



**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**STUDENT'S ITEM RESPONSE ANALYSIS REPORT
ON THE FORM TWO NATIONAL ASSESSMENT
(FTNA) 2020**

BIBLE KNOWLEDGE



THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



STUDENTS' ITEM RESPONSE ANALYSIS REPORT
ON THE FORM TWO NATIONAL ASSESSMENT
(FTNA) 2020

014 BIBLE KNOWLEDGE

Published by

The National Examinations Council of Tanzania,

P. O. Box 2624,

Dar es Salaam, Tanzania.

©The National Examinations Council of Tanzania, 2021.

All rights reserved

Table of Contents

FOREWORD	iv
1.0 INTRODUCTION	1
2.0 ITEM RESPONSE ANALYSIS FOR EACH QUESTION	2
2.1 SECTION A: Multiple Choice and Matching Items	2
2.1.1 Question 1: General Knowledge in All Topics	2
2.1.2 Question 2: The Sons of Isaac	12
2.2 SECTION B: True/False Items and Filling in the Blanks	16
2.2.1 Question 3: The Fall of Man and its Outcome	16
2.2.2 Question 4: The Life of Abraham	22
2.3 SECTION C: Short Answer Items	27
2.3.1 Question 5: Israelites' Journey through the Desert	27
2.3.2 Question 6: The Hebrews in Egypt	39
2.4 SECTION D: Essay Questions	47
2.4.1 Question 7: The Life of Abraham	47
2.4.2 Question 8: Creation	52
3.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH TOPIC	56
4.0 CONCLUSION	57
5.0 RECOMMENDATIONS	58
Appendix I	59
Appendix II	60

FOREWORD

The students' Item Response Analysis Report for Bible Knowledge subject in Form Two National Assessment (FTNA) 2020 provides feedback to the public on the performance of students in the subject. It intends to show the students' achievement in their first two years of secondary education.

The report highlights some of the reasons for the students to score either high or low marks in the questions. The reasons for scoring high marks include the students' ability to understand the requirements of the questions, follow instructions, express themselves in the English language and adequate knowledge of topics, concepts, events, Biblical stories, places and persons. In contrast, the reasons for scoring low marks include the students' inability to understand the requirements of the questions, follow instructions and express themselves in English language. Other reasons include the students' inadequate knowledge of topics, concepts, events, Biblical stories, places and persons.

The feedback provided in this report 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.

Lastly, the Council would like to thank all those who participated in the preparation of this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The 2020 Bible Knowledge Form Two National Assessment (FTNA) was held on 13th November 2020. There were 21,750 registered students, of which 20,836 (95.80%) attended the assessment. The results show that 85.59 per cent students passed and 14.41 per cent failed. This performance is higher by 4.44 per cent when compared to the 2019 performance in which 20,638 students attended the assessment, and 81.15 per cent passed, while 18.85 per cent failed.

The assessment tested the competences acquired by the Form II students as stated in the current Bible Knowledge Syllabus. The paper comprised of 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 and ten matching items in questions 1 and 2 respectively. Section B consisted of true/false items in question 3 and filling-in-blank spaces items in question 4, with 10 marks each. Section C consisted of questions 5 and 6. Question 5 required students to give short answers to ten items, and question 6 required students to briefly explain 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.

The national assessment results are based on the following intervals of scores: 75-100 is classified as excellent, 65-74 (very good), 45-64 (good), 30-44 (satisfactory) and 0-29 (fail). However, in this report the performance of students is in three categories: good, average and weak. The performance is good, average or weak if the percentage of students who scored 30 per cent or above ranges from 65 to 100, 30 to 64 or 0 to 29. This is represented in the figures by green, yellow and red colours 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 reasons for their performance. Sample extracts of students' good and poor responses have been presented in order to illustrate how the students responded to each item. Moreover, the analysis of students' performance per topic, concluding remarks and recommendations have been provided. Finally, 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

This section had two questions, 1 and 2. The students were required to answer both. In question 1, the students were required to choose the correct answer from among the given alternatives, and write its letter in the box provided. In question 2, the students were required to match the descriptions of the people in List A with the names of the persons in List B by writing the letter of the correct name below the corresponding item number in the box provided.

2.1.1 Question 1: General Knowledge in all Topics

This question consisted of ten (10) items, which weighed one (01) mark each, totalling ten (10) marks for the question. The items were set from different topics, which are *Creation, The Fall of Man and its Outcome, The Life of Abraham, The Sons of Isaac, Hebrews in Egypt, Israelites' Journey through the Desert* and *Israel under the Leadership of Joshua*.

The question was compulsory. Therefore, all 20,836 students who sat for this assessment attempted it. Their performance was good as 13,809 (66.3%) students scored from 7-10 marks, 6,403 (30.7%) scored from 3-6 marks and 624 (3.0%) scored from 0-2 marks, as illustrated in Figure 1.

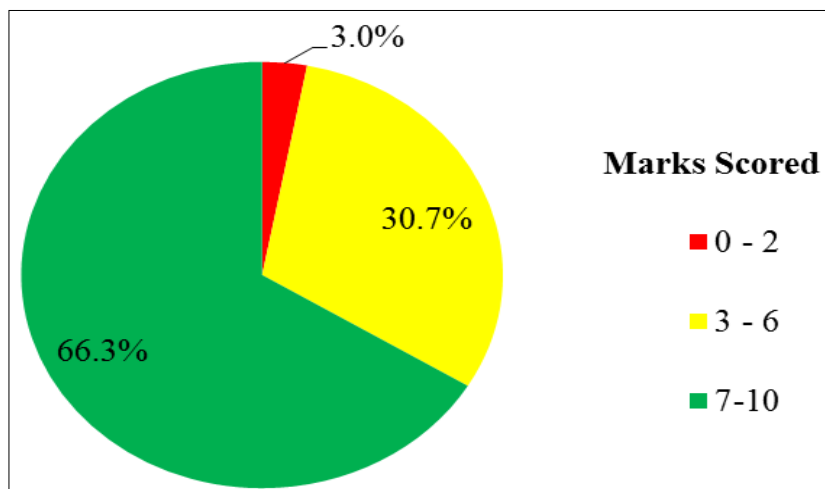


Figure 1: Percentage of the Students and Marks Scored for Question 1

The analysis shows that the performance of students in this question was good as 97.0 per cent managed to choose correct answers from 3 to 10 items. Among the 97.0 per cent of the students who scored high marks, 9.3 per cent scored all 10 marks. These students had sufficient knowledge of the topics from which the items were set. The students who scored averagely managed to choose only three to six correct answers among the ten items. They had partial knowledge on the topics. On the other hand, those who performed poorly made incorrect choices to most of the items. Among the students whose performance was weak, 38 (0.2%) scored zero, revealing 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): According to the creation story, when do we observe light?

- A During the night and at daybreak.
- B During the day and the night.
- C During the afternoon and evening.
- D During the morning and evening.

A good number of students chose the correct answer **B**. This signifies that the students had sufficient knowledge of the creation story. Those who failed to score in this item had inadequate knowledge about the creation story. Some students chose A. These did not know that at daybreak denotes only the morning time during the sunrise. Those who chose C did not consider the moon and stars as sources of light in the night. Moreover, the students who opted for D did not know that there is light in the night time and noon time. In general, the students who failed in this item did not know that one could observe light during the day and the night as described in Genesis 1:14-19, which reads, "...And God made two great lights, the greater light to rule the day, and the lesser light to rule the night; he made the stars also..." (Genesis 1:16).

Item (ii): According to the Bible, what was the sin of Adam and Eve?

- A The disobedience to God's command.
- B The breaking of the sixth commandment.
- C The sin of worshiping the snake.
- D The sin of eating the apple.

The majority of students chose the correct answer **A**. This indicates that they were familiar with the concept of the fall of man and its outcome. Other students scored 0 by choosing incorrect responses B, C and D.

Those who chose B did not know the marital relationship between Adam and Eve. Adam and Eve was a couple whose marriage was instituted by God. Thus, there was no issue of adultery in their sexual relations. Those who chose C had inadequate knowledge about what happened in the Garden of Eden. It was not the issue of worship, but it was disobedience against God by doing what was strictly forbidden – eating the fruit of knowledge of good and evil. Many students opted for D, but there is no mention of a specific type of fruit in the Bible. Thus, it is not clear if the apple was the kind of fruits they ate in the Garden of Eden. Even if it was an apple, the students were unaware that eating the fruit from the forbidden tree implies disobedience to God’s command. Therefore, their wrong choices signify that they were not conversant with the concept of the fall of man and its outcome.

Item (iii): Which sign did God give to Abraham as a seal of the covenant?

- | | |
|-------------------|-----------------|
| A Dew and fleece. | B Smoke. |
| C Rainbow. | D Circumcision. |

An average number of students chose the correct answer **D**. This indicates that they were aware of Biblical concepts and the event of God’s covenant with Abraham. Other students scored 0 by choosing incorrect responses A, B and C. This indicates that they were not conversant with God’s covenant with Abraham. Those who chose A recalled the signs given to Gideon, instead of recalling the sign of God’s covenant with Abraham indicating their inadequate knowledge of key Biblical persons and events. Those who chose B were not aware that the smoke was not a sign of God’s covenant with Abraham; rather it was a sign to show whether God had accepted the burnt offering or not. This indicates that the students were not familiar with God’s covenant with Abraham. Those who opted for C did not know that rainbow was a sign of God’s covenant with Noah. In general, the choice of incorrect responses indicates that the students had insufficient knowledge concerning the signs of covenant between God and various persons in the Bible.

Item (iv): What guided the Israelites through the wilderness for a safe journey?

- A A star in the sky.
- B A vision of Moses about the direction.
- C A pillar of cloud and a pillar of fire.
- D A map possessed by Moses to guide him.

The majority of students managed to choose the correct answer **C**. This signifies that they were knowledgeable about God's guidance, providence and protection of the Israelites through the wilderness. On the contrary, those who answered the item wrongly chose A, B and D. This implies that they did not know that God guided the Israelites through the desert by pillars of cloud and fire. Those who opted for A had in mind the star in the sky that guided the wise men from east as they were going to visit Jesus in Jerusalem. Those who chose B and D recalled the general understanding of vision, direction and maps, which guide people today in their travelling. This implies that the students had insufficient knowledge about the subject matter.

Item (v): What was the name of the only daughter of Jacob?

- A Diana.
- B Dinah.
- C Susannah.
- D Joana.

Most students answered the question correctly by choosing **B**. This means that the students were conversant with Jacob and his family. However, some students answered it wrongly by choosing A, C and D. In fact, these names appear in the New Testament, not in the Old Testament. Thus, the students' choice of the names shows that they did not know about the family members of Jacob and their names (Genesis 29:32-30:21, especially his daughter Dinah as shown in Genesis 30:21 and 34:1ff).

Item (vi): Why did Pharaoh's daughter give the name Moses to one of the Hebrews' children?

- A He was a Hebrew.
- B He was a good child.
- C He was drawn out of water.
- D He was handsome.

This item was set from the topic of *the Hebrews in Egypt*. A considerable number of students chose the correct answer **C**. This shows that the

students had adequate knowledge about the life of the Hebrews in Egypt, and birth story of Moses. Those who scored 0 chose incorrect responses A, B and D. Their wrong choices signify that they were not conversant with the birth story of Moses, and how Pharaoh's daughter named him as she picked the child who was in a basket floating in the Nile (Exodus 2:1-10).

Item (vii): According to Numbers 20, why did God tell Moses that he would not enter the Promised Land?

- A He did not sanctify the Lord in the eyes of the people at Meribah.
- B He unlawfully ate manna in the desert so God was angry.
- C He stroke the rock three times against God's order.
- D He was cruel to the chosen people and very sinful.

This item was from the topic of the *Israelites' Journey through the Desert*. An average number of students chose the correct reason A. This shows that they were familiar with the event concerning the complaints of the Israelites when they were under the leadership of Moses.

On the other hand, those who provided incorrect responses B, C and D had inadequate knowledge of Moses' history. For example, those who opted for B did not know that eating manna was a simple food to the people of Israel through the desert, and it had nothing to prevent Moses from entering the Promised Land. Moreover, the students who opted for C did not know that the main problem was not beating the rock; rather, it was Moses' attitude towards God and the people. He took God's glory to himself by asking the people if he should give them water out of the rock. Furthermore, while God commanded Moses to tell the rock to yield water for the people to drink, Moses decided to strike it. Therefore, the reason is not how many times he was to strike the rock, but that Moses did not obey God. Those who opted for D did not have adequate knowledge about Moses' spiritual life and his connection to God who called and sent him to liberate the Israelites from Egyptian bondage. Moreover, they were not knowledgeable about the event, which began with the complaints and murmuring of the Israelites resulting into Moses' failure to enter the Promised Land. In general, this shows that some students did not know why God told Moses that he would not enter the Promised Land.

Item (viii): Why were the Israelites defeated by the people of Ai (Joshua 7:1-5; 6:18)?

