



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) 2022**

BIBLE KNOWLEDGE



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014 BIBLE KNOWLEDGE

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FOREWORD

This report presents Students' Items Response Analysis (SIRA) on Form Two Bible Knowledge National Assessment, which was conducted in November 2022. This report aims to provide feedback to all educational stakeholders on the factors that contributed to the students' performance in Bible Knowledge.

The Form Two National Assessment (FTNA) is a formative evaluation, which intends to monitor students' learning to provide feedback that teachers, students and other educational stakeholders can use to improve teaching and learning respectively. This analysis shows justification for the students' performance in the Bible Knowledge subject. The students who attained high scores had an understanding of requirements of the questions and adequate knowledge of the topics, concepts, events, Biblical stories, places and persons. Moreover, they had adequate skills in answering questions and had good English language proficiency. Students who had low scores had inadequate knowledge of the topics, concepts, events, Biblical stories, places and persons. They also had inadequate English language proficiency, which made them fail to answer questions correctly.

This report will help students to identify strengths and weaknesses for them to improve learning before sitting for their Certificate of Secondary Education Examination (CSEE). It will help teachers to identify the challenging areas and take appropriate measures during teaching and learning.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will shed light on the challenges for which education stakeholders should take proper measures to improve teaching and learning the Bible Knowledge subject. Consequently, students will acquire knowledge, skills and competence indicated in the syllabus for better performance in future assessments and examinations.

The Council appreciates the contribution of all those who prepared this report.



Dr. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The Students' Item Response Analysis report on the Form II Bible Knowledge Assessment provides an analytical evaluation on the performance of the students who sat for the assessment in November 2022. The assessment tested the competence intended for Form II Bible Knowledge syllabus and in accordance with the NECTA format issued in 2021.

Bible Knowledge assessment consisted of three sections; A, B and C with a total of 10 questions. Students were required to answer all questions in each section. Section A consisted of Question 1, which had 10 multiple-choice items, which weighed 10 marks and Question 2, which had five (5) matching items and weighed five (5) marks. Therefore, Section A had 15 marks. Section B consisted of seven (7) questions from Question 3 to Question 9. The questions required the students to provide short answers. Each question carried 10 marks, making a total of 70 marks. Section C had one (1) essay question, which required the students to analyse any four tests that many people in the society experience in their daily life referring to Exodus 14, 16 and 17. This question had 15 marks. The paper, therefore, weighed 100 marks.

The grading system in the FTNA is in five categories grades: A, B, C, D and F. Grade A is awarded to students who scored from 75 to 100 marks indicating excellent performance. Grade B is from 65 to 74, standing for very good, C from 45 to 64 denoting good performance, D from 30 to 44 satisfactory and F from 0 to 29 fail. Thus, the lower boundary of pass grade is 30.

In this report, the scores ranging from 65 to 100 marks show good performance, 30 to 64 marks is average performance while 0 to 29 marks indicate weak performance. The performance of students in each question is presented in coloured graph and charts where by green colour shows good performance, yellow colour shows an average while red colour indicates a weak performance.

Among the students registered for FTNA 2022, 20,649 sat for 014 Bible Knowledge Form II National Assessment in 2022 of which 15,108 (73.18%) students passed the assessment. In 2021 FTNA, 21,062 students sat for 014 Bible Knowledge assessment, of which 17,758 (84.72%) students passed the assessment. This indicates that students' performance in FTNA has decreased by 11.54 per cent in 2022 as compared to 2021. The students' performance in FTNA 2022 is illustrated in Table 1.

Table 1: The Students’ Performance in Bible Knowledge Subject in the FTNA-2022

Sex	Grades					Passed	
	A	B	C	D	F	Number	Percentage
M	182	757	3,562	2,414	2,300	6,918	33.50
F	184	806	4,226	2,977	3,119	8,193	39.68
Total	366	1,563	7,788	5,391	5,419	15,111	73.18

This report provides a conclusion and recommendations useful to students, teachers, parents and other education stakeholders for improving the teaching and learning processes in the Bible Knowledge subject.

2.0 ITEM RESPONSE ANALYSIS IN EACH QUESTION

2.1 SECTION A: Multiple Choice and Matching Items

The significance of multiple choice and matching item questions is to assess the status of higher order thinking brain development in the students in terms of identification, recognition and recollection skills competence in specific content areas.

This section had two questions 1 and 2. Question 1 required the students to choose the correct answer from among the given alternatives and write its letter in the box (es) provided. Question 2 required the students to match the kingdoms in List A with names of kings in List B by writing the letter of the correct answer below the item number in the table provided.

2.1.1 Question 1: General Knowledge of Various Topics

The question consisted of ten items (i) to (x), which carried one mark each, making a total of 10 marks for the question. The items were set from various 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 Judges.*

The analysis in this question shows that 10,337 (50.1%) out of 20,649 students who sat for this assessment scored from 6.5 to 10 marks, 9,767 (47.3%) scored from 3.0 to 6.0 marks and 545 (2.6%) scored from 0.0 to 2.5 marks. This performance is illustrated in Figure 1.

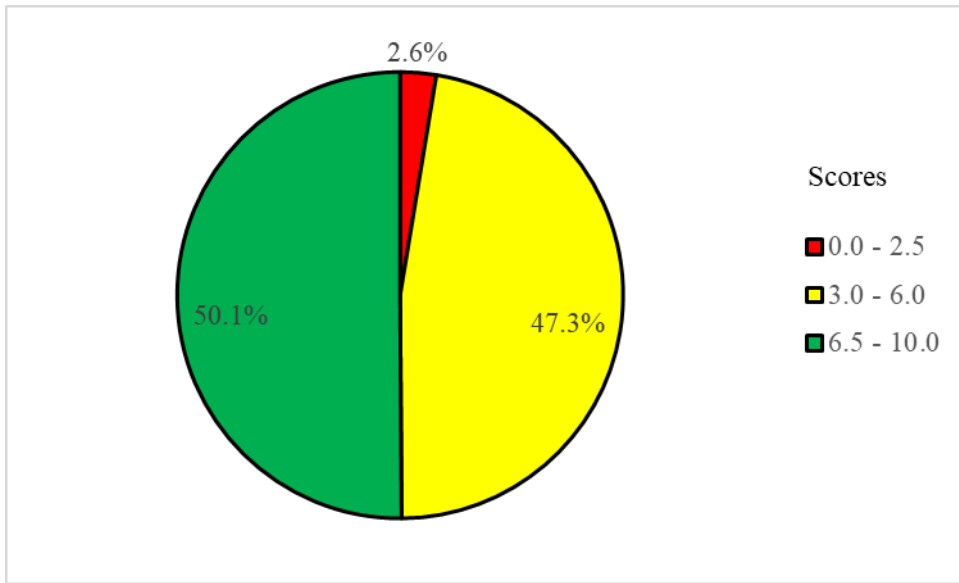


Figure 1: *The Students' performance in Question 1*

The performance of the students in this question was good, as 97.4 per cent scored 3 to 10 marks, that is 30 to 100%. The students with high marks were 50.1 per cent and scored from 6.5 to 10.0 marks. These students responded correctly to 10 items. This implies that the students had adequate knowledge of the topics from which the questions were set.

Additionally, 47.3 per cent of the students who sat for the assessment scored average marks (3.0 to 6.0 marks). They answered correctly 3 to 6 items indicating that they had knowledge about the subject matter.

There were also some students who scored from 0.0 to 2.5 marks. These were 2.6 per cent of students who sat for this assessment. They gave correct responses for or 3 items, showing that they had inadequate skills of the subject matter. Some of them left the items unanswered. The following is the analysis of students' responses to items (i) to (x).

Item (i): Which river flowed around the land of Havillah in the process of watering the Garden of Eden?

- A Pishon
- B Euphrates
- C Gihon
- D Tigris.

Few students managed to choose the correct answer, which was A (Pishon), showing that they had a good understanding of the topic of *Creation*. On the other hand, most of the students failed to choose the correct answer as some of them chose B, others chose C while some chose D, indicating that such students were not conversant with the relative topic.

Item (ii): Who was the son of a prostitute, who fled to Tob because of the conflict of inheritance with his brothers (Judges 11:1-13)?

- A Jephthah
- B Benjamin
- C Judah
- D Gilead.

A considerable number of students managed to choose the correct response, which was A (Jephthah), showing that they had clear understanding of the topic of *Israel under the Leadership of Judges*. In contrast, most of the students provided wrong choices like Benjamin (B), Judah (C) or Gilead (D). This is because they failed to understand that B and C are names of Jacob's sons, which are found in the book of Genesis, where D (Gilead) is the name of the father of Jephthah the son of the harlot woman who is found in the book of Judges. This shows that they lacked knowledge about important Biblical persons.

Item (iii): "Two nations are in your womb and two peoples born of you shall be divided, the one shall be stronger than the other, the elder shall serve the younger" (Genesis 25:23). Whose enmity does this quotation predict?

- A Rachel and Leah
- B Bilhah and Rachel
- C Abraham and Lot
- D Jacob and Esau.

Most of the students were able to choose the correct answer, D (Jacob and Esau), indicating that they had adequate identification ability about important Biblical persons in the topic of the "Sons of Isaac". They also had sufficient knowledge of the story of the birth of Esau and Jacob.

However, few students provided incorrect choices indicating that they had inadequate recollection ability. They demonstrate inadequate knowledge about the topic of *The Sons of Isaac*, especially the birth story of Esau and Jacob. This is because they did not know that Rachel and Leah were the wives of Jacob, Bilhah was the handmaid of Rachel whom Rachel gave her husband as wife so that she

could bear sons for her, because Rachel was barren. Furthermore, they did not know that Abraham and Lot were close relatives.

Item (iv): On their way to the Promised Land, the Hebrews passed through the sea on the dry land. What does the experience of crossing the Red Sea justify?

