God's delegated authority). Moses concerned himself for others: He prayed for their salvation. While Miriam was stricken with leprosy, Moses cried to God to heal her. *Delegation of power* is also a good characteristic of a good leader. Moses delegated responsibilities to others because as leader he could not do everything himself. Initially Moses tried to judge the people by himself but Jethro (his father-in-law) advised him to delegate his responsibility (Exodus 18:25-26) and he was successful. *Cooperation*: Moses was willing to work with others as a team. In the battle against the Amalekites he delegated leadership to Joshua. Moses stood on the mountain with the rod of God in his hand. When he held up his hands Israel prevailed. When he dropped his hands Amalekites prevailed. Moses allowed Aaron and Hur to help him hold his hands up. *A leader should be approachable and listening*: Moses was approachable as he would listen to others (Exodus 18:13-26). He opened doors for everyone to consult him. He listened to the wisdom and knowledge of others prior to making decisions. *Hard working*: Anyone who wishes to become a leader should prove by his/her working spirit. He/she must be hard working and busy for the wellbeing of the country. Moses was called by God while he was working. He was tending sheep of Jethro his father-in-law. An idle/lazy person will never be a good leader.

The question was attempted by 17,896 students. Their performance was that 3,240 (18.10%) students scored from 13-20 marks; 9,633 (53.83%) scored from 6-12 marks and 5,023 (28.07%) scored from 0-5 marks. Figure 7 is an illustration of this analysis.

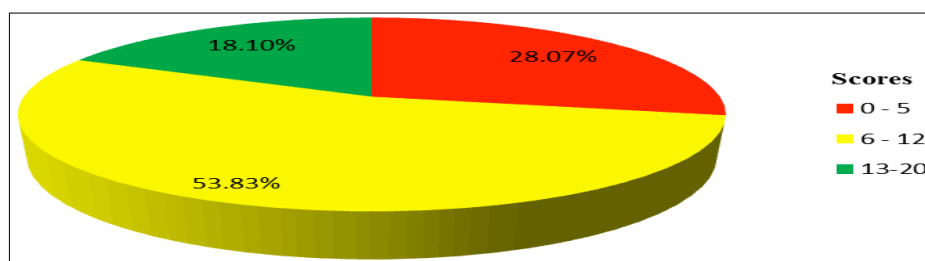


Figure 7: *Percentage of the students and their scores in question 7.*

The general performance of students in this question was good because 71.93 percent of the students scored high (6-20) marks. However, most

of the students (53.83%) scored average (6-12) marks as they managed to suggest and explain two to three characteristics. Their responses showed that they had some knowledge of the subject matter and understood the question, but were unable to provide sufficient explanations. Some of them lacked essay writing skills as they did not have introductory and conclusive remarks.

They gave qualifications of leaders relevant to their context by linking their arguments with the leadership qualities of Moses in accordance with the requirements of the question. For example, one of the students wrote:

...a leader should be tolerant as Moses who tolerated many bad things from his people during his leadership. He tolerated people's complaints, apostasy and lack of courage. A leader must be faithful to God as Moses trusted in God for everything in his leadership. This made him respectable by God and people. A leader should be involved in solving people's problems instead of causing problems. Whenever the Israelites faced problems, Moses looked for the solution...

This response shows that the student had adequate knowledge of the topic and able to apply classroom knowledge to real life experiences. He/she was able to relate what was taught in classroom about Moses with leadership in today's context. Extract 7.1 is a sample of a good response.

Extract 7.1

7. Basing on the leadership of Moses, suggest four characteristics that qualify a person to be a leader.

7. CHARACTERISTICS OF A PERSON TO BE A LEADER.
A leader is the person who governs or directs a group of people. A leader can be chosen or appointed. A leader's main duty is to ensure peace, provides security, assists his/her people and helps the people in time of need. Examples of leaders are Moses who lead the Israelite from Egypt in the book of Exodus and Joshua who was the successor of Moses who

7.¹ led the Israelite into the promised land. So for a person to be called a leader should have the following characteristics:

A leader should be tolerant. For a person to be a leader he/she should be tolerant for a leader leads different kind of people and each has different types of behaviour. Other people can be charming, others are of high temper, others boring, so a leader has to relate with them. Example: Moses he was tolerant to the Israelites that they used to murmur against him.