- A One of the soldiers sided with their enemies.
- B They broke faith in regard to the devoted things.
- C Joshua did not arrange his soldiers well.
- D They lacked the zeal of battle.

An average number of students knew the reason for the Israelites to be defeated by the people of Ai. Thus, they chose the correct response *B*. This indicates that they were familiar with the event concerning Israelites and their attempts to conquer the city of Ai under the leadership of Joshua. Those who chose incorrect responses, A, C and D were not aware that God had abandoned the Israelites because they had sinned against Him with regard to the devoted things. Achan took and hid things that God had forbidden. God left them to go to fight alone. Therefore, their failure to conquer the city of Ai was because they broke the faith in regard to the devoted things.

Item (ix): “Now the serpent was more subtle than any other wild creatures (Genesis 3:1). What does this mean?”

- A The serpent was active.
- B The serpent was a cheater.
- C The serpent was very clever.
- D The serpent was a creeping animal.

This item was set from the topic of the *Fall of Man and its Outcome*. Most students chose the correct answer *C* signifying that they had sufficient knowledge of the topic. On the other hand, some students failed to score in this item due to inadequate knowledge about the fall of man and its outcome. Those who chose A, B and D did not know that the word “subtle” is synonymous to “very clever.”

Item (x): Some of the parents have been the source of conflicts among their children. Which of the following couples and their children demonstrate this assertion?

- A Isaac and Rebekah whose children were Esau and Jacob.
- B Abraham and Sarah whose sons were Ishmael and Isaac.
- C Jacob and Rachel whose children were Joseph and Benjamin.
- D Adam and Eve whose children were Cain and Abel.

A considerable number of students chose the correct answer **A**. This shows that the students were conversant with the story about the family members of Isaac. They also knew that there was no like-mindedness between the parents in the upbringing of their children. This caused the conflicts between Esau and Jacob. Isaac loved more his firstborn Esau the hunter, while Rebekah loved more Jacob her second born who assisted her in home activities.

On the contrary, those who opted for B, C and D did not know exactly the parents who were the cause of conflicts among their children. For example, the students who chose B did not know that Ishmael was not Sarah's son, though he was Abraham's son by Hagar. Moreover, none of the couple showed favouritism to either Ishmael or Isaac. On the other hand, those who chose C did not know the fact that Jacob loved both Joseph and Benjamin born to him by Rachel. The students were unaware that Rachel died immediately after the birth of Benjamin, and in no way the parents caused conflicts between the two children. Besides, nowhere the Bible states that Joseph and Benjamin quarrelled. The fact is that Joseph loved his younger brother Benjamin and remembered him even when he was in Egypt (Genesis 42:43). Furthermore, the students who opted for D did not know that there was no conflict between Cain and Abel associated to their parents, but it was Cain's envy, which led to the murder of his young brother.

Generally, the performance in this question was good as 97.0 per cent scored from 3 to 10 marks, showing that they had adequate knowledge of topics from which the items were taken. Extracts 1.1 and 1.2 are samples of good and poor responses for question 1.

1. For each of items (i) - (x), choose the correct answer from among the given alternatives and write its letter in the box provided.

(i) According to the creation story, when do we observe light?

- A During the night and at day break.
- B During the day and the night.
- C During the afternoon and evening.
- D During the morning and evening.

B

(ii) According to the Bible, what was the sin of Adam and Eve?

- A The disobedience to God's command.
- B The breaking of the sixth commandment.
- C The sin of worshipping the snake.
- D The sin of eating the apple.

A

(iii) Which sign did God give to Abraham as a seal of the covenant?

- A Dew and fleece.
- B Smoke
- C Rainbow
- D Circumcision.

D

(iv) What guided the Israelites through the wilderness for a safe journey?

- A A star in the sky.
- B A vision of Moses about the direction.
- C A pillar of cloud and a pillar of fire.
- D A map possessed by Moses to guide him.

C

(v) What was the name of the only daughter of Jacob?

- A Diana
- B Dinah
- C Susannah
- D Joanna.

B

(vi) Why did Pharaoh's daughter give the name Moses to one of the Hebrews' children?

- A He was a Hebrew.
- B He was a good child.
- C He was drawn out of water.
- D He was handsome.

C

(vii) According to Numbers chapter 20, why did God tell Moses that he would not enter the Promised Land?

- A He did not sanctify the Lord in the eyes of people at Meribah.
- B He unlawfully ate manna in the desert and so God was angry.
- C He stroke the rock three times against God's order.
- D He was cruel to the chosen people and very sinful.

A

(viii) Why were the Israelites defeated by the people of Ai (Joshua 7:1-5; 6:18)?

- A One of the soldiers sided with their enemies.
- B They broke faith in regard to the devoted things.
- C Joshua did not arrange his soldiers well.
- D They lacked the zeal for the battle.

B

(ix) "Now the serpent was more subtle than any other wild creature"(Genesis 3:1).

What does this mean?

- A The serpent was active.
- B The serpent was a cheater.
- C The serpent was very clever.
- D The serpent was a creeping animal.

C

(x) Some of the parents have been the source of conflicts among their children in our societies. Which of the following couples and their children demonstrate this assertion?

- A Isaac and Rebekah whose children were Esau and Jacob.
- B Abraham and Sarah whose sons were Ishmael and Isaac.
- C Jacob and Rachel whose children were Joseph and Benjamin.
- D Adam and Eve whose children were Cain and Abel.

A

Extract 1.1: A sample of good responses for question 1

In Extract 1.1, the student chose the correct answers for all ten items. This shows that he/she knew all the topics from which the items were set.

1. For each of items (i) - (x), choose the correct answer from among the given alternatives and write its letter in the box provided.

(i) According to the creation story, when do we observe light?

- A During the night and at day break.
- B During the day and the night.
- C During the afternoon and evening.
- D During the morning and evening.

B

(ii) According to the Bible, what was the sin of Adam and Eve?

- A The disobedience to God's command.
- B The breaking of the sixth commandment.
- C The sin of worshiping the snake.
- D The sin of eating the apple.

A

(iii) Which sign did God give to Abraham as a seal of the covenant?

- A Dew and fleece.
- B Smoke
- C Rainbow
- D Circumcision.

A

- (iv) What guided the Israelites through the wilderness for a safe journey?
- A A star in the sky.
 B A vision of Moses about the direction.
 C A pillar of cloud and a pillar of fire.
 D A map possessed by Moses to guide him.
- (v) What was the name of the only daughter of Jacob?
- A Diana B Dinah
 C Susannah D Joanna.
- (vi) Why did Pharaoh's daughter give the name Moses to one of the Hebrews' children?
- A He was a Hebrew. B He was a good child.
 C He was drawn out of water. D He was handsome.
- (vii) According to Numbers chapter 20, why did God tell Moses that he would not enter the Promised Land?
- A He did not sanctify the Lord in the eyes of people at Meribah.
 B He unlawfully ate manna in the desert and so God was angry.
 C He stroke the rock three times against God's order.
 D He was cruel to the chosen people and very sinful.
- (viii) Why were the Israelites defeated by the people of Ai (Joshua 7:1-5; 6:18)?
- A One of the soldiers sided with their enemies.
 B They broke faith in regard to the devoted things.
 C Joshua did not arrange his soldiers well.
 D They lacked the zeal for the battle.
- (ix) "Now the serpent was more subtle than any other wild creature"(Genesis 3:1). What does this mean?
- A The serpent was active.
 B The serpent was a cheater.
 C The serpent was very clever.
 D The serpent was a creeping animal.
- (x) Some of the parents have been the source of conflicts among their children in our societies. Which of the following couples and their children demonstrate this assertion?
- A Isaac and Rebekah whose children were Esau and Jacob.
 B Abraham and Sarah whose sons were Ishmael and Isaac.
 C Jacob and Rachel whose children were Joseph and Benjamin.
 D Adam and Eve whose children were Cain and Abel.

Extract 1.2: A sample of incorrect responses for question 1

In Extract 1.2, the student chose incorrect answers for all ten items. This demonstrates that he/she lacked knowledge of all the topics from which the items were set.

2.1.2 Question 2: The Sons of Isaac

This question consisted of ten (10) items. Each item weighed one (01) mark, totalling ten (10) marks. The items were set from the topic of *The Sons of Isaac*. The students were required to match the descriptions of the people in List A, with the names of the persons in List B by writing the letter of the correct name below the corresponding item number in the box provided.

List A		List B
(i)	The one who did not value his birthright.	A Joseph
(ii)	The one whose name was changed to Israel.	B Dinah
(iii)	The uncle to Jacob.	C Sarah
(iv)	The firstborn son of Leah to Jacob.	D Benjamin
(v)	The wife of Isaac.	E Zilpah
(vi)	The last-born son of Rachel to Jacob.	F Bilhah
(vii)	The maidservant of Leah.	G Reuben
(viii)	The maidservant of Rachel.	H Esau
(ix)	The daughter of Laban.	I Rebekah
(x)	The firstborn son of Rachel.	J Laban
		K Jacob
		L Rachel
		M Hannah.

Answers

List A	(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
List B										

This question was a compulsory. All the students who sat for the assessment attempted it. There were 13,410 (64.4%) students who scored from 7-10 marks and 5,232 (25.1%) scored from 3-6 marks while 2,192 (10.5%) scored from 0-2 marks, as summarised in Figure 2.

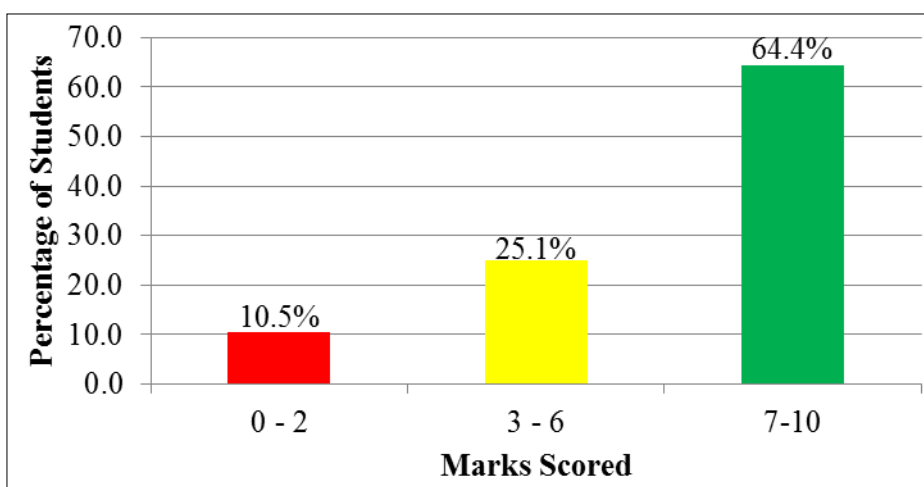


Figure 2: *Percentage of the Students and Marks Scored in Question 2*

The performance of students in this question was good as 89.5 per cent managed to match 3 to 10 items correctly. The students who scored high marks matched correctly from 7 to 10 items. Among them, 6,134 (29.4%) students scored full 10 marks as they matched all the items correctly.

The students correctly matched item (i) with H, which is according to Genesis 25:31-34. They matched item (ii) with K in accordance with Genesis 32:28. They also matched item (iii) with J in line with Genesis 28:10-13. They correctly matched item (iv) with G in accord with Genesis 28:32), while item (v) was correctly matched with I, as recorded in Genesis 24:67.

Furthermore, the students correctly matched item (vi) with D in accordance with Genesis 35:18. They also matched correctly item (vii) with E, in accordance with Genesis 29:24. Likewise, item (viii) matched with F according to Genesis 29:29. Moreover, they matched item (ix) with L as recorded in Genesis 29:5-6; and (x) with A as reported in Genesis 30:24.

The high performance in this question was due to the students' familiarity with the names of various persons in the Bible, and adequate knowledge of the topic about *The Sons of Isaac*. Extract 2.1 shows a sample of responses of a student who matched all ten (10) items correctly.

2. Match the descriptions of people in **List A** with the names of the persons in **List B** by writing the letter of the correct name below the corresponding item number in the box provided.

List A	List B
(i) The one who did not value his birth right	A Joseph
(ii) The one whose name was changed to Israel	B Dinah
(iii) The uncle to Jacob	C Sarah
(iv) The firstborn son of Leah to Jacob	D Benjamin
(v) The wife of Isaac	E Zilpah
(vi) The lastborn son of Rachel to Jacob	F Bilhah
(vii) The maid servant of Leah	G Reuben
(viii) The maid servant of Rachel	H Esau
(ix) The daughter of Laban	I Rebekah
(x) The firstborn son of Rachel.	J Laban
	K Jacob
	L Rachel
	M Hannah

Answers

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

Extract 2.1: A sample of good responses for question 2

In Extract 2.1, the student matched all the ten (10) items correctly. The student showed competence in the subject matter.