- A God's power
- B God's wisdom
- C God's technology
- D God's anger.

Most the students managed to choose the correct answer, A (God's power). This implies that the students had adequate knowledge of the topic, and ability to apply the knowledge acquired to evaluate issues in their context. In this case, the students showed competence in evaluating issues. They knew that the miracle at the sea demonstrated God's power over nature.

On the contrary, few students failed to choose the correct response. This shows that the students did not acquire the expected skills.

Item (v): Moses encountered oppositions from different people during his leadership. Who were the three brothers that rebelled against him and swallowed by the earth?

- A Achan, Dathan and Korah
- B Dathan, Korah and Abiram
- C Abiram, Malshua and Achan
- D Achan, Korah and Abiram.

The item tested students' ability to recall about the three brothers who rebelled against Moses. The correct answer was B (Dathan, Korah and Abiram). Few of the students provided the required response, as they were able to recall the story of the three brothers who rebelled against Moses. On the other hand, majority of the students were not able to provide the correct choice. Most of them chose D (Achan, Dathan and Abiram) as their response to this item. This indicates that the students were not aware of the three brothers who opposed Moses during his leadership.

Item (vi): Going against God's commands resulted into broken relationship between human beings and God. How can such relationship be restored in the society today?

- A Obeying and following God's commandments and state laws.
- B Going around and help as many people as possible.
- C Being humble and speak in low voice.
- D Going to church and attend various meetings.

The item tested the students' ability to apply the knowledge they acquired during teaching and learning process about the significance of God's commandments.

A considerable number of students were able to provide the correct response A, that the broken relationship can be restored by *obeying and following God's commandments and state laws*. This depicts that the students were knowledgeable about God's commandments and they were able to employ them to maintain their relationship with God.

Conversely, many students were attracted to alternative D that *going to church and attending various meetings* was the way to restore the broken relationship between God and man. Some of them chose C, *being humble and speak in low voice* while others chose B that the relationship could be restored by *going around and help as many people as possible*. They did not know how the broken relationship could be restored, implying that students did not recognize that *obeying and following God's commandments and state laws* were the means to restore their broken relationship with God.

Item (vii): Which one of the following sets are both names of persons and countries?

- A Abraham, Sarah, Haran and Egypt
- B Canaan, Haran, Shechem and Edom.
- C Mesopotamia, Ur of the Chaldeans, Egypt and Edom.
- D Shechem, Egypt, Edom and Haran.

The item tested students' ability to analyse and identify Biblical names of persons and places. The majority of students were able to choose either B (Canaan, Haran and Shechem and Edom) or D (Shechem, Egypt, Edom and Haran). This shows that the students had ability to understand and identify important names of persons that were also names places.

There were few students who were attracted by the distractors A and C. This shows that the students did not know that names in B and D referred to both persons and places, where in A Abraham and Sarah were not the names of the places only Haran and Egypt are the names of places and persons. In C the students did not know that Mesopotamia and Ur of Chaldeans are the names of places not the names of persons. They had inadequate knowledge and understanding in *The Life of Abraham* topic.

Item (viii): In his last days, Isaac wanted to bless Esau but his plan was interfered by Rebekah. How did she know the plan?

- A She listened to the instructions her husband gave to Esau.
- B Jacob told her that, his father wanted to favor his son.
- C Isaac discussed the matter with her.
- D She saw Esau preparing good food for Isaac.

The item tested remembering and understanding based on the theme of *the Sons of Isaac*. Many students managed to choose the correct answer A, *She listened to instructions her husband gave to Esau*. This suggests that the students understood the story about the topic, *The Sons of Isaac*. Few students were not able to provide the required responses. Those who chose B did not know that when Isaac was talking with Esau, Jacob was not there. Those who chose C, they did not know that Isaac did not discuss with Rebekah his wife. Instead, he was talking specifically with Esau that is why he called him and not his wife. Those who opted for D did not know that after his father had instructed him, he went for hunting in the wildness so that he could get a fresh meat for his father. Therefore, there was no communication with his mother. This indicates that the students were not conversant with the subject matter.

Item (ix): When God called Moses to go and deliver the Israelites from the hands of Pharaoh, he did not accept at once but he gave excuses (Exodus 4:1-11). What was the reason for him to give excuses?

- A He was not eloquent and very shy.
- B He was eloquent and the people did not know him.
- C He was not eloquent and the people did not know him.
- D He was not eloquent and the people did not like him.

The item tested the understanding of students about *The call of Moses by God to deliver the Israelites from the hands of Pharaoh*. There were few students who managed to choose the correct answer C that Moses was *not eloquent and the people did not know him*. This shows that such students had adequate knowledge

and understanding about the topic. A big number of students failed to choose the correct answer. Many of them were attracted by the distractor B that the reason Moses gave for his excuse was that he was *eloquent and people did not know him*. This indicates that the students misunderstood the meaning of the word *eloquent*.

Item (x): At Mount Horeb, Moses received the Ten Commandments in different categories. What are the two main categories of the Ten Commandments?

- A Man's relationship with God and his or her relationship with other creatures.
- B Man's relationship with God and his or her relationship with animals.
- C Man's relationship with God and his or her relationship with spiritual beings.
- D Man's relationship with God and his or her relationship with other people.

This item tested students' ability to understand Biblical concepts and themes. A good number of students managed to choose the correct response, D that *Man's relationship with God and his or her relationship with other people* as the two main categories of the Ten Commandments. This implies that the students were accustomed to the Ten Commandments.

On the contrary, few students failed to choose the correct answer indicating that they were not conversant with the subject matter. Those who opted for A, B and C failed to understand that ten commandments were made purposely for God and human beings and human beings to human beings, not other creatures, animals or spiritual beings.

The general performance of students for this question was good as 97.4 per cent of the students who sat for the FTNA 2022 scored 3 to 10 marks. This shows that the students had adequate knowledge and ability to analyse Biblical concepts, themes, persons and places. Extract 1.1 is a sample of correct responses to question 1.

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

(i) Which river flowed around the land of Havillah in the process of watering the Garden of Eden?

- A Pishon B Euphrates
C Gihon D Tigris

A

(ii) Who was the son of a prostitute, who fled to Tob because of the conflict of inheritance with his brothers (Judges 11:1 -13).

- A Jephthah B Benjamin
C Judah D Gilead

A

(iii) Two nations are in your womb and two peoples born of you shall be divided, the one shall be stronger than the other, the elder shall serve the younger” (Genesis 25:23). Whose enmity does this quotation predict?

- A Rachel and Leah B Bilhah and Rachel
C Abraham and Lot D Jacob and Esau

D

(iv) On their way to the Promised Land, the Hebrews passed through the Sea on the dry land. What does the experience of crossing the Red Sea justify?

- A God’s power. B God’s wisdom.
C God’s technology. D God’s anger.

A

(v) Moses encountered oppositions from different people during his leadership. Who were the three brothers that rebelled against him and swallowed by the Earth?

- A Achan, Dathan and Korah. B Dathan, Korah and Abiram.
C Abiram, Malshua and Achan. D Achan, Dathan and Abiram.

B

(vi) Going against God’s commands resulted into broken relationship between human beings and God. How can such relationship be restored in the society today?

- A Obeying and following God’s commandments and state laws.
B Going around and help as many people as possible.
C Being humble and speak in low voice.
D Going to church and attend various meetings.

A

(vii) Which one of the following sets are both names of persons and countries?

- A Abraham, Sarah, Haran and Egypt.
B Canaan, Haran, Shechem and Edom.
C Mesopotamia, Ur of Chaldeans, Egypt and Edom. .
D Shechem, Egypt, Edom and Haran.

B

(viii) In his last days, Isaac wanted to bless Esau but his plan was interfered by Rebekah. How did she know the plan?

- A She listened to the instructions her husband gave to Esau.
B Jacob told her that, his father wanted to favour Esau.
C Isaac discussed the matter with her.
D She saw Esau preparing good food for Isaac.

A

(ix) When God called Moses to go and deliver the Israelites from the hands of Pharaoh, he didn’t accept at once, but he gave excuses (Exodus 4:1-11). What was the reason for him to give excuses?

- A He was not eloquent and very shy.
B He was eloquent and the people didn’t know him.
C He was not eloquent and the people didn’t know him.
D He was not eloquent and the people didn’t like him.

C

(x) At Mount Horeb, Moses received the Ten Commandments in different categories. What are the two main categories of the Ten Commandments?

- A Man’s relationship with God and his/her relationship with other creatures.
B Man’s relationship with God and his/her relationship with animals.
C Man’s relationship with God and his/her relationship with spiritual beings.
D Man’s relationship with God and his/her relationship with other people.

D

Extract 1.1: A sample of student’s correct responses to question 1

In Extract 1.1, the student chose correct answers in all the ten items.

On the contrary, 2.6 per cent of the students failed to provide the required answers, as a result they scored from 0 to 2 marks, of whom 14 (0.1%) scored 0 mark. This connotes that the students had no clear knowledge of the topics from which the items were set. Hence, they lacked the recognition and recollection skills competence in general. Extract 1.2 shows a sample of incorrect responses in question 1.