A leader should be faithful. In order to avoid bad things like bribe or corruption a leader must be faithful to the people and judge cases with justice as Moses. He was faithful in the book of Exodus hence he was able to maintain peace to the congregation of Israel because he was faithful.

A leader should be responsible for his/her people. As it is written in Exodus when the Israelite were coming out of Egypt the land of bondage they passed through Rephidim where they (the) Israelites had war with the Amalekites and Moses was responsible for the lives of Israelite so he went to the mountain and prayed to God while raising up his hands which made the Israelite to win the war. Hence the leaders should commit themselves to the people he/she is leading.

A leader should have fear of God. The leader in order to be a good leader he/she should have fear of God like Moses, Aaron and Joshua. These people ruled the people of Israel according to God's will hence they were able to defend the people during war and avoid misunderstanding in the society. For a leader who fears God always he/she is trustworthy and always she/he is fair and just and this helps to strengthen relationship.

7. lastly a good leader comes from God and he or she is obedient and listen to the advice and complains of the people. Comparing in our today's life we don't have good leader it's only few who are good leaders. People become leaders for their own benefit and have no commitment to the people they rule different from the previous life for the past leaders had fear of God and God himself prepared the leaders example Joshua 1:5. Be strong and of good courage for I shall be with you as I was with Moses. All in all what we need is to pray and our leaders might become good leaders.

Extract 7.1 is a sample of a response of a student who was able to write an essay by providing the required characteristics that qualify a person to be a leader.

On the other hand, there were students whose responses indicated that they had inadequate knowledge of the subject matter and did not understand the requirements of the question. Some of them copied sentences and items from other questions as their answers for this question. For example, one of the students wrote, "Othniel was the son of Kenaz and brother to Caleb who defeated Cushanrishathaim the king. Pharaoh and Abimelech. A man who was Jacob's uncle. The man who lived the longest life in the Bible." In this response, the first sentence was copied question 1(iii), second sentence was taken from question 1(iv) choice C. The third sentence was taken from question 2(ix) and the last was from question 1(vii). Another student wrote, "Moses suggest four characteristics that qualify a person to be a good leader because he sin against their God and God kill them because they sin." These responses reflect that the students did not know what to write as they both lacked adequate knowledge of the topic and did not understand the requirements of the question. Extract 7.2 is a sample of a poor response.

Extract 7.2

- ⑦ Basing on the leadership of Moses, suggest four characteristics that qualify a person to be a leader.

- Moses there was no water for the congregation and they assembled themselves together against Moses and against Aaron.

- Then Moses and Aaron went from the presence of the assembly to the door of the tent of meeting and fell on their faces.

- And the Lord said to Moses saying Take the rod and assembly the congregation you and Aaron your brother, and tell the rock before their eyes to yield its water.

- And Moses and Aaron gathered the assembly together before tell the rock and he said to the assembly hear now you shall give drink to rebels.

Extract 7.2 is a sample of a response of a student who answered the question by copying statements from question 4(a), (d), (e) and (g) which did not reflect any characteristics of leadership.

2.4.2 Question 8: Israel under the Leadership of Joshua

The students were asked, *According to Joshua chapter 7, explain the Israelites' event of failure to conquer the city of Ai in their first try.*

The question was set from the sub topic, *The conquest of Canaan*. In the process of conquering the Promised Land, Israelites began by attacking the city of Jericho where they were successful. The next city to attack was Ai, but they failed to conquer it in the first attempt because they had sinned against God at Jericho. When they realized their sin they repented and God guided them through Joshua on how to go about their mission. It was in the second attempt that they managed to defeat the inhabitants and took Ai.