Nevertheless, 25.1 per cent of the students had an average performance because they were able to match correctly from three to six out of ten items. The three items that were incorrectly matched by most students were (iv), (v) and (vi). **Item (iv)** “The first born son of Leah to Jacob” was matched with A (Joseph), B (Dinah) and H (Esau) instead of G (*Reuben*). Those who matched it with A did not know that Joseph was the son of Rachel to Jacob (Genesis 30:22-24). The students who matched the item with B were unaware that Dinah was not a son, but a daughter (Genesis 30:21). The ones who opted for H lacked the knowledge that Esau was the elder twin brother of Jacob. Other students matched wrongly **item (v)**, “The wife of Isaac”, with C (Sarah) instead of I (*Rebekah*). These students did not know the relationship between Isaac and Sarah. Their relationship was that, Sarah was the mother of Isaac, not husband-wife relationship (Genesis 21:1-6). In **item (vi)** “The last born son of Rachel to Jacob” was matched with A (Joseph) instead of D (*Benjamin*). This seems that the students

knew the only two sons of Rachel to Jacob, but they did not know the firstborn (Genesis 30:22) and the lastborn (Genesis 35:16-18).

On the contrary, 10.5 per cent of the students scored low marks because they were able to match correctly only 1 or 2 items. Among them, 522 (2.5%) failed by scoring 0. This implies that they did not know any of the persons in List B in correspondence with the descriptions in List A. For example, most students matched **item (i)** “The one who did not value his birth right” with C (Sarah), instead of H (*Esau*). There were also other incorrect matches such as B (Dinah), D (Benjamin) K (Laban) and M Hannah). This suggests that they knew neither the famous woman (Sarah) nor the story of Esau selling his birthright to Jacob his younger brother. Moreover, instead of matching **item (ii)** “The one whose name was changed to Israel” with K (*Jacob*), they matched it with B (Dinah) and E (Zilpah). It seems that they did not know the story of Jacob’s struggle with God, and the change of his name in Genesis 32:22-31. Many students matched **item (iii)** “The uncle to Jacob” with H (Esau), instead of J (*Laban*). Here, they did not know that Jacob and Esau were brothers. Items (iv) to (x) were also matched incorrectly with a variety of responses. This shows that the students were not familiar with the topic of *the Sons of Isaac*, as illustrated in Extract 2.2.

2. Match the descriptions of people in **List A** with the names of the persons in **List B** by writing the letter of the correct name below the corresponding item number in the box provided.

List A	List B
(i) The one who did not value his birth right	A Joseph
(ii) The one whose name was changed to Israel	B Dinah
(iii) The uncle to Jacob	C Sarah
(iv) The firstborn son of Leah to Jacob	D Benjamin
(v) The wife of Isaac	E Zilpah
(vi) The lastborn son of Rachel to Jacob	F Bilhah
(vii) The maid servant of Leah	G Reuben
(viii) The maid servant of Rachel	H Esau
(ix) The daughter of Laban	I Rebekah
(x) The firstborn son of Rachel.	J Laban
	K Jacob
	L Rachel
	M Hannah

Answers

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

Extract 2.2: A sample of incorrect matches for all the items in question 2

In Extract 2.2, the student incorrectly matched all the ten (10) items. This student demonstrated lack of knowledge of the topic of *The Sons of Isaac*, as he/she failed to match the names of the persons that correspond with the descriptions in List A.

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

This section had two compulsory questions, 3 and 4. In question 3, the students were required to identify the correct and incorrect statements. In question 4 the students were required to identify the right words that would complete parts of the story of the life of Abraham.

2.2.1 Question 3: The Fall of Man and its Outcome

This question consisted of ten (10) items, (a) to (j). Each item carried one (1) mark. The whole question weighed 10 marks. The items were set from

the topic of *The Fall of Man and its Outcome*. The students were required to write **T** if the statement was correct, and **F** if the statement was incorrect.

All 20,836 students who sat for the assessment attempted the question. There were 15,638 (75.1%) students who scored from 7-10 marks and 5,093 (24.4%) scored from 3-6 marks while 105(0.5%) scored from 0-2 marks. This performance is shown in Figure 3.

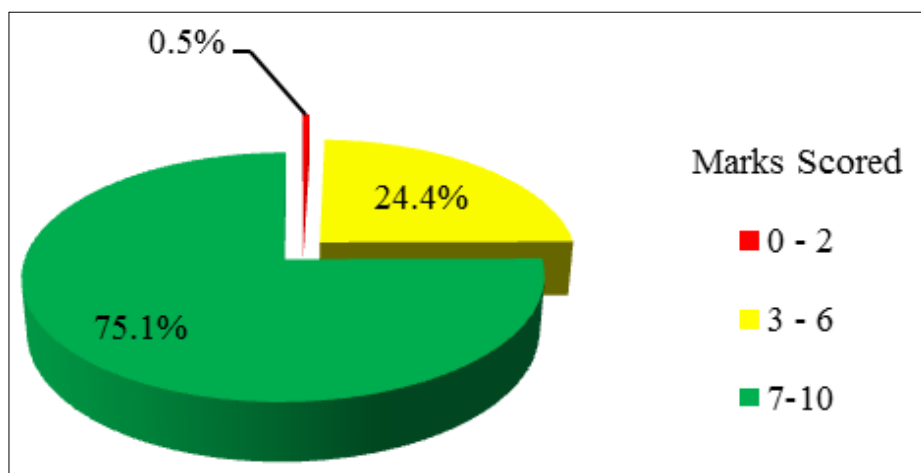


Figure 3: *Percentage of the Students and Marks Scored in Question 3*

The general performance was good as 99.5 per cent of the students gave correct responses from 3 to 10 items. Among them, 75.1 per cent scored high marks ranging from 7 to 10 marks. Besides, 6.9 per cent scored 10 marks. The good performance was a result of the students' familiarity with the events, names of people and places in the topic of *The Fall of Man and its Outcome*. The students with average performance were 24.4 per cent of all who attended the assessment. They scored from 3 to 6 marks because they answered correctly 3 to 6 items. These students demonstrated partial knowledge on the subject matter. Despite the good performance, about 105 (0.5%) students provided incorrect responses to most of the items thus, scoring 2 marks and below. Among these, 9 (0.04%) students scored 0. This suggests that the students were unable to recall the events and names of people. The following is the analysis of the students' responses for each item in question 3.

Item (i): From the story of the fall of man, sin is to be defined as an unbelief and disobedience against God.....

Many students wrote the correct response **T** to the statement. This shows that they had adequate knowledge of the fall of man and its outcome. They knew that sin is a moral evil; a transgression of or rebellion against God's laws. On the other hand, those who wrote **F** were not familiar with the concept of sin and, therefore, were unable to define it.

Item (ii): Cain and Abel gave God offerings from the crops they had both harvested from the farm.....

Most students wrote the correct response **F**. This shows that the students had adequate knowledge of the story of Cain and Abel, and their occupations. They knew that Cain was a farmer who specialised in crop production, while Abel was a shepherd dealing with animal husbandry (Genesis 4:2). In contrast, a few students who wrote **T** for item (ii) showed that they had inadequate knowledge about Cain and Abel, as explained in Genesis Chapter 4.

Item (iii): Adah, Zillah and Sarah were the wives of Lamech.....

A considerable number of students were able to write the correct response **F**, indicating that they had adequate knowledge on the two wives of Lamech (Genesis 4:19, 23) namely Adah and Zillah. On the other hand, the students who wrote **T** were not familiar with the names and family members of Lamech.

Item (iv): In Genesis 6, God decided to wipe men whom He created because they disobeyed Him.....

The majority of students provided the correct response **T**. Such students were familiar with the story of the floods during Noah's time as reported in Genesis 6. They knew that God punished humans because of their wickedness. Those who wrote **F** had inadequate knowledge of the reasons as to why God decided to wipe out men whom He created. It might be that they did not go through the story of the floods, and so they had no idea of what caused the punishment.

Item (v): Good relationship between God and man became poor just after Adam and Eve committed adultery.....

Most students managed to write the correct response **F**. This shows that they had adequate knowledge of the sin committed by Adam and Eve. They knew that the sin was of disobedience when they ate the fruit that God had forbidden. They ate the fruits from the tree of knowledge of good and evil (Genesis 2:16; 3:11). Other students, however, wrote the incorrect response **T**, suggesting that Adam and Eve were adulterous. This might be due to either lack of familiarity with the sin of Adam and Eve, or wrong teachings from unfaithful people who hold that Adam and Eve committed adultery. Their sin was not adultery because God did not forbid sexual relations between Adam and Eve. It should be borne in mind that God had already blessed their marriage since when He created them. God ordered Adam and Eve to be fruitful and multiply, fill the Earth and rule it (Genesis 1:28). The couple could fulfil this multiplication through sexual relations.

Item (vi): Noah's ark was made of Gopher wood.....

A considerable number of students got it right (**T**). This signifies that they were familiar with the story of Noah and the floods. They knew the wood materials used for the construction of the ark were from gopher (cypress) trees (Genesis 6:14). The gopher wood is very durable, stable, and water- and rot-resistant, making it suitable for building and heavy construction of boats, houses and more. Conversely, the students who provided the incorrect response **F** had inadequate knowledge of the type of wood that Noah used for making the ark.

Item (vii): Babel means 'confusion'.....

The correct response was **T**, which the majority of students wrote. This demonstrates their adequate knowledge of the story of the Tower of Babel. This shows that the students were conversant with the event when God confused the language of the people who, in unity, were building the tower to reach God. Thus, God scattered them through language. He confused their language so that they could no longer understand each other, and scattered them (Genesis 11:1-9). On the contrary, the students who wrote

the incorrect response **F** seem to have had inadequate knowledge of the story and the event of building the Tower of Babel.

Item (viii): Noah built an altar to God after planting some vines and making wine to drink.....

Most students answered the question correctly by writing **F**. Their response suggested that they knew that Noah built an altar immediately after the flood before planting some vines (Genesis 8:20). They were aware that planting of vines and making wine were later events reported in Genesis 9:20. However, a few students wrote **T** showing that they were unfamiliar with the story of Noah building an altar to God.

Item (ix): Cain had a brother called Enoch.....

Most students wrote correct the response **F**. This implies that they had sufficient knowledge of the sons of Adam. Although Enoch was one of the descendants of Adam and Eve, the students knew that he was the son of Jared (Genesis 5:18-19). A few students wrote the incorrect response **T** for this item, indicating that they did not know Adam's sons.

Item (x): Men began to call the name of the Lord during Seth's time.....

The correct response was **T**, but most of the students wrote **F**. This implies that they were unfamiliar with the life of Seth and what is written in Genesis 4:26. A few students who wrote the correct response **T** showed that they knew that the worship of God by calling His name began in the lifetime of Seth.

In general, the analysis revealed that the overall performance in this question was good because most students answered correctly, and scored high marks. Their responses indicated that the students had acquired the required competences in the topic, *The Fall of Man and Its Outcome*. Extract 3.1 illustrates the good responses for question 3.

3. For each of the following items, write **T** if the statement is True or **F** if the statement is False in the space provided.
- (i) From the story of the fall of man, sin is to be defined as unbelief and disobedience against God.....**T**.....
 - (ii) Cain and Abel gave God offerings from the crops they had both harvested from the farm.....**F**.....
 - (iii) Adah, Zillah and Sarah were the wives of Lamech.....**F**.....
 - (iv) In Genesis chapter 6, God decided to wipe out men whom he created because they disobeyed him.....**T**.....
 - (v) Good relationship between God and man became poor just after Adam and Eve committed adultery.....**F**.....
 - (vi) Noah's ark was made of Gopher wood (Gen. 6:14).....**T**.....
 - (vii) Babel means 'confusion'.....**T**.....
 - (viii) Noah built an altar to God after planting some vines and making wine to drink.....**F**.....
 - (ix) Cain had a brother called Enoch.....**F**.....
 - (x) Men began to call on the name of the Lord during Seth's time.....**T**.....

Extract 3.1: A sample of correct responses for question 3

Conversely, a few students lacked knowledge on the topic as they failed to respond correctly to any of the items in this question. Some of them did not understand the requirements of the question. They changed the task of the question from True/False to completion of sentences. Thus, they answered it by completing sentences instead of writing **T** or **F**. Extract 3.2 is a sample of such responses.

3. For each of the following items, write **T** if the statement is True or **F** if the statement is False in the space provided.
- (i) From the story of the fall of man, sin is to be defined as unbelief and disobedience against God.....**story**.....
 - (ii) Cain and Abel gave God offerings from the crops they had both harvested from the farm.....**God**.....
 - (iii) Adah, Zillah and Sarah were the wives of Lamech.....**Zillah**.....
 - (iv) In Genesis chapter 6, God decided to wipe out men whom he created because they disobeyed him.....**Genesis**.....
 - (v) Good relationship between God and man became poor just after Adam and Eve committed adultery.....**relationship**.....
 - (vi) Noah's ark was made of Gopher wood (Gen. 6:14).....**Noah**.....
 - (vii) Babel means 'confusion'.....**Babel**.....
 - (viii) Noah built an altar to God after planting some vines and making wine to drink.....**Noah**.....
 - (ix) Cain had a brother called Enoch.....**Cain**.....
 - (x) Men began to call on the name of the Lord during Seth's time.....**began**.....