1.	For each of the item (i) – (x), choose the most correct answer from the given alternatives and write its letter in the box provided.	
(i)	Which river flowed around the land of Havillah in the process of watering the Garden of Eden? A Pishon B Euphrates C Gihon D Tigris	<input type="text" value="B"/>
(ii)	Who was the son of a prostitute, who fled to Tob because of the conflict of inheritance with his brothers (Judges 11:1 -13). A Jephthah B Benjamin C Judah D Gilead	<input type="text" value="C"/>
(iii)	Two nations are in your womb and two peoples born of you shall be divided, the one shall be stronger than the other, the elder shall serve the younger” (Genesis 25:23). Whose enmity does this quotation predict? A Rachel and Leah B Bilhah and Rachel C Abraham and Lot D Jacob and Esau	<input type="text" value="A"/>
(iv)	On their way to the Promised Land, the Hebrews passed through the Sea on the dry land. What does the experience of crossing the Red Sea justify? A God’s power. B God’s wisdom. C God’s technology. D God’s anger.	<input type="text" value="B"/>
(v)	Moses encountered oppositions from different people during his leadership. Who were the three brothers that rebelled against him and swallowed by the Earth? A Achan, Dathan and Korah. B Dathan, Korah and Abiram. C Abiram, Malshua and Achan. D Achan, Dathan and Abiram.	<input type="text" value="C"/>
(vi)	Going against God’s commands resulted into broken relationship between human beings and God. How can such relationship be restored in the society today? A Obeying and following God’s commandments and state laws. B Going around and help as many people as possible. C Being humble and speak in low voice. D Going to church and attend various meetings.	<input type="text" value="D"/>
(vii)	Which one of the following sets are both names of persons and countries? A Abraham, Sarah, Haran and Egypt. B Canaan, Haran, Shechem and Edom. C Mesopotamia, Ur of Chaldeans. Egypt and Edom. D Shechem, Egypt, Edom and Haran.	<input type="text" value="A"/>

(viii) In his last days, Isaac wanted to bless Esau but his plan was interfered by Rebekah. How did she know the plan?

A She listened to the instructions her husband gave to Esau.
 B Jacob told her that, his father wanted to favour Esau.
 C Isaac discussed the matter with her.
 D She saw Esau preparing good food for Isaac.

B

(ix) When God called Moses to go and deliver the Israelites from the hands of Pharaoh, he didn't accept at once, but he gave excuses (Exodus 4:1-11). What was the reason for him to give excuses?

A He was not eloquent and very shy.
 B He was eloquent and the people didn't know him.
 C He was not eloquent and the people didn't know him.
 D He was not eloquent and the people didn't like him.

D

(x) At Mount Horeb, Moses received the Ten Commandments in different categories. What are the two main categories of the Ten Commandments?

A Man's relationship with God and his/her relationship with other creatures.
 B Man's relationship with God and his/her relationship with animals.
 C Man's relationship with God and his/her relationship with spiritual beings.
 D Man's relationship with God and his/her relationship with other people.

C

Extract 1.2: A sample of student's incorrect responses to question 1

In Extract 1.2, the student chose incorrect answers in all the ten items, indicating lack of knowledge of the items and topics from which the items were set.

2.1.2 Question 2: Israel under the Leadership of Joshua

The question consisted of five (5) items (i) to (v), in which the students were required to match the names of kingdoms in **List A** with the names of kings in **List B** as shown in the table below:

List A	List B
(i) Jarmuth	A Adonizedek
(ii) Lachish	B Debir
(iii) Jerusalem	C Hoham
(iv) Eglon	D Horam
(v) Hebron	E Jabin
	F Japhia
	G Piram

List A	(i)	(ii)	(iii)	(iv)	(v)
List B					

In response to this question, students were supposed to match the items as follows:

List A	(i)	(ii)	(iii)	(iv)	(v)
List B	G	F	A	B	C

The analysis of performance for this question shows 14,352 (69.5%) out of 20,649 the students scored from 0 to 1 mark, 5,566 (27.0%) scored 2 to 3 marks and 713 (3.5%) scored 4 to 5 marks. Figure 2 demonstrates this performance.

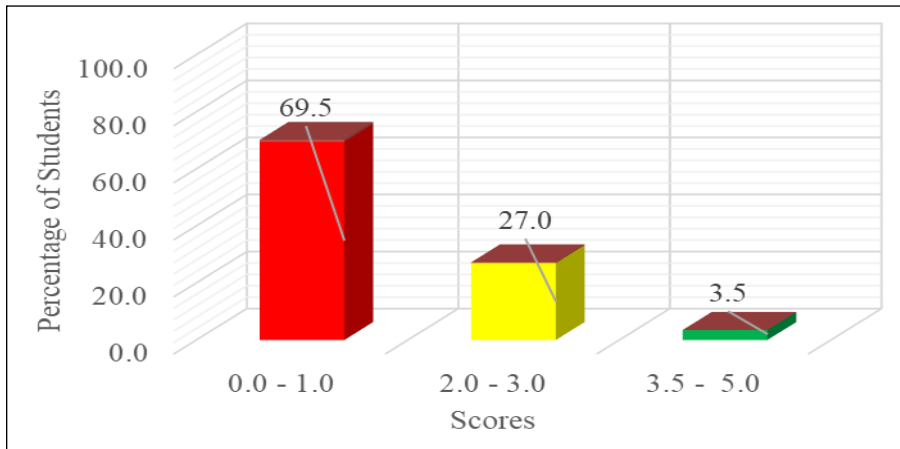


Figure 2: *The Students' Performance in Question 2*

As shown in figure 2, the general performance of students for this question was average as 6,297 (30.5%) out of 20,649 scored 2 to 5 marks. This was among of the question with a big number of students who scored below average marks. There were 14,352 (69.5%) who scored from 0 to 1 mark. Among these, 6,537 (31.7%) students scored 0.

Their failure to match the items indicated lack of knowledge of the subject matter in general. The students showed lack of knowledge of the kings whom Joshua defeated and the kingdoms they ruled in particular. There is a possibility that there was less coverage of the topic, as it consists of the whole book of Joshua. Additionally, challenges in the teaching and learning process might be among the factors for the failure. In fact, teachers and students should adhere to teaching/learning strategies emphasized in the syllabus for better students' acquisition of knowledge in the given topics. Another factor for failure can be lack of motivation of the students, teachers and parents/guardians; and students registering the subject, attending the assessment without preparation.

Extract 2.1 is a sample of incorrect matches for question 2.

2. Match the Kingdoms in **List A** with the names of kings in **List B** by writing the letter of the correct answer below the item number in the table provided.

List A		List B	
(i)	Jarmuth	A	Adonizedek
(ii)	Lachish	B	Debir
(iii)	Jerusalem	C	Hoham
(iv)	Eglon	D	Horam
(v)	Hebron	E	Jabin
		F	Japhia
		G	Piram

Answers

List A	(i)	(ii)	(iii)	(iv)	(v)
List B	C	E B	B	B F	A

Extract 2.1: A sample of student's incorrect matches to question 2

However, 6,297 (30.5%) scored above 2 marks, among of them 372 (1.8%) managed to match all the five items correctly. This suggests that the students were acquainted with the five kingdoms and the kings who fought against Joshua in Joshua chapter 10. Extract 2.2 is a sample of correct matches for question 2.

2. Match the Kingdoms in **List A** with the names of kings in **List B** by writing the letter of the correct answer below the item number in the table provided.

List A		List B	
(i)	Jarmuth	A	Adonizedek
(ii)	Lachish	B	Debir
(iii)	Jerusalem	C	Hoham
(iv)	Eglon	D	Horam
(v)	Hebron	E	Jabin
		F	Japhia
		G	Piram

Answers

List A	(i)	(ii)	(iii)	(iv)	(v)
List B	G	F	A	B	C

Extract 2.2: A sample of student's correct matches in question 2

In Extract 2.2 the student to matched correctly all the five items, demonstrating adequate knowledge of the topic.

2.2 SECTION B: Short Answers

Short answers and brief descriptions deal with factual and interpretive aspects in assessing how the students have grasped concepts; their meanings and significance. These are basic to the development of understanding, remembering, reasoning, logical argumentation and analysis.

This section consisted of seven (7) questions, including question number 3 to 9, in which the students were required to give brief explanation or short answers. Each question carried ten marks, making a total of seventy (70) marks for this section.

2.2.1 Question 3: Creation

The question had four parts (a) to (d), in which the students were required to show the importance of water to human beings and other living things referring to the rivers God made in the Garden of Eden.

The analysis of students' performance in this question shows that 4,728 (22.9%) out of 20,649 scored from 0 to 2.5 marks, 11,355 (55.0%) scored from 3.0 to 6.0 marks and 4,566 (22.1%) scored from 6.5 to 10 marks. This analysis is illustrated in Figure 3.

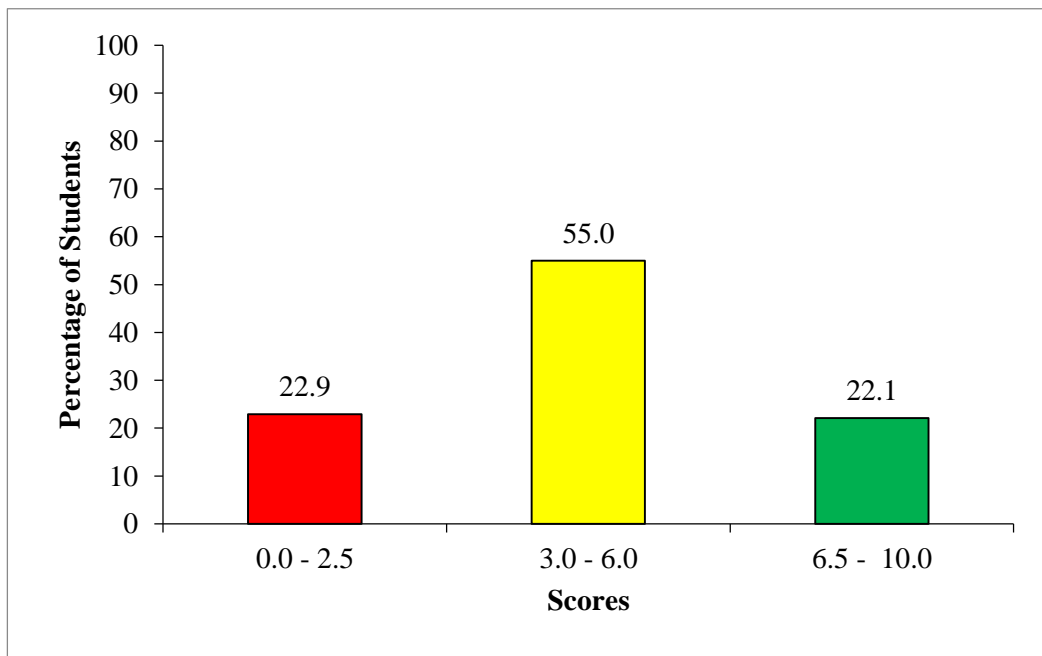


Figure 3: *The Students' Performance in Question 3*

Basing on figure 3, the general performance of the students was good as 15,921 (77.1%) scored 3 marks and above. Among these, 22.1 per cent answered all the four items correctly. This demonstrates that they had adequate knowledge of the topic, minerals the importance of water and different ways for preserving water sources in Tanzania.