The students were expected to write the following: In the first attempt to attack Ai, the Israelites failed and were attacked by its inhabitants. This was because the Israelites had broken faith in regard to the devoted things at Jericho. Achan took some of the devoted things as they attacked the city of Jericho. Unknowingly Joshua sent spies from Jericho to spy Ai. The spies brought a good report that encouraged Israelites to advance for the attack because the inhabitants of Ai were few and therefore there was no need to send many fighters but only two thousand (2,000) or three thousand (3,000). Three thousand (3,000) men went to attack Ai. Unfortunately, they were badly attacked and thirty-six (36) men died. Joshua and all the Israelites were totally confused. Joshua prayed to God, asking him why they were defeated, for this implied that all their enemies would come against them because Israel would no longer be a threat. God told Joshua that it was because Israel transgressed His covenant by taking devoted things. They stole and lied and put the devoted things among their own stuff. Because of this Israel would not stand before their enemies and God would no longer be with them unless they destroyed the devoted things. God told Joshua to sanctify himself with all the people. Achan had stolen the devoted things. Therefore, Achan and his family were stoned to death. Then the anger of the LORD ceased.

This was an optional question which was attempted by 2,828 students, of which, 423 (14.96%) scored from 13-20 marks 1,490 (52.69%) scored 6-12 marks and 915 (32.36%) scored from 0-5 marks. The general performance of students in this question was good because 67.64 percent of the students scored ≥ 30 percent of the allocated marks. This is shown in Figure 8.

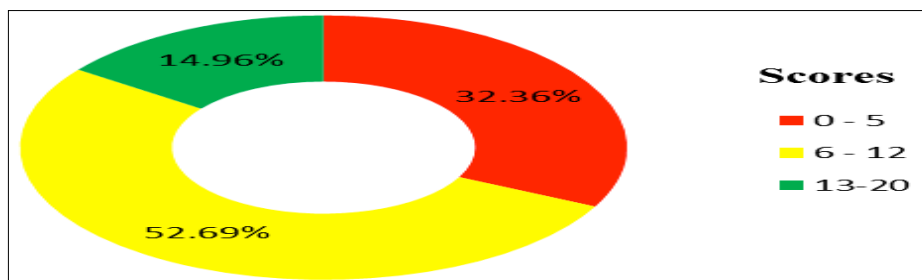


Figure 8: *Percentage of the students and their scores in question 8.*

The analysis of students' responses show that most of them provided partial responses, that is, 52.69 percent scored average (6-12) marks. This is because, though they understood the topic and the requirements of the question, some of them provided insufficient explanations in each point. They did not write their points fully.

However those who scored high marks gave sufficient explanations and scored 13-20 marks. Their responses indicate that they were familiar with the Israelites' event of failure to conquer the city of Ai. They gave relevant responses which indicated that they had sufficient knowledge of the story. They managed to show the cause of the failure, namely, the sin committed by Achan concerning the devoted things, and how God dealt with it till they succeeded in conquering the city.

In their responses the students were also capable of arranging their points systematically to form good essays which were in good and clear English language. This is an indicator that the students had mastered the topic during the learning process and understood the requirements of the question. The Extract 8.1 shows a sample of good responses in question 8.

Extract 8.1

8. According to Joshua chapter 7, explain how the Israelites failed to conquer the city of Ai in their first try.

8: HOW ISRAELITES FAILED TO CONQUER THE CITY OF AI IN
THEIR FIRST TRY.

The Israelites succeeded to enter the promised land (Canaan) under the leadership of Joshua who succeeded Moses. They were required to conquer all the cities of Canaan and drive all the inhabitants who dwelt at that time. The first city to be conquered was Jericho which was a fortified city after it the next city to be conquered

8. was Ai:

The people of Israel broke their faith in God. They were required to destroy each and everything. The Gold, silver and all precious things were treasure to the Lord. But Achan son of Carmi took the devoted things and hid them in his house under the roof. And provoked the Anger of the Lord.

Then Joshua sent Spies to Ai. They returned and told him the people are not many so they took 3000 men to go and fight. But the anger of the Lord was kindled among the people since there were devoted things among them. Therefore they were defeated by the people of Ai and 36 men were killed in the fight.