Extract 3.2: A sample of incorrect responses for question 3

In Extract 3.2, the student seems to have not read and understood the requirements of the question. That is why he/she filled in blank spaces or completed the sentences against the instructions given for the question.

2.2.2 Question 4: The Life of Abraham

This question was in the form of a paragraph with blank spaces. The students were supposed to fill in the blank spaces by using the words that were in the box that preceded the paragraph. There were ten (10) blank spaces and each carried one (01) mark, which makes ten (10) marks. The question was from the topic of *The Life of Abraham*.

All 20,836 (100%) students who sat for the assessment attempted the question. Among them, 80.8 per cent scored from 7-10 marks and 15.2 per cent scored from 3-6 marks, while 3.9 per cent scored from 0-2 marks. Figure 4 is a summary of this performance.

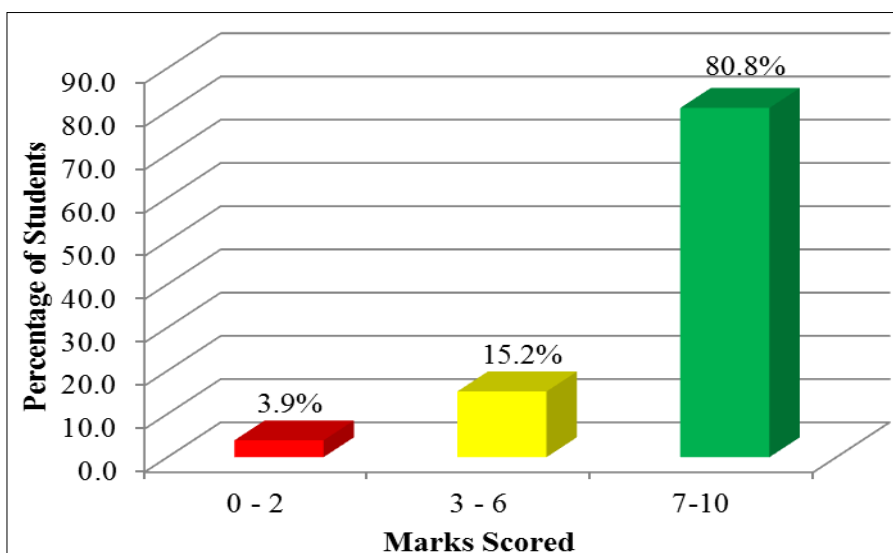


Figure 4: *Percentage of the Students and Marks Scored in Question 4*

The analysis shows that the students' performance was good as 96.0 per cent responded correctly to more than 3 items. Among the students who scored high marks, 7,195 (34.5%) scored 10 marks. This performance was good because students showed mastery of the topic of *The Life of Abraham*. The question was as follows:

4. Using the words given in the box below, fill in the blank spaces for items (i)-(x) to complete the story about the life of Abraham (Abram).

a covenant, circumcision, 75 years old, Melchizedek, a promise, Abraham, famine, Ishmael, 175 years old, Keturah, Noah, Abimelech, mutilation, 150 years old, a blessing.

Item (i): “The name Abram was later on changed by God to.....”

The correct word was *Abraham*. Many students answered correctly implying that they had adequate knowledge about the life of Abraham and the changing of his name from Abram to Abraham. However, some of those who failed to give the correct responses wrote irrelevant words. For example, some of them wrote the name “Ishmael”. Others wrote words such as blessing, Keturah, Noah, a promise, and so on. This shows that they did not know about the changing of the name from Abram to Abraham (Genesis 17:5). In other words, the students were unable to see any connection between the sentence and the words they were provided. This might be due to lack of English language proficiency.

Item (ii): “God called Abram at the age of..... after the death of his father.”

The correct response was *75 years old*. Many students filled in the correct response. This indicates that they had adequate knowledge of the call of Abraham. However, there were students who filled in incorrect responses such as Ishmael, Melchizedek, a promise, and so forth. These responses show that the students were unable to link the word “age” in the items with the responses. This suggests that they had inadequate knowledge of the life of Abraham.

Item (iii): “Abram went to Egypt to sojourn there for the..... was severe in his land.”

The students were supposed to fill in the word *famine*, which most of them did. On the contrary, there were students who gave incorrect responses such as Keturah, Abimelech and circumcision. The students who provided these responses demonstrated poor English language proficiency, as they failed to link the words to make a meaningful sentence. Furthermore, it

seems that the students guessed the responses as they had inadequate knowledge of Abraham and his visit to Egypt.

Item (iv): “An agreement made between two or more parties is generally called.....”

The students were expected to fill in the phrase *a covenant*. A good number of them filled in with a correct response, implying that they were aware of the concept of God’s covenant with Abraham. However, some students failed to provide the correct word and wrote “a promise” while others wrote “a blessing”. There were also students who wrote “circumcision.” This indicates that the students were unfamiliar with the word covenant.

Item (v): “A written or spoken commitment that one will do to somebody is generally known as.....”

The students were supposed to fill in the word *a promise*. Although a good number of students wrote the correct response, there were few who failed to provide the correct response because they lacked knowledge of such a Biblical concept.

Item (vi): “A chief priest and king of Salem who blessed Abram is.....”

Instead of writing the name *Melchizedek*, the students who were unfamiliar with the event wrote names like Abimelech, Keturah, Noah, and Ishmael. Other students wrote words such as “a blessing”, “a promise”, mutilation” and so on. This implies that they had inadequate mastery of the English language use, which deprived them of the ability to identify the suitable word from the given box to make a meaningful sentence. It is unbecoming to fill the space with the word “mutilation”.

Item (vii): “At the age of 86, through Hagar, Abram got a son whom he named”

Most students wrote the correct name *Ishmael*. However, instead of writing a name of a person as the item requires, other students wrote the incorrect words like “a covenant”, “famine”, “promise” and “circumcision” which are not names. These students were unable to link the names Hagar and

Abram with the issue of getting a son at the age of 86. This shows that they lacked knowledge concerning the household of Abram in relation to Hagar and Ishmael. Furthermore, the students failed to choose the proper words due to poor English language proficiency.

Item (viii): “An act of removing the foreskin of a male sexual organ is called

The students were supposed to write the word *circumcision* as the correct response. Most students got it right. However, some students wrote “mutilation”, “promise”, “Keturah” and others wrote “covenant” as their responses to this item. This implies that they had poor English language proficiency, which hindered them to correlate the act of removing the foreskin of male sex organ with the word circumcision.

Item (ix): “Abraham died at the age of.....”

The correct response was *175 years old*. Yet, some students wrote incorrect responses such as “75 years old”, and others wrote “150 years old”. Moreover, there were those who were unable to correlate the phrase “age of” in the item with the number of years in the box. Thus, they wrote words such as “Melchizedek”, “Abimelech,” “circumcision” and so on. This implies that the students were not conversant with the story of the life of Abraham as well as the requirement of the item.

Item (x): “The wife of Abraham whom he married after the death of Sarah is.....”

The response for this item was *Keturah*. The majority of students wrote the correct name, indicating that they were familiar with the story of Abraham marrying another woman after Sarah had died. On the contrary, some of students wrote “Ishmael”, the name of Abraham’s own son by Hagar. Others wrote “175 years old”, the age instead of the wife. Furthermore, there were those who wrote males’ names such as “Melchizedek”, “Noah” and “Abimelech” instead of Keturah the woman. This indicates that the students had inadequate knowledge of the life of Abraham.

The general performance was good as most of them responded correctly from 3 to 10 items. Extract 4.1 is a sample of good responses for question 4.

4. Using the words given in the box below, fill in the blank spaces for items (i) - (x) to complete the story of the life of Abraham (Abram).

a covenant, circumcision, 75 years old, Melchizedek, a promise, Abraham, famine, Ishmael, 175 years old, Keturah, Noah, Abimelech, mutilation, 150 years old, a blessing.

- (i) The name Abram was later on changed by God to.....Abraham.....
- (ii) God called Abram at the age of75 years..... after the death of his father.
- (iii) Abram went to Egypt to sojourn there for thefamine..... which was severe in his land.
- (iv) An agreement made between two or more parties is generally calleda covenant.....
- (v) A written or spoken commitment that one will do to somebody is generally known asa promise.....
- (vi) A chief priest and king of Salem who blessed Abram isMelchizedek.....
- (vii) At the age of 86 through Hagar, Abram got a son whom he namedIshmael.....
- (viii) An act of removing the foreskin of a male sexual organ is calledCircumcision.....
- (ix) Abraham died at the age of175 years old.....
- (x) The wife of Abraham whom he married after the death of Sarah isKeturah.....

Extract 4.1: A sample of correct responses for question 4

In Extract 4.1, the student responded to all items correctly showing that he/she had mastered the topic of *the Life of Abraham*.

On the other hand, the students who lacked knowledge of the topic failed to respond correctly to any of the items in this question. Extract 4.2 is a sample of poor responses for question 4.

4. Using the words given in the box below, fill in the blank spaces for items (i) - (x) to complete the story of the life of Abraham (Abram).

a covenant, circumcision, 75 years old, Melchizedek, a promise, Abraham, famine, Ishmael, 175 years old, Keturah, Noah, Abimelech, mutilation, 150 years old, a blessing.

- (i) The name Abram was later on changed by God to ... 150 years old ...
- (ii) God called Abram at the age of ... a blessing ... after the death of his father.
- (iii) Abram went to Egypt to sojourn there for the ... a covenant ... which was severe in his land.
- (iv) An agreement made between two or more parties is generally called ... a promise ...
- (v) A written or spoken commitment that one will do to somebody is generally known as ... mutilation ...
- (vi) A chief priest and king of Salem who blessed Abram is ... famine ...
- (vii) At the age of 86 through Hagar, Abram got a son whom he named ... Noah ...
- (viii) An act of removing the foreskin of a male sexual organ is called ... Keturah ...
- (ix) Abraham died at the age of ... Abimelech ...
- (x) The wife of Abraham whom he married after the death of Sarah is ... 75 years old ...

Extract 4.2: A sample of incorrect responses for all ten items to question 4

In Extract 4.2, the student failed to identify the words from the given box, which correlate with the items to complete the story of the life of Abraham.

2.3 SECTION C: Short Answer Items

This section comprised of two questions, 5 and 6. The students were supposed to answer all the questions by giving short answers in question 5 and brief explanations in question 6.

2.3.1 Question 5: Israelites' Journey through the Desert

The question consisted of ten (10) items, (a) – (j), which required the students to give short answers. Each item carried two (02) marks, making 20 marks in total. The items were set from the topic of *Israelites' Journey through the Desert*, derived from the books of Exodus and Numbers.

There were 20,831 (99.98%) students who attempted this question. Among them, 7,305 (35.06%) students scored from 13-20 marks and 7,915 (37.99%) scored from 6-12 marks, while 5,611 (26.93%) scored from 0-5 marks. On the other hand, 5 (0.02%) students did not answer the question. This performance is summarised in Figure 5.

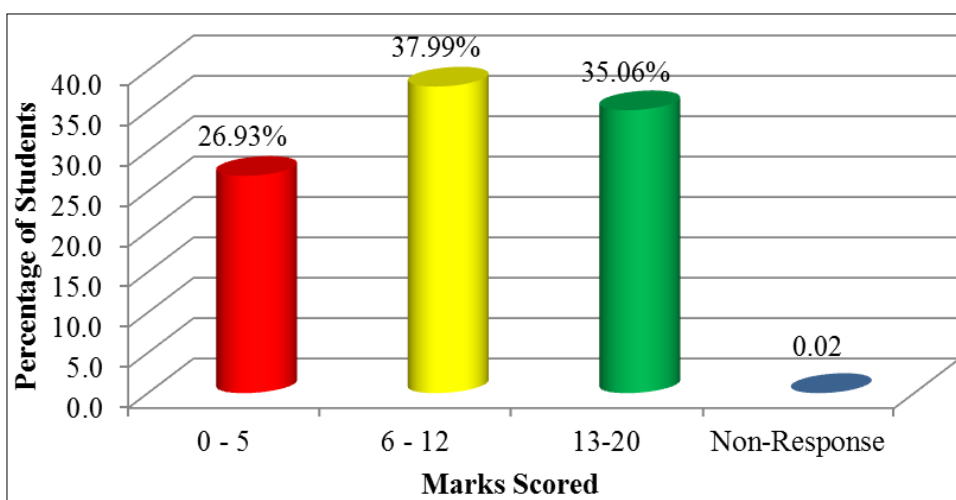


Figure 5: *Percentage of the Students and Marks Scored in Question 5*

In this question, 15,220 (73.05%) students scored from average to good (7-20) marks. Figure 5 shows that 35.06 per cent of all the students scored high marks ranging from 13-20 marks. Among them, 0.3 per cent scored 20 (full marks). These students scored high marks because they wrote correct responses for 7 to 10 items. The students' responses demonstrated their competence in the topic of *Israelites Journey through the Desert*. Despite good performance demonstrated by most of the students in this question, others scored low marks ranging from 0 to 5. Among them, 2,187 (105%) students scored 0. Most of them provided incorrect responses to all ten items, while others left most of the items unattended and responded to few incorrectly. These students had insufficient knowledge of the topic. The following is the analysis of the students' responses for items (a) to (j).