Furthermore, 11,355 (55.0%) students scored average marks ranging from 3 to 6. These had adequate knowledge of the topic but were not able to provide the responses fully. On the other hand, those who scored low marks depicted lack of knowledge of the topic and failure to understand the requirements of the question. As a result 4,728 (22.9%) scored from 0 to 2 marks, of which 1,361 (6.6%) students scored 0.

The following is the analysis of the students' responses to items (a) to (d).

In part (a), the students were asked to identify the function of the river in the Garden of Eden, and the required response was *watering/irrigating the Garden of Eden*.

Most of the students provided relevant functions of the river in the Garden of Eden. For example, some of them wrote, "the function of the river was to cause water to flow in different parts of the garden." Others wrote that the function of the river was pouring water into the Garden of Eden while most of them wrote, "watering or irrigating the Garden of Eden."

However, some of the students failed to provide the correct functions of the river that God made in the Garden of Eden. Most of them provided general functions of rivers today like providing water for drinking, cooking, transportation, fishing or generating hydroelectric power instead providing the function of the river in the Garden of Eden. Moreover, one of the students wrote, "God made living things is human being and other."

In part (b), the students were asked to name the river that flowed around the land of Cush, whose expected response was *Gihon*.

A considerable number of students provided the correct answer *Gihon* as the river that flowed around the land of Cush. On the contrary, some students failed to mention the river that flowed around the land of Cush. For example, some of them mentioned water bodies like oceans, sea and lakes while others mentioned other rivers apart from Gihon. Most of them mentioned Tigris, Euphrates and Pishon.

Part (c) required the students to list three types of minerals that were found in River Pishon. The correct response was *gold, bdellium and onyx*.

Few students managed to provide all three types of minerals that were found in River Pishon. Inversely, most of the students failed to list the three types of minerals found in River Pishon. Instead of gold, bdellium and onyx, most of them mentioned minerals found in Tanzania like Tanzanite, copper, iron, diamond and silver. Thus, they scored 01 mark for gold, which almost every student mentioned. Others listed water bodies like oceans, lakes, dams and seas as the minerals that were found in River Pishon. This shows that the student did not have enough knowledge concerning the other minerals in River Pishon.

In part (d), the students were asked to suggest two ways for preserving water sources in Tanzania. The required points were, *planting trees around the water sources, avoiding agricultural activities around the water sources, avoiding cutting down trees, casual burning of trees and grazing animals around the water sources*. A good number of students were able to suggest two ways for preserving water sources in Tanzania.

This suggests that the student had adequate knowledge of the topic and understood the task of the question. They were able to apply knowledge from classrooms to daily life situations.

However, many students suggested ways to preserve water instead of water sources. For example, some of the students suggested that water should be boiled, dams should be constructed, water should be harvested from rain, taps and rivers. Others suggested that chemicals like water guard should be used to preserve water sources. This shows that the students did not understand the requirements of the question.

Generally, the performance in this question was good as 77.1 per cent of the students scored from 3 to 10 marks. This indicates that the students had adequate knowledge of the topic of Creation especially the subtopic, *The Garden of Eden*. Extract 3.1 is a sample of correct responses to question 3.

3. In showing how important water is for human beings and other living things, God made a river for the Garden.

(a) What was the function of the river?

- The main function of the river was to water the garden of Eden.

(b) Name the river that flowed around the land of Cush.

- River Gihon.

(c) What were the three types of minerals that were found in river Pishon.

(i) Bdelium

(ii) Gold

(iii) Onyx

(d) Suggest two ways for preserving water sources in Tanzania.

(i) Need to encourage Afforestation; The action of planting trees facilitate Rainfall to bring fresh water.

(ii) Enforcing strict Laws; To people who go against the rules conducted in order to preserve the water sources we have.

Extract 3.1: A sample of student's correct responses to question 3

In Extract 3.1, the student provided relevant responses to all four items.

On the contrary, 22.9 per cent of the students failed to provide the required responses, consequently they scored from 0 to 2 marks. Among them 6.6 per cent provided irrelevant responses to all the four items indicating that the students had inadequate knowledge of the subject matter. Therefore, they scored 0 out of 10 marks. Extract 3.2 is a sample of incorrect responses to question 3.

3. In showing how important water is for human beings and other living things, God made a river for the Garden.

(a) What was the function of the river?

The god is the help for me and for a braham

(b) Name the river that flowed around the land of Cush.

Going to church and attend various of meetings

(c) What were the three types of minerals that were found in river Pishon.

(i) God and abrahamu

(ii) Joshua and Esau

(iii) God and Potfo

(d) Suggest two ways for preserving water sources in Tanzania.

(i) Going around and help many people

(ii) The god is help from you and Adamu

Extract 3.2: A sample of student's incorrect responses to question 3

In Extract 3.2, the student provided irrelevant responses to all four items. In (a) the students wrote about God as the helper instead of the function of the river. In (b), instead of mentioning river Gihon, the student wrote about practices for Christian. In (c) the student listed names of persons (or God) instead of minerals. Further, the student wrote about charity work in (d) instead of suggesting ways of preserving water sources in Tanzania.

2.2.2 Question 4: The Fall of Man and its Outcomes

The question had four parts (a) to (d), in which the students were given a scenario, *When Noah came out of the ark he went before the Lord in worship and thanksgiving*. Then students were asked, (a) What did Noah do in the process of worship and thanksgiving? (b) What was God's reaction towards Noah's act? (c) Name the sign of the covenant God made with Noah and (d) What two lessons do you learn from what Noah did to God?

The analysis of students' performance in this question shows that 5,014 (24.3%) out of 20,649 students who sat for assessment scored from 0 to 2.5 marks, 9,902

(47.9%) scored from 3 to 6 marks and 5,733 (27.8%) scored from 6.5 to 10 marks. This analysis is illustrated in Figure 4.

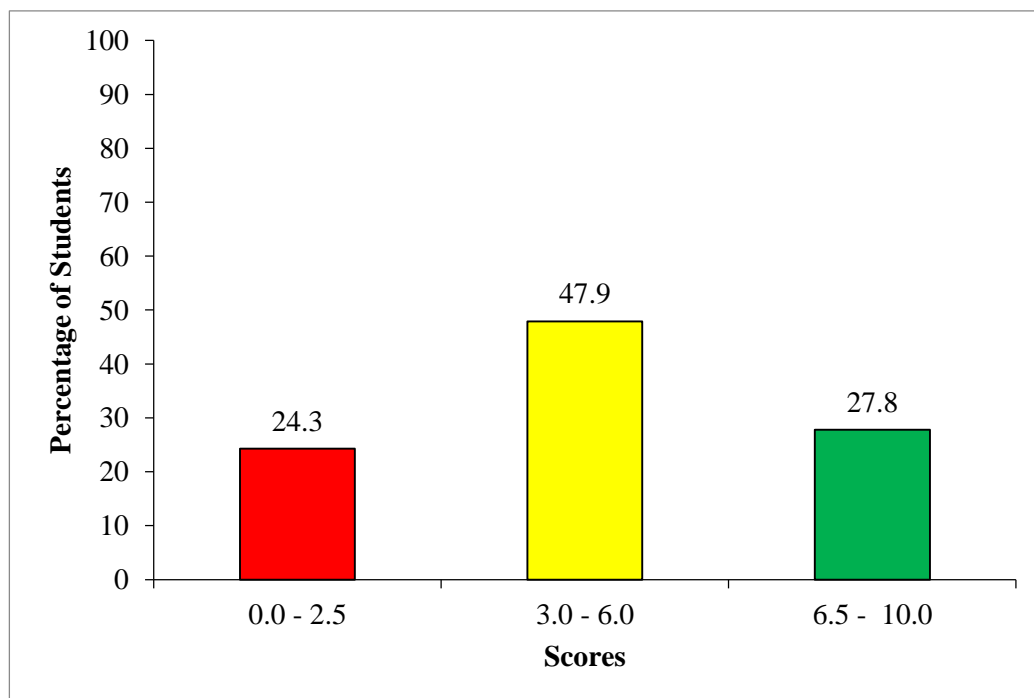


Figure 4: *The Students' Performance in Question 4*

The general performance of students in this question was good as 15,635 (75.7%) scored 3 marks and above. Among these, 5,733 (27.8%) answered correctly the four items. This demonstrates that they had adequate knowledge of the topic of the *Fall of Man and its Outcomes*. These students scored good marks ranging from 6.5 to 10.0 as they had adequate knowledge of the topic and provided the responses fully. On the other hand, 9,902 (48.0%) scored average marks because they had adequate knowledge of the topic but they failed to provide the responses in full and scored 3.0 to 6.0 marks. Those who scored low marks (0.0 to 2.0) were 5,014 (24.3%). They depicted lack of knowledge of the topic and failure to understand the requirements of the question. The following is the analysis of the students' responses to each part (a) to (d).

In part (a), the students were asked to state what Noah did in the process of worship and thanksgiving. The required response was that *Noah built an altar and offered the burnt offering to God from every clean animal and bird*.

The item tested the student's ability to comprehend biblical stories and events.