Then Joshua rent his clothes and cried to the Lord why he has let the people to come and fall by the sword in the land of Canaan. And God told Joshua that the people of Israel have broken their faith against God and took some of the devoted things. And God told Joshua to say to the people, "Sanctify yourselves for there are devoted things among you therefore you shall not be able to stand against your enemies."

And the next day Israelites passed before the Lord tribe by tribe and the tribe of Judah was selected. They passed clan by clan and Zerahites clan was selected, and they passed family by family and the family of Carmi was selected, and they passed household by household and Achan son of Carmi from the tribe of Judah was chosen and Joshua asked Achan what he did and Achan Confessed his wrong.

As a punishment they stoned him to death together with his household and all that he had because he had brought trouble among the Israelites. They punished

8. him in the valley of Achor.

From this event we learn that we have to be obedient and faithful to whatever we are told by God and by the people who are above us. Also we see that "God expects all Creature to be obedient to his Commands." And by doing that we are going to be his beloved nation as he said in John 15:14 "You are my friends if you do what I command."

Extract 8.1 shows a sample of a response of a student who explained how the Israelites failed to conquest the city of Ai in their first try.

Although this question was performed well, 32.36 percent of the students scored low marks (0-5 out of 20 marks). Among these, 8.7 percent scored 0 marks. The students provided a variety of incorrect responses. Some of the responses had no connection with the requirements of the question. Instead of writing about the failure of Israelites in conquering Ai, some of them wrote about Moses' shortfalls which led to his failure to enter the Promised Land. For example, one of them wrote, "And Moses lifted up his hand and try to strike the rock with wildness and the water come forth abundantly and the congregation drunk and the cattle..." Other students wrote about the hardship which the Israelites faced during their journey instead of the failure to attack Ai. There were students whose responses showed that they knew some of the events in the book of Joshua, but they gave incorrect reasons for the failure to conquer the city of Ai. For example, one of the students wrote:

...The Israelites failed to conquer the city of Ai in their first try because of some reasons. They failed because the whole city was bond with large edger which made with stone and the edge around the city was very large and big. Israelites failed to conquer the city of Ai because they need to conquer it without the power of God who can help them. Israelites failed to conquer the city of Ai because there was a strong gate that was closed and there was a soldiers around the gate...

These responses are an indication that the students lacked knowledge and did not understand the requirements of the question. This might be attributed to the fact that during the teaching and learning process the students did not achieve the expected learning outcomes as stipulated in the syllabus. Other factors for students' failure include failure to express themselves because of lack of English language skills. This deprived them of access to various sources of the materials for the subject; hence lack of knowledge. Extract 8.2 is a sample of responses of students who scored low marks.

Extract 8.2

8. According to Joshua chapter 7, explain how the Israelites failed to conquer the city of Ai in their first try.

8. Now there was no water for the congregation: and they assembled themselves together against Moses and against Aaron and the people of Egypt with Moses and said Woe! that we have died when our brethren died before and the Lord said Moses saying! Take the rod and assemble the congregation you brothers and his rod twice before their eyes to give Then Moses and Aaron went from presence of the assembly to the door of the tent of meeting and fell on their faces. And the glory of the Lord appeared to them And when heave - all made us come

up out of the to bring us to this evil place
 It is not place for grain or figs or vine or po
 magranes and there is not water to drink
 why have you brought the assembly of
 the lord into this magbites that we should die
 here both we and our cattle
 And the moser and Aaron gathered the asse
 mby together before canaan and he said them
 "Hear now you be rebels: Shall we bring forth
 water for you out of this rock"
 And the moser lifted up his hand and stry
 ck the rock with wilderness and water came
 forth abundantly and the congregatation drande
 and cattle
 And moser took the Jashua from the book
 as he had commanded him
 Jashua and the Lord said to moser and Ag
 ron "Because you not believe in me to send
 fire me in the eyes of the people of Israel
 therefore you shall contend bring this
 assembly into the land which I have given them"
 These are the waters of rivers where
 the people of Israel contended with the
 Lord and he showed himself holy among them

Extract 8.2 shows a response from one of the students who did not answer the question well.