Item (a): Mention two visible signs of God's presence with His people in the wilderness (Exodus 14:19-20; Numbers 9:15-23).

The students were required to write, (i) *the pillar of cloud during the day* and (ii) *the pillar of fire at night*. A considerable number of students wrote the correct responses. Some students provided irrelevant responses. For example, some of them wrote *the Ark of the Covenant*, *smoke*, *manna* and *the great earthquake* as their responses for this item. One student wrote (i) "Siphere" and (ii) "Hebrew". Another student wrote, (i) "Coras" and (ii)

“Huendi mbinguni”. Another one wrote names of persons such as (i) “Cain” and (ii) “Abel”.

Moreover, instead of mentioning two visible signs, a considerable number of students wrote irrelevant explanations. For example, one of them wrote, (i) “Good relationship between God and man because poor just Adamard” and (ii) “In Genesis Chapter 6 decided to wipe out men whom he created because they disobeyed him”. This student just copied item (iv) and (v) from questions 3. Another student repounded, (i) “God’s presence with his people in the wilderness it combine Earth”. (ii) “Another mention it combine you worship to God”. These responses imply that the students did not understand the requirements of the question, and had inadequate knowledge of the topic.

Item (b): Explain how God showed himself as a powerful God when the Hebrews found themselves trapped between the sea and Pharaoh’s mighty army Exodus (14:1-15).

In response to this item, many students responded correctly by identifying God’s power through the pillar of cloud which came behind the Israelites to prevent the Egyptians from advancing farther (Exodus 14:19-20). They also showed God’s power in dividing the water(s) of the sea for the Israelites to cross (Exodus 14:21-22), and how God completely drowned the Egyptian army on their attempt to cross the sea (Exodus 14:23-28). This showed that the students understood the requirements of the question, and had acquired the expected competence concerning the subject matter. Quite the reverse, a few students provided irrelevant responses leading to their failure to score marks in this item. For example, some of them explained that God showed Himself as a powerful God through the ten plagues. Others wrote about the Passover event. These responses were incorrect because they referred back to Egypt before Pharaoh had let the Israelites go. Some wrote about the Ten Commandments as the means through which God showed Himself as a powerful God. Even if there is power in God’s commandments, the response is incorrect because it does not fit the context of the item. In general, these responses show that the students did not read and understand the question well. They were unable to reflect the event of Hebrews crossing the Red Sea, and the mighty deeds of God to them against Pharaoh’s army.

Item (c): The LORD said to Moses, “Consecrate to me all the first born; whatever is the first to open the womb among the people of Israel, both of man and of beast, is mine” (Exodus 13:1). What does this imply?

The suitable response for this item was that all first-born animals and sons were to be presented before the LORD, for they belong to him (Exodus 13:12). However, most students provided irrelevant responses to this item. Instead of showing what consecration of the first-born to God implies, some of them wrote about the death of the first born of Egypt. For example, one of them wrote:

This means that, is when God was talking to Moses about the last plague, of the death of the first born babies, whether animals or man, and this was conducted at Egypt the land of bondage when Pharaoh didn't like to soften his heart and allow the people of Israel to go away from the country.

Another student wrote, “This was the thing that God tell Moses because God want to kill all firstborn because Pharaoh they not what to live people of God.” Yet, another one wrote, “It said this word because Pharaoh is not obey the voice of God.” Another response was, “Moses is the first book of written by the Moses. Is the first to open the womb among the people of Israel both of man and of beast is mine moshes.”

These responses show that the students did not understand the words “Consecrate to me...” Principally, consecrating a person means setting apart such a person for religious duties; but the students did not get to this fact. This implies that they were not familiar with the consecration of the first born of Israel.

Item (d): What two things did God promise to do if the Hebrews would obey his voice and keep his covenant at Mount Horeb (Exodus 19:5-6)?

The two things were (i) to make them his own possession among the nations, and (ii) to make them the kingdom of priests and a holy nation. A considerable number of students provided the required relevant responses.

On the other hand, some students provided irrelevant responses to the requirements of the question. For example, some of them provided two of the promises of God to Abraham like “God promised them a land, God promised them to give descendants” or “God promised them to protect them.” Another student wrote, (i) “God” things to do Hebrews would obey of (Exodus 19:5-6) is Pharaoh’s.” (ii) “God” things to do Hebrews would obey of (Exodus 19:5-6) is Mose’s.” Others wrote the blessing of God to Adam and Noah, saying, “Be fruitful and multiply and fill the earth” (Genesis 1:28 and 9:1). Moreover, some students listed the names of persons such as “(i) Ishmael (ii) Abimelech”, This shows that the students had insufficient knowledge of the event and the topic of *Israelites’ Journey through the Desert*.

Item (e): How did the Hebrews disappoint God when Moses delayed coming down from the mountain?

The students were able to write correct responses that the Hebrews corrupted themselves by making a molten calf. They dedicated it and named it as gods who delivered them from Egypt. They worshiped it and offered sacrifice to it. The students responded to the item correctly, as they understood its requirements, and had adequate knowledge of the topic of the *Israelites’ Journey through the Desert*. However, few students provided incorrect responses. This indicated that they did not understand the requirements of the question and lacked knowledge of the topic. One of the students, for example, wrote, “To lead to the a promise land.” Another student wrote, “God tell them that he will kill them if they don’t want to obey Moses and to fall his command.” Furthermore, a student wrote, “Hebrews disappoint god when moses delayed coming down from the mountain why did pharaoh’s give the name Moses to one of hebrews’ children he was a good children.” In these responses, the students demonstrated poor English language proficiency, which might be the factor for their failure.

Item (f): Among the twelve spies sent by Moses to spy the Promised Land, ten of them brought back a discouraging report but two (Joshua and Caleb) brought a good report (Numbers 13:1-13). What do you learn from Joshua and Caleb?

The lesson one can learn from Joshua and Caleb is their courage and trust/faith in God. Courageously, they convinced all the Israelites to go on into the Promised Land. They believed in God's promise that they would inherit the land.

An average number of students responded to the question correctly. They understood the requirements of the question and had adequate knowledge on the subject matter. For example, one of the responses from the students was:

I learn to be courageous and firm. I learn that whatever it is in front of us, no matter how big it is, no matter how strong it is. As long as our God lives, he will help us. Just we should put our faith on him.

However, some students provided incorrect responses. For example, some of them wrote about the spies whom Joshua sent to spy Jericho instead of providing a lesson derived from the report of Joshua and Caleb. Others only narrated about the mission of the twelve spies to Canaan, and the report brought back instead of providing the lesson. One of the students wrote, "The Joshua and Caleb is one of children in which the bible or family of Eva and Adamu." Another one wrote, "The among twelve spies sent by Moses to spy land you are Joshua, Abel, Yohanne, Cain. Among sent by Moses to spy land you are Sarah, Abraham, Noah and Jacobo." Their responses imply that these students failed to understand the task of the question.

Item (g): What was the main reason for Moses not being allowed to enter the Promised Land (Numbers 20:10-13)?

Most students responded to the question correctly, indicating that they were aware of the reason as to why God did not allow Moses to enter the Promised Land. The response provided was that Moses disobeyed the Lord by striking the rock, instead of commanding it to yield water as the Lord told him. Moses took God's glory to himself as he spoke to the people as if he had that power himself. For example, one of the students wrote:

Moses was told by God to tell the rock to give out water so as the people and animals to drink. But Moses said to the people "shall we bring water for you out of this rock? Then he took the stick and beat the

rock twice. God was angry because Moses glorified himself before the people.

However, few students provided irrelevant responses. They had varieties of incorrect responses. For example, some students wrote that Moses was always rebellious and unfaithful towards God. One of the students wrote:

Moses was not to enter the Promised Land because he was doing many sins against God and people. He was not listening to what God told him to do. Whereby one of the wrong thing he did was to marry a Cushitic woman instead of marrying a Hebrew woman as God said.

Another student wrote, "Because of the sin of worshipping the snake." One more student wrote, "The main reason for Moses not being allowed to enter the Promised Land. The god offerings from the crops they had both harvested from the farmer." Others described that Moses did not enter the Promised Land because he had broken the two tablets of the Ten Commandments. This shows that the students had inadequate knowledge of Biblical events.

Item (h): When the Hebrews were bitten by the fiery serpents, they admitted their sin and Moses prayed for them. How was the problem solved (Numbers 21:4-9)?

An average number of students were able to write correct responses. They wrote about God's instructions to Moses to make a bronze serpent, and set it on a pole; so that whoever looked at the bronze serpent after the fiery serpent had bitten them lived. This shows that the students were familiar with the story and event. They knew well how the problem was solved when the Hebrews had admitted their sin as fiery serpents were biting them.

On the other hand, other students failed to provide relevant responses because they did not know that by God's instructions, Moses made a bronze serpent and set it on a pole so that whoever was bitten by fiery serpents and looked at the bronze serpent lived. For example, one of the students wrote, "Moses into leaders of Israel, Moses into prepare food, Moses into prepare to water Moses into cominated other with."

Item (i): According to Exodus 16:3, the Israelites complained for food, as they complained in other events for lack of water. If you were there, what would you advise them to do concerning their daily needs?

In this item, most students responded well. The students wrote about advising the people not to complain but to wait for God to provide for already He had been providing for their needs. Their responses showed that they were familiar with complaints of the Israelites for food and water, and they were able to reflect on the story and apply it to their life situation. For example, one of the responses was, “I would advise them that they should only ask for the help from God and not complaining to him for their own daily needs.” Another student wrote:

I would advise them to cope with the situation, be thankful for all that God has granted to them and to struggle to live according to what is available at particular time and to appreciate and stop complaints. They should always pray instead of complaining. God is faithful and would give them their needs.

On the contrary, instead of indicating what they should do to solve the problem, there were some students who narrated the story of Israelites’ complaints for food and water. This indicates that they failed to understand the task of the question. Others wrote irrelevant explanations to the question. For example, one of the students wrote, “Exodus is the guided the Israelites through the wilderness for a safe journey a star in the sky.” Another student wrote, “Is he was drawn out of water is fishs and breads.” Further, “A vision of Moses about the directions from the Israelites.” These responses imply that the students did not acquire the expected competences, and so failed to demonstrate the learning outcomes.

Item (j): What was the motive behind Miriam and Aaron accusing Moses for getting married to the Cushitic woman (Numbers 12:1-15)?

The expected response was that they were motivated by jealousy over Moses’ superiority in the leadership of the Israelites. However, few students correctly responded to this item. For example, one of the students wrote, “The motive behind Miriam and Aaron is the serpent was active.” Another student wrote, “They did not sanctify the Lord in the eyes of the

people at Meribah. He unlawfully ate manna in the desert and so God was angry.” In addition, there were students who wrote that the Cushites were the enemies of Israel and that Miriam was from another tribe. This indicates that the students had inadequate knowledge of the subject matter.

Nevertheless, the general performance of students was good, as most of the students provided the required responses and scored above average. Extract 5.1 is a sample of good responses for question 5.

5. Give short answers for questions (a) - (j). Each question carries **two (2)** marks.

(a) Mention two visible signs of God's presence with his people in the wilderness (Exodus 14:19-20; Numbers 9:15-23).

- (i) Pillar of fire.
- (ii) Pillar of cloud.

(b) Explain how God showed himself as a powerful God when the Hebrews found themselves trapped between the Sea and Pharaoh's mighty army (Exodus 14:1-15:21).

God showed himself as a powerful God when the Hebrews found themselves trapped between the sea and when Pharaoh's mighty army followed them, they the pharaoh's army fall into the sea but the Hebrews the trapped well and they reach at the end of their journey between the sea.

(c) The LORD said to Moses, "Consecrate to me all the firstborn; whatever is the first to open the womb among the people of Israel, both of man and of beast, is mine" (Exodus 13:1). What does this imply?

This imply that were the offering to God, those were sacrificing as an offering to God as thanks to him because he helped the Israelites in all their journey from Egypt.

(d) What two things did God promise to do if the Hebrews would obey his voice and keep his covenant at Mount Horeb (Exodus 19:5-6)?

- (i) He promised to give them the promise land, the land of ~~canaan~~ ~~canaan~~.
- (ii) He promised that he will be with them in the wilderness.

- (e) How did the Hebrews disappoint God when Moses delayed coming down from the mountain?

They make their other gods and started worshiped them, they make a Golden calf and started worshiped it as their god.

- (f) Among the twelve spies sent by Moses to spy the Promised Land, ten of them brought back a discouraging report but two (Joshua and Caleb) brought a good report (Numbers 13:1-13). What do you learn from Joshua and Caleb?

From Joshua and Caleb I learn that once God will sent us we have to bring encouraging report as the 2 spies but not discouraging report as the ten spies.

- (g) What was the main reason for Moses not being allowed to enter the Promised Land (Numbers 20:10-13)?