Most of the students provided relevant points to explain what Noah did after coming out of the ark. This implies that the students had grasped what Noah did immediately after coming out of the ark in terms of worship and thanksgiving.

In contrast, there were few students who failed to explain what Noah did in the process of worship and thanksgiving after coming out the ark. For example, some of them wrote about the story of Noah's drunkenness and cursing of Ham who saw the nakedness of his father. Others wrote about God commanding Noah to build an ark. This suggests that the students were not knowledgeable about Noah's event of worship and thanksgiving.

Part (b) required the students to describe God's reaction towards Noah's act. The correct response was that *God was pleased and promised that He will never destroy humanity by water any longer.*

The majority of students provided relevant points to describe God's reaction toward Noah's act. This indicates that they had adequate knowledge about God's reaction to Noah's act of worship and thanksgiving.

Inversely, few students did not know God's reaction towards Noah's act. For example, instead of describing that God was pleased with Noah's act of worship and thanksgiving and promised not to destroy the earth by water again, some of them wrote about God's reaction to the people of Noah's time who committed evils. Others wrote about cursing of Ham after he had seen the nakedness of his father. Moreover, other students wrote about God's blessing to Abraham after he had come from Haran to the land of Canaan, which is out of context. One of them wrote, "God's was give noaha pemisionment because for cell her brother without permission."

The student was trying to narrate the story of Jacob's sons, the brothers of Joseph who sold out their young brother Joseph to the Ishmaelites instead of God's reaction towards Noah's act. This indicates that such students had inadequate knowledge about the topic of *The Fall of man and its Outcome.*

In part (c), the students were required to name the sign of the covenant God made with Noah. The appropriate answer was that, *God put the rainbow on the sky.*

The majority of students were able to identify the correct sign of God's covenant with Noah, indicating that they were acquainted with the topic.

Contrariwise, minority of students were not able to name the correct sign of the covenant God made with Noah. For example, some of them named circumcision and blood as the sign of God's covenant with Noah. This connotes that the students did not have adequate knowledge about the subject matter. Some of the students had English language barrier to express their points. For example, instead of

writing rainbow, some of them wrote “rain ball”, or “laimble” as the sign of the covenant between God and Noah.

Part (d) required the students to provide two lessons from what Noah did to God. The students were supposed to provide relevant answers including, *God delights in human beings worshipping Him in sincere heart* and *God receives offering given from the true heart*.

A large number of the students were able to give the two lessons from what Noah did to God when he came out of the ark, which indicates that they knew the topic and understood the requirements of the question.

Oppositely, a small number of students wrote about lessons in general from Flood Story, while others provided irrelevant lessons. For example, some of the irrelevant were; “we should not do sin or God’s anger against evil doers.” Others wrote about Noah’s characteristics. For example, one of them wrote, “Noah is love God and God is bless Noah.” Another wrote, “The Noah is discipline and God is liking him”, instead of providing lessons one gets from what Noah did when he came out of the ark. This indicates that the students did not understand the demands of the item. Extract 4.1 is a sample of correct responses to question 4.

<p>4. When Noah came out of the ark he went before the Lord in worship and thanksgiving.</p> <p>(a) What did Noah do in the process of worship and thanksgiving? Noah offered to the Lord the burnt offering of clean and fresh animals that he had entered with into the ark.....</p> <p>(b) What was God’s reaction towards Noah’s act? God in reaction made a covenant with Noah that he will never destroy the whole earth with flood.....</p> <p>(c) Name the sign of the covenant God made with Noah. The sign of the covenant was the “rain bow”.....</p> <p>(d) What two lessons do you learn from what Noah did to God?</p> <p>(i) I learn that we should give thanks to God but also to our fellow human beings when they do something good to us.....</p> <p>(ii) I learn that we should honour and worship God. But also we should glorify his name as he gives us the chance to live so as to fulfil something.....</p>
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Extract 4.1: A sample of student’s correct responses to question 4

In Extract 4.1, the student provided relevant responses to all the four items indicating adequate knowledge of the topic and understanding of the requirements of the question.

On the contrary, 24.3 per cent of the students scored from 0.0 to 2.5 marks. Among these, 11.2 per cent failed to provide relevant points to all the four parts of the question, which led them to score 0 mark. This implies that the students had inadequate knowledge and understanding of the subject matter. Extract 4.2 is a sample of incorrect responses to question 4.

4. When Noah came out of the ark he went before the Lord in worship and thanksgiving.
(a) What did Noah do in the process of worship and thanksgiving? He broken the peace of stone into a small places and shouting to other people's Gods.
(b) What was God's reaction towards Noah's act? He was lost the death of noah to he will contain marking of the ark and some the all creates
(c) Name the sign of the covenant God made with Noah. He will make his him a great nation. He will bless those who blessed him and to curse those who curse him
(d) What two lessons do you learn from what Noah did to God?
(i) To avoid drug abuse
(ii) To listening our elder people

Extract 4.2: A sample of student's incorrect responses to question 4

In Extract 4.2, the student provided irrelevant responses to all the four items. The student wrote in the context of Moses and the Ten Commandments in Exodus chapter 20 in part (a), promises of God to Abraham in (c) and lesson not related to the event in (d).

2.2.3 Question 5: The Life of Abraham

The question had four parts (a) to (d) in which the students were given a text from Genesis 17:10-17, which is about God's covenant of circumcision with Abraham.

The analysis of students' performance in this question shows that 7,173 (34.7%) out of 20,649 scored from 0.0 to 2.5 marks, 9,280 (45.0%) scored from 3.0 to 6.0 marks and 4,196 (20.3%) scored from 6.5 to 10 marks. This analysis is illustrated in Figure 5.

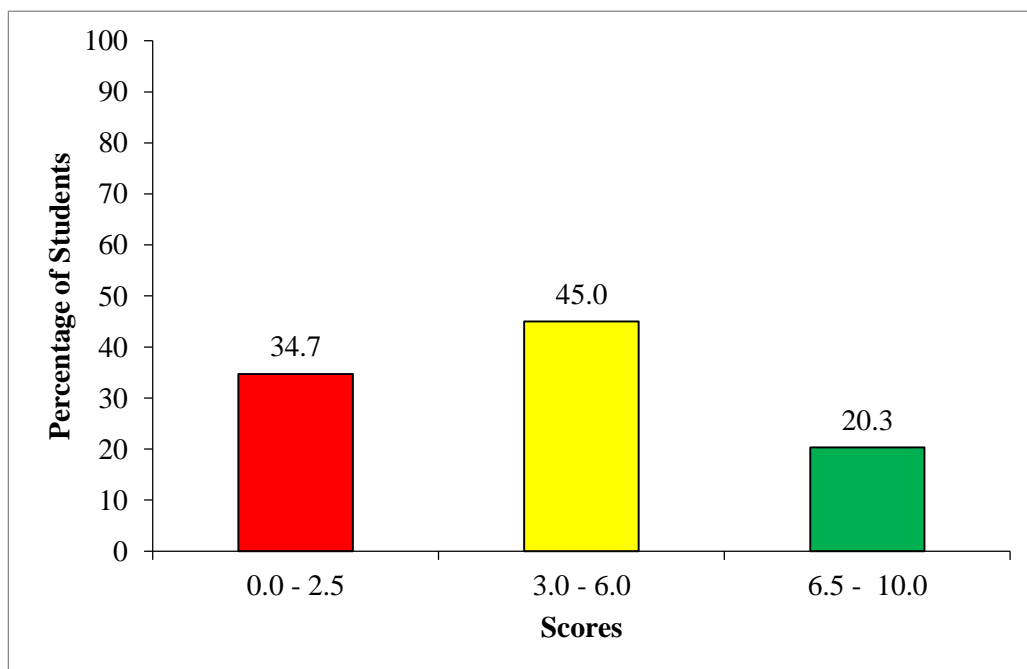


Figure 5: *The Students' Performance in Question 5*

Generally, the performance of students for this question was good as 13,476 (65.3%) scored 3 marks and above. Among these, 20.3 per cent answered most of the items correctly, where 418 (2.0%) answered all four items correctly.

Further analysis revealed that 9,280 (45.0%) scored average marks ranging from 3.0 to 6.0 because they knew the topic but were not able to provide the responses fully. On the other hand, those who scored low marks depicted lack of knowledge of the topic and failure to understand the requirements of the question. As a result 7,173 (34.7%) scored from 0 to 2 marks, of which 3,909 (18.9%) students scored 0. Their responses are analysed as follows:

In part (a), the students were asked to provide the meaning of Covenant and the answer was that, *a covenant is an agreement between two parties or set of promises which will be fulfilled on their time.*

Majority of the students managed to explain the meaning of covenant correctly, showing that they had adequate knowledge about the concept/theme.

On the contrary, few students failed to provide the correct meaning of the word covenant. For example, some of them defined the word circumcision instead of defining a covenant. One of them wrote, “Circumcision is the process of removing the males fore skin.” Moreover, another wrote, “is the study of Bible and the speadng of Cain.” This indicates that the students were not conversant with the concept, *Covenant*.

Part (b), asked “What was the importance of circumcision in this covenant?” The correct answer was that, *circumcision helped to differentiate between God’s people and non-covenantal people and it served as a sign of the covenant between God and Abraham.*

Most of them managed to provide the importance of circumcision in the covenant, indicating that they were aware of the concept and understood the demands of the item.

However, few students failed to provide the importance of circumcision in the covenant. Instead of giving the importance of circumcision in God’s covenant with Abraham, most of them provided the importance of circumcision in general. For example, some of the students wrote that circumcision helps a person to avoid sexually transmitted diseases (STD). Others wrote that circumcision was for cleanliness, while some wrote that it increases sexual strength to partners. This implies that the students were not conversant with circumcision as a sign of God’s covenant with Abraham.

Part (c) asked the students to suggest what would happen if males were not circumcised. The relevant response was that, *if males were not circumcised, they would be cut off from God’s people.*

A good number of students provided relevant responses concerning what would happen if males were not circumcised. This signifies that the students were aware of the concept of circumcision as God employed it to make the covenant with Abraham.