3.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH TOPIC

The students were required to answer seven (7) questions including all questions from Sections A, B, and C; and one (1) question from section D. These questions were set from seven (7) topics. The highest performance featured in the general question (Question 1) from four topics, namely, *Life of Abraham*, *Israelites' Journey through the Desert*, *Israel under the Leadership of Joshua* and *Israel under the Leadership of Judges*. 85.52 percent of the students did this question well. This was followed by the topic *Israelites' Journey through the Desert* (84.23%) which consisted of three questions (Question 3, 4 and 7), and *Sons of Isaac* (81.79%) which comprised one

question (Question 2). Other topics were *Creation* (74.00%) which comprised one question (Question 5) and *Israel under the Leadership of Joshua* (52.69%) which consisted of one question (question 8). Average performance was in topic *The Fall of Man and Its Outcomes* (61.45%) with one question (Question 6).

Further analysis of performance in individual questions indicates that most of the students performed well in questions that had True/False items (Question 3), Multiple Choice items (Question 1), Matching items (Question 2), Filling-in-blank spaces (Question 4) and Short answer items (Question 5). Conversely, the questions with large number of students who performed averagely were number 6 (52.55%) that required brief explanations; followed by essay type question 7 (53.83%) and question 8 (52.69%). The students scored averagely because they provided incomplete responses. On the other hand, those who scored low marks depicted lack of knowledge of the topics and failure to understand the requirements of the questions. Others failed because of low English language proficiency which deprived them of the ability to understand the questions and to express themselves. This analysis is illustrated in the Appendix on the last page of this report.

4.0 CONCLUSION

The analysis shows that the performance of the students in Bible Knowledge subject in the FTNA 2018 was good as most of them did well in most of the topics. However, there were students who failed to score high marks in some questions/topics due to the following factors:

- (a) Failure to identify the demands of the questions.
- (b) Insufficient knowledge of Biblical facts, concepts, themes, events, stories, places and important persons.
- (c) Inability to read and write in English language, the problem which deprived students of the ability to express themselves when answering questions, especially those which needed explanations.

5.0 RECOMMENDATIONS

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

- (a) Teachers should adhere to the teaching/learning strategies emphasized in the syllabus for better students' acquisition of knowledge in the given topics. Attention is needed to remedy the performance in topic, *The Fall of Man and Its Outcomes* which was averagely performed for two consecutive years (2017 & 2018).
- (b) Teachers should make sure that they teach by adhering to the syllabus directives and cover all the topics.
- (c) During the teaching and learning process, teachers should help students to know how to answer questions. They should emphasise on students to be reading questions carefully before answering them so as to understand their requirements.
- (d) Teachers and students should put more effort in reading the Bible and other recommended Biblical materials in teaching and learning in order to have a broader understanding of Biblical facts, concepts, themes, events, stories, places and important persons
- (e) Students should practise the use of English language through writing, speaking, and reading so as to improve the English language skills; the absence of which is a contributing factor to poor performance.

APPENDIX

Summary of Analysis of the Students' Performance in Each Topic

S/N	Topic	Type of Question	Question Number	Total Number of Questions in a Topic	Percentage of Students Who Scored 30% or Above	Remarks	Average Percentage of Students Who Scored 30% or Above	Remarks
1.	Life of Abraham, Israelites' Journey through the Desert, Israel under the Leadership of Joshua, Israel under the Leadership of Judges.	Multiple Choice	1	1	85.52	Good	85.52	Good
2.	Israelites' Journey through the Desert	True or False	3	3	99.17	Good	84.23	Good
3.		Filling-in-blank Spaces	4		81.59			
4.		Essay	7		71.93			
5.	Sons of Isaac	Matching Items	2	1	81.79	Good	81.79	Good
6.	Creation	Short Answers	5	1	74.00	Good	74.00	Good
7.	Israel under the Leadership of Joshua	Essay	8	1	67.64	Good	67.64	Good
8.	The Fall of Man and Its Outcomes	Short Answers	6	1	61.45	Average	61.45	Average