Because Moses did not sanctify the Lord in the eyes of the people at Meribah. God told Moses to tell the rock to yield water for people to drink but Moses rebuked the people and struck the rock twice and God told him that he would not enter the promised land.

- (h) When the Hebrews were bitten by the fiery serpents, they admitted their sin and Moses prayed for them. How was the problem solved (Numbers 21:4-9)?

God told Moses to make a bronze serpent and once a person who has bitten by the fiery serpent to look at he/she will be cured.

- (i) According to Exodus 16:3 the Israelites complained for food, as they complained in other events for lack of water. If you were there, what would you advice them to do concerning their daily needs?

I would Advise them to pray to God because he is the one who brough them from Egypt so he is the one who knows what they would eat instead of complaining to Moses and to God.

- (j) What was the motive behind Miriam and Aaron accusing Moses for getting married to the Cushitic woman (Numbers 12:1-15)?

Because they didn't want Moses to be famous in their nation and so they were jealous. That is why Miriam and Aaron accused Moses. And Because of that God made Miriam to be leprous for seven days and nights.

Extract 5.1: A sample of good responses for question 5

In Extract 5.1, the student responded to all the ten items correctly, and in good English language.

Conversely, there were also students who lacked knowledge on the topic. They failed to respond correctly to any of the items in this question, as illustrated in Extract 5.2.

5. Give short answers for questions (a) - (j). Each question carries **two (2)** marks.

(a) Mention two visible signs of God's presence with his people in the wilderness (Exodus 14:19-20; Numbers 9:15-23).

(i) Amor's 14:19-20

(ii) Jacked 9:15-23

(b) Explain how God showed himself as a powerful God when the Hebrews found themselves trapped between the Sea and Pharaoh's mighty army (Exodus 14:1-15:21).

The serpent was active and or The serpent was a cheater

The serpent was very clever or The serpent was creeping
Animal

one of the soldiers sided with their enemies

(c) The LORD said to Moses, "Consecrate to me all the firstborn; whatever is the first to open the womb among the people of Israel, both of man and of beast, is mine" (Exodus 13:1). What does this imply?

He stroke the rock three times against God's order 12-13

He was cruel to the chosen people and very sinful

He was a horew and he was a good children 16:2-12

He was drawn out to water and he was hand some 7:1-22

Jathua did not arrange his soldiers well

(d) What two things did God promise to do if the Hebrews would obey his voice and keep his covenant at Mount Horeb (Exodus 19:5-6)?

(i) God relationship between God and man became poor

Just after adam and eve committed adultery

(ii) Noah built an altar to god after planting some vines

and making wine to drink

- (e) How did the Hebrews disappoint God when Moses delayed coming down from the mountain?

The disobedience to God's command

The breaking of the sixth commandment

The sin of eating the apple

- (f) Among the twelve spies sent by Moses to spy the Promised Land, ten of them brought back a discouraging report but two (Joshua and Caleb) brought a good report (Numbers 13:1-13). What do you learn from Joshua and Caleb?

During the night and at day break

During the day and the night

During the afternoon and every

During the morning and evening

A map possessed by Moses to guide him

- (g) What was the main reason for Moses not being allowed to enter the Promised Land (Numbers 20:10-13)?

Noah's ark was made of gopher wood (Genesis 6:14)

The tabernacle was made of gopher (Genesis 6:12-18)

The 12 tribes around of Moses (Genesis 6:38-48)

- (h) When the Hebrews were bitten by the fiery serpents, they admitted their sin and Moses prayed for them. How was the problem solved (Numbers 21:4-9)?

Adah, Zillah, and Sarah were the wives of Lamech

men began to call on the name of the Lord during Seth's time

Babel means confusion

- (i) According to Exodus 16:3 the Israelites complained for food, as they complained in other events for lack of water. If you were there, what would you advice them to do concerning their daily needs?

A ~~the~~ vision of Moses about the direction
A star in the sky
The sin of cloud and a pillar of fire
The sin of worshipping the snake

- (j) What was the motive behind Miriam and Aaron accusing Moses for getting married to the Cushitic woman (Numbers 12:1-15)?

He did not sanctify the lord in the eyes of people at
meribah
He unlawfully ate manna in the desert and so god
was angry

Extract 5.2: A sample of incorrect responses for question 5

In Extract 5.2, the student incorrectly responded to all the items. Most responses were phrases or sentences joined together from different questions.

2.3.2 Question 6: The Hebrews in Egypt

The question consisted of five (5) items (a)-(e) which required the students to give brief explanations. Each item carried four (4) marks, hence, twenty (20) marks in total. The items were set from the topic of *The Hebrews in Egypt*.

The question was attempted by 20,826 (99.9%) out of 20,836 students. There were 5,487 (26.3%) students who scored from 13-20 marks and 8,133 (39.1%) students scored from 7-13 marks, while 7,206 (34.6%) students scored from 0-6 marks. As well, 10 (0.1%) students left the question unanswered. However, the general performance was good as 65.3 per cent of the students scored high marks (6-20 marks). This performance is summarised in Figure 6.

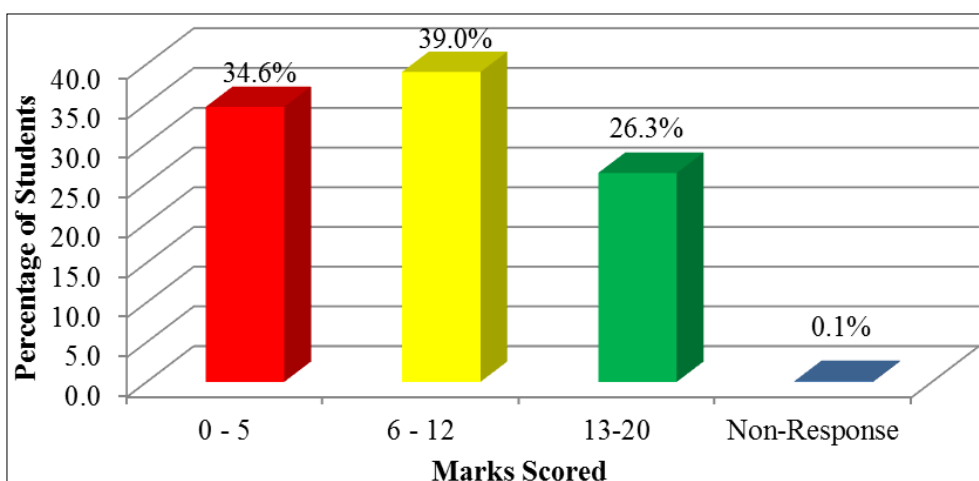


Figure 6: *Percentage of the Students and Marks Scored in Question 6*

The analysis shows that 26.3 per cent scored high marks. Among these, 0.6 per cent scored full (20) marks. These students provided correct responses to all the five items. Moreover, 39.0 per cent of the students scored average marks because they gave partial responses and scored from 6 to 12 out of 20 marks. On the contrary, 34.6 per cent of the students scored low marks ranging from 0 to 5 marks. Among them, 13.0 per cent scored 0 because they wrote incorrect responses to all the five items. Most of them wrote responses which were out of context. Their responses signify lack of knowledge of the topic of *The Hebrews in Egypt*. The following is the analysis of the students' responses to items (a) to (e):

Item (a): What were the two reasons for Pharaoh to order the midwives to kill all the baby boys born of Hebrew women?

The correct responses to this item were that, (i) Pharaoh feared that the Hebrews might overpower them for their number was increasing rapidly, and (ii) he also feared that they might join their enemies to fight against Egypt.

It was noted in the data analysis that few students scored high marks. These students explained the reasons for Pharaoh to order the midwives to kill all the baby boys born of Hebrew women. They wrote all the two reasons correctly. This indicates that the students were conversant with the story of the life of the Hebrews in Egypt. The students who failed to provide

relevant responses were not able to explain the reasons for Pharaoh to order the midwives to kill all the baby boys born of Hebrew women. Some of them described the story of Herod killing male babies during the time when Jesus was born, while others described about the birth of Jesus. One of the students wrote, (i) “Pharaoh to order the midwives to kill all baby boys because all baby in fife to pharaoh. (ii) “Pharaoh to order the midwives to kill all the baby boys because one baby is the King of Earth’s.” This signifies that the students did not understand the requirements of the question, and were not knowledgeable about the event and the story in general.

Item (b): Briefly describe the last plague.

The correct response to this item was that the last plague is the tenth. It is the one in which all the first-borns of both men and animals died on the same night. On that same night, the Israelites started their journey towards the Promised Land.

The majority of students provided relevant responses for this item. Yet, other students failed to describe the last plague due to failure to understand the question, and inability to express themselves well in English language. For example, instead of providing brief descriptions, some students listed all the ten plagues. Others listed the Ten Commandments instead of describing the last plague. This implies that the students failed to understand the demands of the question and did not know the plagues.

Item (c): Briefly explain the preparation of Passover meal.

In this item, the students were required to explain that each family was to select a lamb for sacrifice on the tenth day of the month, and take care of it until the fourteenth day of the month. The animal can be a one-year male lamb or goat without blemish/defect. They had to slaughter the animals at the same time by families/community. They had to roast the meat, not to boil accompanied by bitter herbs and by unleavened bread (Exodus 12:8).

Most students who attempted this item scored 2 to 3 out of 4 marks. Very few students scored 4 marks. They described the preparation for the Passover meal. Others failed to explain the preparation for the Passover meal. There were varieties of incorrect responses from the students. For

example, some of them listed down the ten plagues, while others wrote about the fall of Jericho. There were students who wrote about the Passover in the New Testament context. For example, one of them wrote:

It is a celebration of the memorable event of the death and resurrection of Jesus Christ. The Passover meal can be pure breads and other example when twelve students of Jesus used pure bread as Passover meal. This can be prepared during the Great Friday up to Passover day.

On the other hand, one of the students wrote, “preparation for passover meal, to increase bible knowledge.” Another one wrote, “The Passover meal for the river of God of Genesis.” This indicates that some students did not adhere to the requirements of the question, while others had inadequate knowledge of the subject matter.

Item (d): Briefly describe the call of Moses

In this item, students were required to describe that God called Moses through a burning bush, when he was taking care of the flock. Moses was told to remove his sandals for the place he was standing was holy. God introduced himself as the God of his fathers Abraham, Isaac and Jacob. He also told Moses that He wanted to send him to rescue the Israelites from slavery in Egypt. Moses tried to give excuses, but God encouraged him to go.

The majority of students described the call of Moses correctly. They gave responses that showed that they knew the event well. On the other hand, some students lacked knowledge to the effect that they left the item unanswered. Some of them wrote about the Ten Commandments. For example, one of the responses was:

Moses is a depart of out of water call of moses God call moses to give ten commandment or ten rules after they to take ten commandment going for peoples of Israel to give the ten commandment the place where call of moses in Mount Sinai – Is the place where moses God give the ten commandment

In this response, the student wrote about Moses’ reception of the Decalogue, instead the call for mission to rescue the Israelites in Egypt. Besides, the response is full of grammatical errors including the absence of punctuation marks. Others described the birth of Moses, while some

described the call and the promises of God to Abraham. There were students who knew the story of Moses, but did not understand the requirements of the question. For example, one of them wrote, “Moses is the I drew of water. Moses he was son. Son of Moses is eleazard and goshen. and moses he was brother of Miriam and Aaron and moses the lead.” This connotes that the students were not conversant with the story about the call of Moses.

Item (e): What were the two qualifications of the Passover lamb the Israelites had to prepare?

Most students answered this item correctly. They wrote the two qualifications of the Passover lamb as: (i) to be a one-year-old male (sheep or goat), and (ii) to have no any defect/blemish. This shows that they understood the requirements of the question. They also had sufficient knowledge on the topic in general and about the qualifications of the Passover lamb in particular. Most of them scored more than 2 to 3 marks.

On the other hand, there were students who failed to identify and understand the demands of the question, and they demonstrated lack of knowledge of the qualifications of the Passover lamb. Most of these students scored less than 2 marks. Instead of providing the qualifications of the Passover Lamb, some students wrote about the preparation of the Passover meal. For example, one of the students wrote, (i) “Each family must prepare a lamp. (ii) “A lamp must be eaten whole.” Others wrote reasons for preparation of Passover lamb, instead of the qualifications of it. For example, one of the responses was, (i) “because God wanted to gave the plaque the Egyptian who going to live in Goshen.” (ii) “God wanted all Israelites to celebrate about the Passover because for remember the hardship in Egypt.” Other students wrote about the qualifications of the persons who were to celebrate the Passover meal, instead of writing about the qualifications of the Passover lamb. For example, one of the students wrote, (i) “No uncircumcised men must partake it, and no servant must take it.” (ii) “No visitor or hired servant shall eat the Passover meal.”

The general performance in this question was good as most of the students managed to provide relevant responses. Extract 6.1 demonstrates good responses.

6. Give brief explanations for each of the items (a) - (e). Each item carries **four (4)** marks.

(a) What were the two reasons for Pharaoh to order the midwives to kill all baby boys, born of the Hebrew women?