Inversely, some of students failed to explain what would happen if males were not circumcised. For example, some of them wrote that if males were not circumcised would not get children. Others wrote that they would be discriminated by the society. This shows that the students did not know what would happen if the males were not circumcised as regards God’s covenant with Abraham.

In part (d), the students were required to give a spiritual message from Genesis 17:10-17 to Christians today. The answer was that, *Christians today must purify their hearts so as to maintain their relationship with God.*

The item tested the students' ability to interpret what they read from the Bible to their context. A big number of students were able to explain the spiritual message from the text, conveyed to Christians today, implying that they understood the requirements of the item.

However, few of them failed to explain the spiritual message conveyed to the Christians today. For example, one of the students, wrote "the message is the God see that the circumcised to boy no girl is the conflict of the males." Another student wrote, "Women also should be circumcised" while others explained about the importance of circumcision today. This signifies that the students had inadequate knowledge about the spiritual message derived from the concept of circumcision to be conveyed to Christians. In other words, they lacked the skills to interpret the text into their own lives.

All in all the general performance was good. Extract 5.1 is a sample of correct responses to question 5.

5. In the book of Genesis (17:10-17), God made a covenant with Abraham, that every male among his people shall be circumcised.

(a) What does the concept covenant mean in this verse?

Covenant is the agreement between God and his people.
 according to the above verse covenant is the agreement between God and Abraham that all Israelite male people should be circumcised.

(b) What was the importance of circumcision in this covenant?

The importance of circumcision in this covenant is that it signified holiness, Israelite men who were circumcised were considered holy, it showed loyalty to God and also it showed obedience to God's instructions.

(c) What would happen if males were not circumcised?

If males were not circumcised they were not considered as holy before God and it would disobey God's instruction hence God's blessing couldn't be granted.

(d) What spiritual message does this verse have to today's Christians?

The spiritual message in this verse to today's Christians is that we should clean our hearts and souls by repenting and reconcile with God. We should repent all our sins and fear so as we be Holy and we should reconcile with God.

Extract 5.1: A sample of student's correct responses to question 5

In Extract 5.1, the student provided relevant responses to all four items.

As explained before, some students failed to provide relevant responses to all the four items. Extract 5.2 is a sample of incorrect responses to question 5.

5. In the book of Genesis (17:10-17), God made a covenant with Abraham, that every male among his people shall be circumcised.

(a) What does the concept covenant mean in this verse?

.....concept with covenant mean in this verse is about people of past are circumcised.....

(b) What was the importance of circumcision in this covenant?

.....Circumcision is the problem with passing at past and at know as it is not doing that behavior of that circumcised.....

(c) What would happen if males were not circumcised?

.....It would happen for male were not circumcised at past people are circumcised people like male and then like female.....

(d) What spiritual message does this verse have to today's Christians?

.....christians what I am understand it is christians with called God was God wish help my people in the our earth with do not want to peycl or what it help people and another thing only that.....

Extract 5.2: A sample of incorrect responses to question 5

In Extract 5.2, the student provided irrelevant responses to all four items. In (a) the student wrote about people of the past being circumcised instead of explaining the concept of the covenant. In (b) the student wrote that circumcision is no longer practised today, instead of writing the importance of circumcision in the covenant, which God made with Abraham. In (c) the student wrote about circumcision of male and female, instead of writing the consequence to uncircumcised males and in (d) he/she wrote God's help to people, instead of writing the spiritual message of circumcision to Christians today.

2.2.4 Question 6: The Sons of Isaac

The question had two parts (a) and (b) where in (a) the student was supposed to write the reasons why Joseph was hated by his brothers and in (b) the student was required to write the qualities/characters which he/she would copy from Joseph if he/she had been hated abandoned by classmates.

The analysis of students' performance in this question shows that 11,844 (57.4%) out of 20,649 scored from 6.5 to 10.0 marks. As well, 5,614 (27.1%) students scored from 3.0 to 6.0 marks and 3,191 (15.5%) scored from 0.0 to 0.2 marks as illustrated in Figure 6.

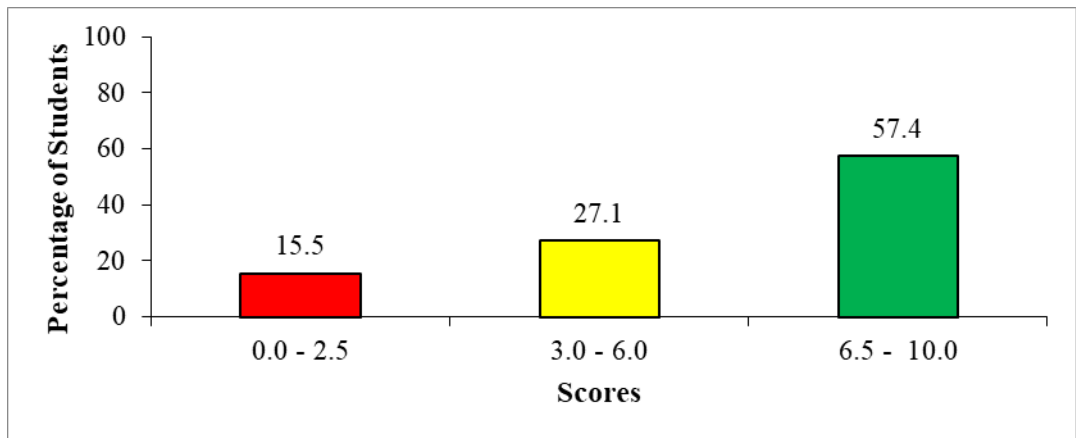


Figure 6: *The Students' Performance in Question 6*

The general performance of students for this question was good as 17,458 (84.5%) out of 20,649 scored 3 marks and above. Among these 11,844 (57.4%) answered correctly to most of the items, where 3,219 (15.6%) answered correctly to all two items. These students scored full 10 marks because they provided the required responses correctly. The responses showed that the students had attained the skills and competences as per their syllabus.

Besides, 5,614 (27.1%) students scored average marks ranging from 3.0 to 6.0 because they had knowledge of the topic but wrote incomplete responses. On the other hand, those who scored low marks depicted lack of knowledge of the topic and failure to understand the requirements of the question. As a result 3,191 (15.5%) scored from 0.0 to 2.0 marks, of which 1,715 (8.3%) students scored 0. This is analysed as follows:

The question had two parts (a) and (b). In part (a), the students were asked to provide three reasons as to why Joseph the son of Jacob was hated by his brothers. The correct responses were: (i) *his father loved Joseph more than his brothers*, (ii)

he had a habit of reporting to his father about the misconduct of his brothers and (iii) he was hated by his brothers because of his dreams of becoming a ruler over them.

The majority of students were able to provide three reasons as required by the question. The responses indicated that the students had mastered the topic and understood the question. They had ability to explain their points clearly showing that they had acquired the required competence.

Oppositely, while majority answered correctly, other students failed to provide relevant reasons as to why Joseph was hated by his brothers. Some of them referred to the story of Jacob and Esau. For example, one of them wrote, “because Joseph your wife and children is Jacob and Esau is fighting”. Others wrote about the life of Joseph in Egypt like that of interpreting dreams of the chief butler and the chief baker and interpretation of Pharaoh’s dreams. One of them answered in the context of the life of Moses in Egypt and wrote, “the king of mount Sinai is Moses go to speak Moses killed the Egyptian thus Moses run away.” Other responses were such as: (i) “because that has how between to relation of movement,” (ii) “it should be to communication of movement.” This suggests that the students lacked knowledge about the life of Joseph and his brothers.

Part (b) required the students to copy two qualities from the life of Joseph that would be helpful to handle hatred from their fellow students because of being honesty. The correct answers for this item were; *love, forgiveness, tolerance and trust in God.*

Most of the students provided relevant responses to explain two qualities from Joseph that would help them to handle the hatred and abandonment by their fellow students because of their honesty to teachers. This indicates that the students were used to the story of Joseph and his brothers and they were able to apply it to deal with the real life situations.

However, few students failed to give two qualities from Joseph that would help them to handle the hatred and abandonment by their fellow students because of their honesty to the staff members. For example, one of them wrote,

- (i) Because his brother Joseph liked and is the source of Joseph to run. (ii) Was Joseph son of Jacob nearest to his people from the Promised Land. (iii) Suppose you are hated and abandoned by your classment because of your honesty to teacher and other staff members at your school.

These responses have no connection with the qualities of Joseph. Besides, response (iii) is a copy and paste of item (b). This shows that the student was not conversant with the topic. Alternatively, the student did not understand the question as he/she

has written the responses in the context of the story of Jacob's marriage (Jacob, Leah, Rachel and Laban). Extract 6.1 is a sample of correct responses to question 6.

6. (a) Why was Joseph the son of Jacob hated by his brothers? Give three reasons.

(i) Because of the dreams that he dreamt: Joseph dreamt that moon, sun and eleven ~~stars~~ stars are bowing down to him, so when his brothers heard they hated Joseph even more.

(ii) Because he was loved most more than the others. Joseph was the first born from Rachel the beloved wife of Jacob therefore he was loved the most more than his brothers, this reasons his brothers hated him.

(iii) Because he brought the ill report of his brothers when they went to take care of the cattle. Whatever their brothers did while looking at the cattle whether good or bad Joseph told his father Jacob, thus his brothers hated him.

(b) Suppose you are hated and abandoned by your classmates because of your honesty to teachers and other staff members at your school; which two qualities would you copy from Joseph to handle such situation? Give brief explanation for each of the qualities.

(i) I would have faith in God that whatever is happening has a purpose in the future. Just like Joseph I would believe that my class abandoned me and all is the plan of God. Because Joseph believed that his brothers sold him for the purpose of saving Egypt and other lands from hunger. Therefore I would believe that everything happens for a reason.

(ii) I would love them and give help them whenever they needed my help. Joseph was a helpful man, therefore even though the class abandoned me I would love them and help them whenever anyone in the class needed my help, just like Joseph when he helped his brothers during hunger in Egypt.

Extract 6.1: A sample of student's correct responses to question 6

In Extract 6.1, the student provided relevant responses to all four items.

As it was shown before, 15.5 per cent of the students scored from 0.0 to 2.5 marks as they failed to explain two qualities from Joseph that would help them to cope with their situation. Some of them scored 0 mark as they failed to provide relevant qualities from Joseph's encounter with his brothers. This signifies that the students had inadequate knowledge of the story of Joseph with his brothers and they were not able to understand the demands of the question. Extract 6.2 is a sample of incorrect responses to question 6.

6. (a) Why was Joseph the son of Jacob hated by his brothers? Give three reasons.

(i) Joseph is tell jacob to you a d lide for
This animos

(ii) Josep h is tell jacob go to my animos
to find the food and arwall give you
the coafi and jacob is live the
Recho and joseph is give the leya

(iii) jacob is a ^{not} live the ley but joseph
is give leya. joseph is tell jacob go to
athien pant to may animos a well give
you Recho jacob is the oky afete leya is the Recho 14 years.

(b) Suppose you are hated and abandoned by your classmates because of your honesty to teachers and other staff members at your school; which two qualities would you copy from Joseph to handle such situation? Give brief explanation for each of the qualities.

(i) Joseph is have famill wife and chireder name
is leya and Recho. Joseph is a bos
of jacob is jacob is a lide of animos
of joseph.

(ii) Jacob is a lide of animos of Joseph
7 year and josep is a give the leya and
jacob is a not live leya. jacob is tell
joseph place adent want leya aunt Recho and
joseph is tell if you want Recho go to may animos
angeny if finarhid 7 years well take Recho

Extract 6.2: A sample of student's incorrect responses to question 6

In Extract 6.2, the student provided irrelevant responses to all two items. In (a) the student has tried to narrate the story of Jacob’s marriage instead of the reasons of why Joseph was hated by his brothers. In (b) the student is continuing to narrate the story of Jacob’s marriage instead of copying two qualities from the life of Joseph that would be helpful to handle hatred from their fellow students because of being honesty.

2.2.5 Question 7: Hebrews in Egypt

The question had two parts (a) and (b) preceded by a scenario. The a scenario was: *A new king who did not know Joseph rose over Egypt and tortured the Hebrews with the intention to reduce their number, However, the more they were oppressed, the more they multiplied and became a threat to the king and his people (Exodus 1:8-22).*

In (a) the students were required to write how the king and his people oppressed the Israelites. In (b) the students were required, in three points, to explain how today’s leaders are oppressing people they lead?

The analysis of students’ performance in this question shows that 6,694 (32.4%) out of 20,649 scored from 0.0 to 2.5 marks, 4,296 (20.8%) scored from 3.0 to 6.0 marks and 9,656 (46.8%) scored from 6.5 to 10.0 marks. This analysis is illustrated in Figure 7.

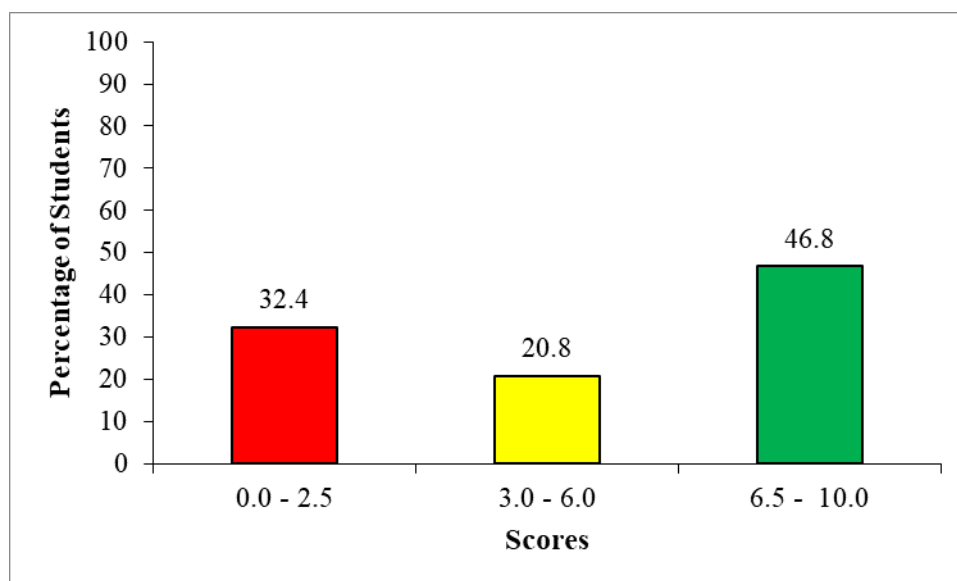


Figure 7: *The Students’ Performance in Question 7*

Basing on figure 7 the general performance of students in this question was good as 13,955 (67.6%) of the students scored from 3.0 to 10.0 marks. Among these

3,861 (18.7%) managed to provide correctly responses to both parts (a) and (b), which lead them to score 10 marks.

At the same time, 4,296 (20.8%) scored average marks ranging from 3.0 to 6.0 because, although they had adequate knowledge of the topic, they provided partial responses. Most of them wrote only two or three responses. On the other hand, those who scored low marks depicted lack of knowledge of the topic and failure to understand the requirements of the question. As a result 6,694 (32.4%) scored from 0 to 2 marks, of which 4,179 (20.2%) students scored 0. The following is the analysis of students' responses in each item.

In part (a), the students were asked, *How did the king and his people oppress the Israelites?* The correct answer was that *the king ordered taskmasters to afflict the Israelites with heavy burdens, the king ordered the Hebrew midwives to kill the Hebrew sons during delivery and when the king saw that the Hebrew sons lived, he ordered that every Hebrew son should be cast into River Nile.*

Most of the students were able to state the methods that Pharaoh used to reduce the number of the Hebrews in Egypt, which suggests that they were acquainted with the topic of *The Hebrews in Egypt.*

In reverse, a considerable number of students were not able to explain how the king and his people oppressed the Israelites. For example, some of them mentioned the names like Joshua, Abraham, Joseph or David instead of explaining how Pharaoh oppressed the Israelites. This shows that the students had inadequate knowledge of the topic and understanding of the story of Pharaoh who did not know Joseph.

Part (b) required the students to explain, in three points; how leaders today oppress people, they lead. The students were expected to provide three responses from among the following; *by depriving the rights of the people, by punishing people without any sound reasons, sending some people to prison illegally, depriving widows and orphans' rights and overtaxing people.*

Many students managed to provide relevant points to explain how leaders today oppress people they lead. This shows that the students were able to apply the knowledge acquired during learning process by reflecting it to their contemporary societies.

However, there were some students who failed to explain how leaders today oppress people they lead. Some of them explained about the role of leaders in general instead of explaining how leaders oppress their people. For example, one of them wrote, "Tollelance when you is leader you must be a tollelance for your

people humbrel and obedience.” Other students listed names of famous people like David, Moses or Abraham.

This implies that the students lacked knowledge of the life of the Hebrews in Egypt and did not understand the requirements of the question. So they were unable to relate it with how leaders today oppress the people they lead.

As stated earlier despite the failure of some students in this question, the general performance was good as shown in extract 7.1.

7. A new king who did not know Joseph rose over Egypt and tortured the Hebrews with the intention to reduce their number. However, the more they were oppressed, the more they multiplied and became a threat to the king and his people (Exodus 1:8-22).

(a) How did the king and his people oppress the Israelites?

i) By giving them hard works such as building cities and stores. Also they gave them hard labour with less food and many working hours.

ii) By killing all born male babies at the time of birth. The king assigned this work to be done by midwives.

iii) By drawing all male babies in the Nile river so that they can decrease in number.

(b) In three points, explain how today's leaders are oppressing people they lead?

(i) By providing unfair justice - Today's leaders oppress people by providing unfair justice to different cases and matters. The rich people are treated fairly compared to poor people.

(ii) By taking corruption - Today's leaders take corruption from people. Before someone's case is judged first they ask for corruption so that they can provide favour to someone who gives corruption.

(iii) By taking people's properties - Leaders take people's properties by force. ~~because~~ though when someone reports to the respective area will be chased or killed also being chased from the particular area or country. Therefore that's how they oppress people.

Extract 7.1: A sample of student's correct responses to question 7

In Extract 7.1, the student provided relevant responses to both parts.

Oppositely, 32.4 per cent of the students were not able to provide the required responses; as a result, they scored from 0.0 to 2.5 marks. In addition, 20.2 per cent of the students provided irrelevant points to both parts (a) and (b) which resulted to scoring 0 mark. This shows that the students had inadequate knowledge and understanding of the subject matter. Extract 7.2 is a sample of incorrect responses to question 7.

7. A new king who did not know Joseph rose over Egypt and tortured the Hebrews with the intention to reduce their number. However, the more they were oppressed, the more they multiplied and became a threat to the king and his people (Exodus 1:8-22).

(a) How did the king and his people oppress the Israelites?
Moses
.....
.....
.....
.....
.....

(b) In three points, explain how todays' leaders are oppressing people they lead?

(i) Capable people
.....
.....

(ii) Good leadership
.....
.....
.....

(iii) It promote cooperation.
.....
.....

Extract 7.2: A sample of student's incorrect responses to question 7

In Extract 7.2, the student provided irrelevant responses to all four items. In part (a), the student mentioned a person instead of the means by which the Egyptians oppressed the Israelites. In part (b), the student wrote about what leaders are supposed to be instead of showing how today's leaders oppress their subordinates.