- (i) Pharaoh was afraid that the Israelites would join with their enemies in times of war and defeat them.
- (ii) The pharaoh wanted to reduce the number of Israelites as they were growing fast and dominating the country.

(b) Briefly describe the last plague.

The last plague was the death of firstborn of Egyptian; of man and of beast whichever came out first from the womb was killed. God passed through the houses of Egypt and in the one which he found no blood on the lintel he killed the firstborn which means he did not kill firstlings of Israelites. This plague made Pharaoh ^{tell} Israelites to go away.

(c) Briefly explain the preparation for the Passover meal.

A lamb/sheep was chosen on the tenth of the month. It was to be white and without blemish. It was to be kept

till fourteenth of the month whereby it shall be killed in the evening and some blood should be applied to the lintel of the door. The meat should be mixed with bitter herbs should not be boiled or eaten raw but be roasted with its head and legs. They should eat in haste while their sandals on feet, staff in their hand.

(d) Briefly describe the call of Moses.

Moses had run away from the Egyptians as he was afraid of Pharaoh's anger so he ran to Midian where he married Reuel's daughter, Zipporah and helped him to look after his cattle on the west side of Mt. Horeb. He saw the burning bush which was not consumed. He came closer and he heard a voice which told him to remove his shoes for the place he was standing was a holy place. God introduced himself as the God of Abraham, God of Isaac and God of Jacob. He told him that he heard the people's cry and wanted Moses to deliver Israelites from Egypt.

(e) What were the two qualifications of the Passover lamb the Israelites had to prepare?

- (i) It should be white without blemish. This was to represent pureness of Israelites as they get out from Egypt.
- (ii) It should be a lamb/sheep of one year old.

Extract 6.1: A sample of correct responses to all the items for question 6

In Extract 6.1, the student provided relevant responses to all the items. The responses show that he/she was knowledgeable about the topic and he/she well understood the requirements of the questions.

Some students failed to provide the required responses due to inadequate knowledge of the subject matter, and failure to understand the requirements of the question. Extract 6.2 denotes poor responses.

6. Give brief explanations for each of the items (a) - (e). Each item carries **four (4)** marks.

(a) What were the two reasons for Pharaoh to order the midwives to kill all baby boys, born of the Hebrew women?

(i) ~~First reasons the first is get Jesus~~

(ii) ~~reasons the second reasons is know the Jesus born birth.~~

(b) Briefly describe the last plague.

~~plague is the written or spoken commitment that one will do to somebody is generally.~~

(c) Briefly explain the preparation for the Passover meal.

~~the passover meal the israelites had to prepare.~~

(d) Briefly describe the call of Moses.

~~Moses - the written of the book called Genesis~~

~~The lord said to mores consecrate to me all the first born, whatever is the first to open the womb among the people of israel, both of man and of beast, is mine.~~

(e) What were the two qualifications of the Passover lamb the Israelites had to prepare?

(i) ~~one of the soldiers rided with their enemies.~~

(ii) ~~They broke Faith in regard to the devoted things.~~

Extract 6.2: A sample of irrelevant responses for question 6

In Extract 6.2, the student wrote irrelevant responses to all the items. Some of the responses are phrases and statements taken from other questions. For example, responses in item (d) the second paragraph were copied from question 5(c). Likewise, responses to item (e) are from question 1(viii), options A and B.

2.4 SECTION D: Essay Questions

This section consisted of two optional essay questions, 7 and 8. The students were required to demonstrate their skills in essay writing. They were supposed to answer only one question by beginning with introduction followed by the main body and conclusion. The students who attempted these questions were 20,726 (99.5%), of which 19,101 students attempted question 7 and 1,625 students attempted question 8. This means that 110 (0.5%) out of 20,836 students omitted both. This suggests that they had difficulty in answering essay type questions.

2.4.1 Question 7: The Life of Abraham

In this question, students were required to apply in real life situations the lessons acquired from the life of Abraham. They were supposed to explain about God's test to Abraham's faith by ordering him to sacrifice his only son and give two lessons they get from the story/event in their own context.

The question was attempted by 19,101 (91.7%) out of 20,836 students. There were 7,932 (41.5%) students who scored from 13-20 marks and 7,173 (37.6%) students scored from 6-12 marks, while 3,996 (20.9%) scored from 0-5 marks. The general performance in this question was good as 79.1 per cent scored above average. This performance is summarised in Figure 7.

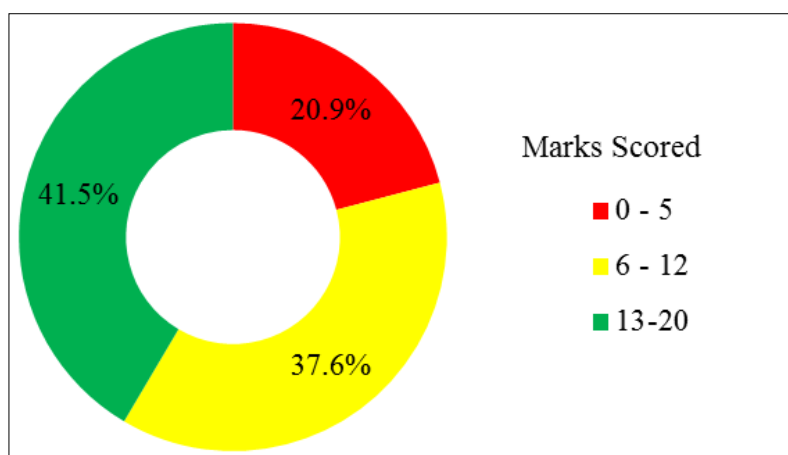


Figure 7: *Percentage of the Students and Marks Scored in Question 7*

As shown in the analysis of data, most students scored from 6 to 20 marks. The students with high performance in this category scored from 13 to 20 marks. Those who scored 20 marks explained correctly Abraham's test to sacrifice his only son, and gave two lessons obtained from the event. Most students who scored high marks were able to show the scenario of the event clearly. They wrote, first of all, an introductory remark consisting of God's relationship with Abraham, and the promise of a son which became true when Abraham was at 100 years old. They explained God's call and directives to Abraham to take his son Isaac and go to the land of Moriah to sacrifice him as a burnt offering.

They explained about Abraham's response to the order that he accepted faithfully, and started the journey to Moriah. They showed how, on the way, Isaac asked his father about the sheep for the burnt offering, as they had fire and wood alone. Abraham's response was that God would provide the sheep for the offering. The students clearly explained that on arrival at Moriah, Abraham prepared an altar on which he laid his son Isaac, ready for killing him for sacrifice. As he picked up the knife to kill his son, the angel called from heaven to stop Abraham from killing his son. Then, God provided him with a ram, which Abraham sacrificed in the place of Isaac.

After telling the scenario, the students provided the lessons learnt from the event. The lessons include: (i) Abraham's strong faith to God that he accepted God's orders even if it meant losing what he loved the most, his son Isaac. (ii) Abraham's obedience to God: Abraham as an example of obedience obeyed whatever command God gave him. Through that obedience, God blessed him. It is through obedience to God the giver of life and everything that he was ready to offer Isaac according to God's word. (iii) God provides us with our needs because of our trust in Him. When Isaac asked Abraham about the lamb for the burnt offering, he answered that God will provide it. This was fulfilled when God provided a lamb for the offering instead of Isaac. (iv) In offering sacrifice to God, we should not withhold the things we love the most. That is to say, we should offer to God what is valuable. Abraham was ready to offer to God the only valuable thing he ever had in his life (the son of promise).

Such responses imply that the students knew about Abraham's life, and God's test for his faith by ordering him to sacrifice his only son as a burnt

offering. The students also understood and adhered to the requirements of the question. Therefore, they provided relevant lessons to reflect the story into their own context. Extract 7.1 is a sample of correct responses.

7. Explain Abraham's sacrifice of his only son and give two lessons you get from the story/event.

7. ABRAHAM'S SACRIFICE OF HIS SON

Abraham was the son of Terah. At first he lived in Ur of Chaldeans but later on to Canaan. He married a wife whose name was Sarah. She was barren but she ended up giving birth to a son whose name is Isaac meaning laughter. Abraham means father of multitude and Sarah means mother of multitude of all nations.

When Abraham and Sarah got a son (Isaac), God told him to go to a place where he (God) will show him to sacrifice his only son Isaac. God wanted to test the faith of Abraham to him (God). On the next day Abraham arose, he took Isaac, ass and his two menservants starting the journey going to place where he will be shown by God.

As they were walking, on their journey Isaac asked his father (Abraham) saying, "Behold the fire, knife and wood are here but where is the lamb for burnt offering?" Then Abraham told him that "The Lord will provide." Jehorah-Jireh, in the mountains of the Lord it shall be provided. At first Abraham saw the place it was Mount Moriah, he told the two menservants to remain behind while him (Abraham) and Isaac will continue with the journey.

When they reached Isaac was laid on the rock with Abraham and he took knife wanting to kill him. But before he put his hand on him (Isaac). The Angel of the

Lord called him say, "Abraham, Abraham do not lay your hands on the lamb because now God knows that you fear him" When Abraham was looking, he saw a lamb caught by its thorns he took the lamb and offered it as a burnt offering to the Lord.

Therefore due to this story we learn that:

We should trust in the Lord. Abraham trusted God he did not care about refusing to offer his only son. Although he loved his son (Isaac) because he was the first son to get through Sarah. Also inspite of all promises that he will come a great nation he did not want to question example who? how? due to offering his son. Therefore like Abraham we should trust the Lord fully knowing that is doing the best for us. Putting trust in the Lord leads to happiness and joyful life as the Lord will protect and defend you.

Fear of God leads to wisdom and knowledge. Abraham had fear of the Lord. He respond accordingly and followed God's order. This means he fear the Lord. Whereby through the fear of God he was able to be trusted more by God. And also God added more wisdom and knowledge to him as he was able to identify good and bad things. Therefore as Abraham did we also learn to fear God. If we have the fear of God no evil shall will fear and it will lead us into wisdom.

In conclusion, In the story of Abraham of sacrificing his son Isaac we learn a lot of things. But due his faithfulness, trust and fear of God. God promised him a lot of things example to make him a great nation, to bless him and make his name, to bless those who bless him and curse those who curse him and because of you all families shall bless themselves. This shows that we should follow God's laws.

Extract 7.1: A sample of good responses for question 7

In Extract 7.1, the student wrote a good essay about Abraham and God's test of his faith through his only son Isaac, and the lessons learnt from the event/story.

On the one hand, 37.6 per cent of the students scored average (6-12) marks. They provided partial explanations about Abraham who was tested to sacrifice his only son, and the lessons they get from the story/event. Such students had knowledge about Abraham's readiness to sacrifice his only son, they understood the question, but they were not able to provide sufficient explanations. Some of them explained the story without the lessons learnt. Others wrote correct lessons, but did not explain the story as per requirements of the question. Some of them lacked essay-writing skills, as they did not have introductory and concluding remarks.

On the other hand, 20.9 per cent of the students scored low marks. Among them, 8.9 per cent scored 0, for they failed both to explain Abraham's sacrifice of his only son, and give the lesson from the story/event. For example, some of them listed down types of sacrifices like harvest, tithing and burnt offering, while others explained the sacrifices offered in the churches today like *diakonal* offering, construction offering, thanksgiving and pledge offering. Other students wrote things that had no any connection with the requirements of the question. Extract 7.2 shows a sample of irrelevant responses for question 7.

7. Explain Abraham's sacrifice of his only son and give two lessons you get from the story/event.

7. Abraham's the story of life for God
is supposed people of the bless to compared
of the worse and other people.
lessons from the story.
Abraham went to Egypt to sojourn there for the
mutilation which was severe in his land.
Abraham died at the age of 175 years old.

Extract 7.2: A sample of incorrect responses for question 7

In Extract 7.2, the student provided irrelevant responses by collecting sentences from other questions. For example, the second paragraph has words from question 4 item (iii) and (ix). This implies that the student lacked knowledge on the subject matter, and did not understand the requirements of the question.

2.4.2 Question 8: Creation

The students were required to describe four points on how God set up the institution of marriage, and the conditions set for it. The question was set from the topic of *Creation*.

The question was attempted by 1,625 (7.8%) out of 20,836 students. There were 1,071 (65.9%) students who scored from 0-5 marks, 405 (25.0%) scored from 6-12 marks, while 148 (9.1%) scored from 13-20 marks. The general performance in this question was average because only 34.1 per cent scored 6 marks or above, as illustrated in Figure 8.

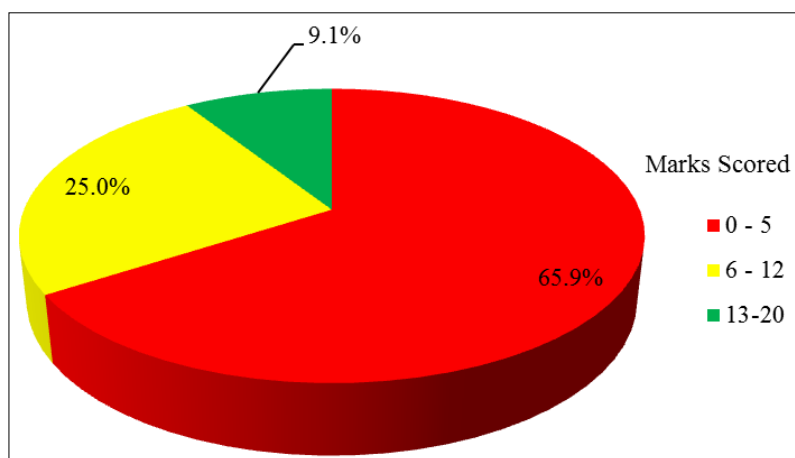


Figure 8: *Percentage of the Students and Marks Scored in Question 8*

As indicated in Figure 8, very few students managed to score 6 marks or above. Most students who attempted this question scored low marks ranging from 0 to 5. Among these, 22.0 per cent scored 0 as they provided incorrect responses.

The analysis of students' responses shows that most of them were not able to describe the institution of marriage, and the condition set for it. Instead

of describing how God instituted marriage, some of them described the effects of marriage breakdown today. They highlighted the effects such as an increase of dependants, street children and single parenthood. Others described the marriage of Hosea and Gomer as God's institution of marriage. There were those who wrote about the importance, or features of marriage and others collected statements from different questions, and joined them together when answering the question. For example, one of the students wrote:

The institution of marriage and the condition he set for it. (i) He did not sanctify the lord in the eyes of the people at Meribah. (ii) He unlawfully ate manna in the desert and so God was angry. (iii) He stroke the rock three times against God's order.

This student copied sentences from question 1 item (vii) options A to C. This implies that such kinds of students were experiencing lack of knowledge about God's institution of marriage. As a result, they had nothing to write other than copying the words from wherever they could in the question paper. Extract 8.1 demonstrates incorrect responses for question 8.

8.	In four points, describe how God set up the institution of marriage and the conditions he set for it.
CS	The god set up the Institution of marriage and the conditions he set for it.
	1. Isaac and Rebekah whose children were Esau and Jacob
	2. Abraham and Sarah whose sons were Ishmael and Isaac
	3. Jacob and Rachel whose children were Joseph and Benjamin
	4. Adam and Eve whose children were Cain and Abel

Extract 8.1: A sample wrong responses for question 8

In Extract 8.1, the student provided a list of couples and their children, instead of adhering to the requirements of the question. These responses suggest that the student did not understand the requirements of the question.

On the other hand, the students with average performance scored from 6 to 12 marks. Most of them seemed to have understood the requirements of the question, and knew the topic; but they delivered incomplete responses. Some of them highlighted the points without sufficient explanations. There were students who mixed the correct and incorrect responses. Besides, many students had trouble in expressing their responses correctly due to lack of English language proficiency.

Although the performance of students in this question was average, 34.1 per cent of the students scored from 6 to 19 out of 20 marks. Among these, 9.1 per cent scored high marks (ranging from 13 to 19 marks) because they described correctly how God set up the institution of marriage, and the conditions he set for it. The students showed how God instituted marriage as reported in the two creation stories. After God created man and woman in his likeness, He blessed them, told them to be fruitful, multiply, and fill the Earth (Genesis 1:26-28). This is how God instituted marriage right from the beginning of the existence of humankind. Moreover, God, in a special way, created the woman out of the man, and brought her to Adam. Adam was so much pleased to see her and said, “This at last is bone of my bones and flesh of my flesh; she shall be called woman, because she was taken out of man (Genesis 2:18-24). This means that God gave marriage as a gift to Adam and Eve. He created them perfect for each other.

Instituted by God, marriage has three conditions. First, the man leaves parents and, in public act, promises himself to his wife. Second, the man and woman are joined together by taking responsibility for each other’s welfare and by loving the mate above all others; and third, the two are united together in the intimacy and commitment of sexual union that is reserved for the marriage.

The responses demonstrated that the students understood the question, and had adequate knowledge of tested topic. Extract 8.2 shows a sample of a

response of a student who described correctly the institution of marriage, and its conditions.

8. In four points, describe how God set up the institution of marriage and the conditions he set for it.

8. GOD SETTING UP THE INSTITUTION OF MARRIAGE

Marriage is the legal and socially approved relationship between a man and a woman who live together as husband and wife. Marriage was brought forth and introduced by God when he created Eve from one of Adam's ribs and breathed into her the breath of life so that she may become Adam's main helper and assistant. Adam in knowing that Eve was created he named her woman which means 'out of man' and the first marriage bond was established. Thus marriage is sacred as it was brought by God, hence should be highly respected in the society.

In our modern day world marriage is categorized into three types namely; Religious marriages, Traditional marriages and Civil marriages. Religious marriage is the form of marriage which is established and approved by priests in churches and mosques; Traditional marriages are marriages established according to the customs and traditions of a society. They include levirate and sororate marriages, civil marriages are forms of marriages preferred by partners of different religions which are established in the courts of law and the ones who legalizes it may be a district commissioner.

The conditions which God set so as to initiate the marriage practise are:

Man leaves his father; This condition implies that a male partner should first be dependable and leave his family to start a new life and family. Thus a male partner should be matured, prepared and financially fit to leave his father's family as the first condition set by God to establish marriage relationship. Therefore young men should not be driven with the urge to marry without yet being dependant on themself. A good biblical example is Jacob who left his family to go to Paddan-Aram.

Man cleaves to his wife; After the first condition of man being dependant by leaving his family, he then finds and join with his female partner. Care should be taken to avoid improper codes of conduct such as sexual intercourse before marriage. Thus all male partners having fulfilled the first condition require to seek and bond with his female partner through marriage.

Man and woman unite and become one body; Lastly as a result of the first two conditions set by God but also a sense of love, maturity, preparedness and plans lead to a complete marital bond. The body referred to is a body of love that is they are united by love. This bond can only be broken in special cases of death but not divorce as Jesus, the only true son of God prohibited it in the book of gospel of Matthew.

Conclusively; Marriage is one of the ways of glorifying God by promoting love, unity and solidarity which promote to stable families and preparation of entrance into the Kingdom of Heaven.

Extract 8.2: A sample of correct responses for question 8

In Extract 8.2, the student described correctly the institution of marriage and its conditions. The responses demonstrated the student's proficiency in the topic as he/she arranged the work very well and explained the points clearly.

3.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH TOPIC

The students' performance in this assessment was good, because they seemed to understand, and adhered to the requirements of the questions. They expressed themselves well in English language, and had adequate knowledge of various topics. The highest performance was in the topic of *The Fall of Man and its Outcome*, with 99.5% students who scored 30 per cent or above. The next highest performance was in the general topics comprising of *Creation, The Fall of Man and its Outcome, The Life of Abraham, The Sons of Isaac, Hebrews in Egypt, Israelites' Journey through the Wilderness* and *Israel under the Leadership of Joshua* (97.0%). The third topic was *The Sons of Isaac* (89.5%) and fourth was *The*

Life of Abraham (88.1%). The fifth topic was the *Israelites' Journey through the Desert* (73.1%) and the sixth was *The Hebrews in Egypt* (65.3%). Furthermore, the topic with average performance was *Creation* (34.1%) as illustrated in Figure 9.

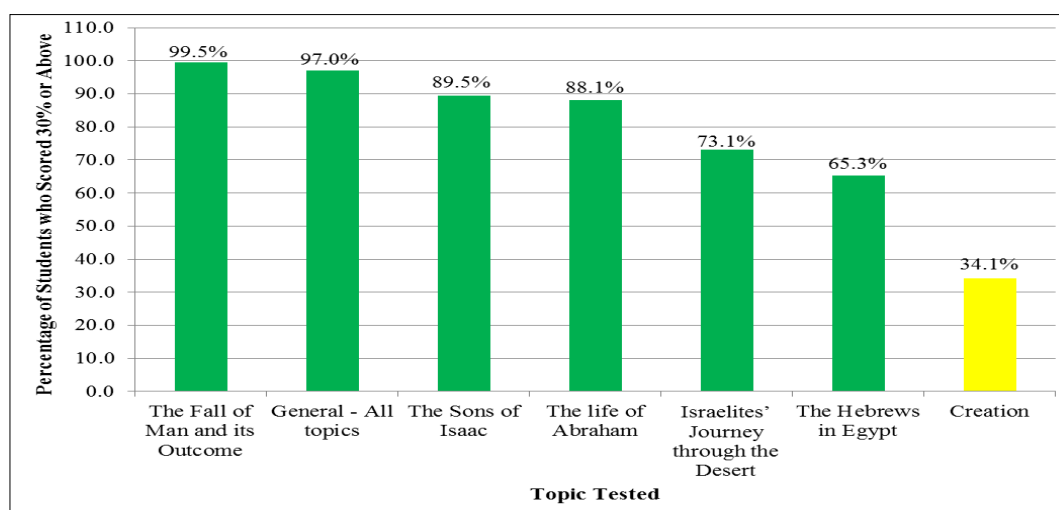


Figure 9: *The performance of the Students per Topic*

Further analysis of the students' performance in each topic is summarised in the Appendix I.

By comparison, the general performance shows that in 2019 FTNA, the average percentage of students who scored 30 or above was 81.15 (good performance), whereas in 2020 FTNA it was 85.59 (good performance). Thus, the 2020 performance is higher by 4.44 per cent as summarised in the Appendix II.

4.0 CONCLUSION

The analysis showed that the performance of the students in Bible Knowledge subject in the 2020 FTNA was good. On the one hand, 17,823 (85.5%) students out of 20,836 performed well in most of the questions and topics. Their good performance was due to their ability to read and understand the questions, identify and adhere to the requirements of the questions, and adequate knowledge and skills on the topics. They were also able to explain and elaborate their points using appropriate Biblical language and words.

Despite the strengths shown by most students in answering the questions, 3,013 (14.5%) students failed to score high marks in most of the questions/topics. It has

been noted that most students who performed poorly failed to understand the requirements of the questions, and had inadequate knowledge of the topics. They also lacked English language proficiency, which resulted into failure to provide good explanations.

5.0 RECOMMENDATIONS

Bible Knowledge is an important subject in preparing citizens with good moral and ethical conduct in day to day life. Therefore, all educational stakeholders, teachers, parents and guardians and religious leaders in various Christian communities should take necessary measures to improve the students' performance in this subject. With the purpose of improving the performance of students in the future, it is recommended that:

- (a) Students should be engaged in numerous exercises, and provided with immediate feedback for them to improve their ability to understand the requirements of the questions, thus improve their performance in the national examinations.
- (b) During the teaching and learning process, teachers and students should adhere to the teaching/learning strategies emphasized in the syllabus for better students' acquisition of knowledge in the given topics.
- (c) Students should be encouraged to read the Bible and related literatures. They should also make necessary revision in various topics, Biblical texts, concepts, themes and events covered in classrooms.
- (d) Since English language seemed to be a contributing factor (positive and negative) to the students' performance in the Bible Knowledge subject, they should practice the use of English language by writing and reading, listening and speaking so as to improve their English language proficiency.

Appendix I

Summary of Analysis of the Students' Performance in Each Topic

S/N	Topic	Type of Question	Question Number	Total Number of Questions per Topic	Percentage of Students Who Scored 30% or Above	Average Percentage of Students Who Scored 30% or Above	Remarks
1.	The Fall of Man and its Outcome	True/False	3	1	99.5	99.5	Good
2.	Creation, The Fall of Man and its Outcome, The Life of Abraham, The Sons of Isaac, Hebrews in Egypt, Israelites' Journey through the Wilderness, Israel under the Leadership of Joshua.	Multiple Choice	1	1	97.0	97.0	Good
3.	The Sons of Isaac	Matching Items	2	1	89.5	89.5	Good
4.	The Life of Abraham	Filling in blank spaces	4	2	96.1	88.1	Good
5.		Essay	7		79.1		
6.	Israelites' Journey through the Desert	Short Answers	5	1	73.1	73.1	Good
7.	The Hebrews in Egypt	Short Answers (Descriptions)	6	1	65.3	65.3	Good
8.	Creation	Essay	8	1	34.1	34.1	Average

Appendix II

Comparison Summary of Students' Performance per Topic for FTNA 2019 and 2020

S/N	Topic	Number of Questions	FTNA 2019		Number of Questions	FTNA 2020	
			Percentage of Students Who Scored 30% or Above	Remarks		Percentage of Students Who Scored 30% or Above	Remarks
1.	The Fall of Man and its Outcome	1	69.74	Good	1	99.5	Good
2.	General - All topics	1	96.32	Good	1	97.0	Good
3.	The Sons of Isaac	2	76.27	Good	1	89.5	Good
4.	Life of Abraham	1	69.54	Good	2	88.1	Good
5.	Israelites' Journey through the Desert	1	78.81	Good	1	73.1	Good
6.	The Hebrews in Egypt	1	86.74	Good	1	65.3	Good
7.	Creation				1	34.1	Average
8.	Israel under the Leadership of Joshua	1	98.27	Good			