2.2.6 Question 8: Israelites' Journey through the Desert

This question had five parts (a) to (e) preceded by a scenario that in the month of Abib, the Hebrews started their journey from Egypt to the Promised Land.

The analysis of students' performance in this question shows that 11,501 (55.7%) out of 20,649 students who attempted the question, scored from 0.0 to 2.5 marks, 7,829 (37.9%) scored from 3.0 to 6.0 marks and 1,319 (6.4%) scored from 6.5 to 10.0 marks. This analysis is illustrated in Figure 8.

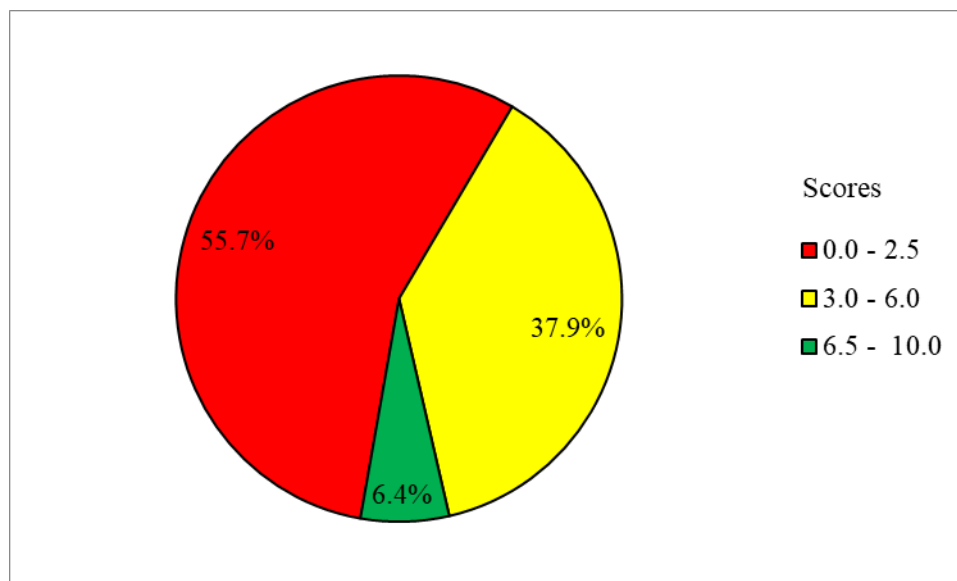


Figure 8: *The Students' Performance in Question 8*

Basing on figure 8, the general performance of students in this question was average as 9,148 (44.3%) of the students scored from 3.0 to 10.0 marks. Among these, 80 (0.4%) provided correct responses to both parts (a) to (e), which led them to score 10 marks.

In addition, 7,829 (37.9%) students scored average marks ranging from 3.0 to 6.0. These students had adequate knowledge of the topic but did not write exhaustively. On the other hand, those who scored low marks depicted lack of knowledge of the topic and failure to understand the requirements of the question. As a result 11,501 (55.7%) scored from 0 to 2 marks, of which 5,538 (26.8%) students scored 0. The following is the analysis of the students' responses to each item.

In part (a), the question required the students to give the number of the Hebrews who came out of Egypt. The expected response was that, *the Hebrews who came out of Egypt were about six hundred thousand men.*

Few students managed to provide the number of the Hebrews who came out of Egypt when they started their journey from Egypt to the Promised Land. This shows that such students were familiar with the story of the departure of Hebrews from Egypt to the Promised Land.

Majority of the students failed to give the number of the Hebrews who came out of Egypt. For example, some of them provided the number of the people who were with Jacob going to Egypt when Joseph was a leader there instead of the number of the Hebrews who came out of Egypt during the Exodus. On top of that, some wrote about the twelve sons of Jacob as the number of people who went to Egypt. Others wrote about the 10 spies who were sent by Moses to spy the land of Canaan. A few students wrote “sixty thousand (60,000)” instead of six hundred thousand (600,000) men who came out of Egypt.

In part (b), the question required the students to explain God’s assurance of His presence day and night on the Israelites’ journey to the Promised Land. The required response was that, *God assured his presence to His people through the pillar of the cloud in the day and pillar of fire at night.*

Most of the students were able to write correct responses showing God’s assurance of his presence among His people day and night on their journey to the Promised Land. This shows that the students had adequate knowledge about God’s presence among His people and His guidance as they were on the way to the Promised Land.

On the other hand, some students failed to provide the required responses. For example, some of them repeated the statement that God assured them of His presence day and night, but they could not point out how He assured them of His presence. Others wrote about God’s provision of food and water. For example one of them wrote, “God give the manor wale and give water in the sufferin the Promised Land.” This implies that the students were not aware of the fact that God led his people by a pillar of cloud during daytime and a pillar of fire during nighttime.

Part (c) required students to show the way by which God led the Israelites to the Promised Land. The required response for this question was that, *God led them by the way through the wilderness toward the Red Sea.*

Few students were able to show the way through which God led His people on their way from Egypt to the Promised Land as required. This indicates that the students were acquainted with the topic of Israelites’ Journey through the Desert.

On the contrary, a large number of students failed to show the way through which God led His people. One of them mentioned the names of people who led Israel like Moses, Joshua and Judges instead of describing the way through which God led His people. Other students wrote irreverent information. For example, one of them wrote, “God have power is not problems which they known and save

people.” Another one wrote, “Because lead shechem.” This shows that the students did not understand the requirements of the question.

In part (d), the question asked the students to give reason as to why God did not lead them through the way of the Philistines though it was the nearest. The correct response was that, *God said when the Hebrews see war; they may regret going forward and decide to go back to Egypt.*

A good number of students provided the above correct reason as to why God did not lead His people through the way which was the nearest. This shows that the students were knowledgeable about the topic of Israelites’ Journey through the Desert.

Likewise, some students failed to explain as to why God did not lead them through the way of the Philistines. One of the students wrote, “God wanted His people to see the miracles He was about to perform across the Red Sea.” Another one wrote, “Because of the chack tolerance of Israel and give small test to learn in the life.” This implies that the students did not know why God did not lead the Hebrews through the way of the Philistines as they had inadequate knowledge of the subject matter.

In part (e), the students were required to give two reasons as to why it took forty years to finish their journey. The required reasons were; *God always required obedience from them but they disobeyed God’s instructions. God required them to believe in Him but they lacked faith in Him as a result they complained and blamed Him.*

Majority of the students managed to give two relevant reasons as to why it took the Hebrews forty years to finish their journey. This indicates that the students had adequate knowledge of the topic and understood the task of the question. In addition, they had ability to express their points clearly because of English language proficiency.

However, there were some students who failed to give the two reasons as required by the question. For example, one of them explained about poor infrastructure. Another student pointed out that they walked on foot that is why it took them forty years to finish their journey. Furthermore, another student wrote that it was because Moses delayed on Mount Sinai when he went there to receive the Ten Commandments. Another one wrote, “The water pollution and the frog.” In fact, the responses provided by the students with poor performance revealed lack of knowledge of the subject matter.

Despite of average performance in general there were students who answered the question very well. Extract 8.1 is a sample of correct responses to question 8.

8. In the month of Abib, the Hebrews started their journey from Egypt to the Promised Land.

(a) How many Hebrews came out of Egypt?

The Hebrews who come from Egypt were
600000 beside children and women that were
not counted

(b) How did God assure them of his presence day and night on their journey to the Promised Land?

In the day God provide to them a pillar of cloud
which was preventing the sun raise and direct them where
to go. but on night God provide to them the pillar
of fire. In order to prevent cold and to bring light

(c) By which way did he lead them?

God lead them by the way of the desert and crossing
the Red Sea

(d) Why did God not lead them through the way of the land of the Philistines even though it was the nearest?

Because at the land of Philistines there was war and God
said that when the Israelites see these wars they will
fear and come back to Egypt because there
is nearest Egypt

(e) Give two reasons as to why it took them forty years to finish the journey.

(i) Because they murmured before Moses. After Moses
to send the spy to the land of Canaan and the spy
bring bad report only two spy who bring God report
out

(ii) Because they were not having faith about God
information that they will defeat all people who
will become against them

Extract 8.1: A sample of student's correct responses to question 8

In Extract 8.1, the student provided relevant responses to all the five items.

As was analysed earlier, there were 5,538 (26.8) students who provided incorrect points to all the five items of the question and scored 0. This is because the students had inadequate knowledge of the topic and failed to understand the requirements of the question. Extract 8.2 is a sample of incorrect responses to question 8.

8. In the month of Abib, the Hebrews started their journey from Egypt to the Promised Land.

(a) How many Hebrews came out of Egypt?

The hebrews came out of egypt in Abib
.....
.....
.....

(b) How did God assure them of his presence day and night on their journey to the Promised Land?

animals
.....
.....
.....

(c) By which way did he lead them?

Benjamin
.....
.....

(d) Why did God not lead them through the way of the land of the Philistines even though it was the nearest?

Garden
.....
.....
.....

(e) Give two reasons as to why it took them forty years to finish the journey.

- (i) animals
.....
.....
- (ii) night
.....
.....
.....

Extract 8.2: A sample of student's incorrect responses to question 8

In Extract 8.2, the student provided irrelevant responses to all five items. The student mentioned names of people or things instead of number in (a), ways God answered of his presence in (b), showing the way in (c), reasons in (d) and (e).

2.2.7 Question 9: Israel under the Leadership of Joshua

This question had four parts (a) to (d) preceded by a scenario, *When the Israelites reached Canaan, each tribe was given by Joshua a piece of land as their inheritance except the Levites who were given a different type of inheritance (Joshua 13:1-14).*

The analysis of students' performance in this question shows that 13,291 (64.4%) out of 20,649 scored from 0.0 to 2.5 marks, 4,881 (23.6%) scored from 3.0 to 6.0 marks and 2,477 (12.0%) scored from 6.5 to 10.0 marks. This analysis is illustrated in Figure 9.

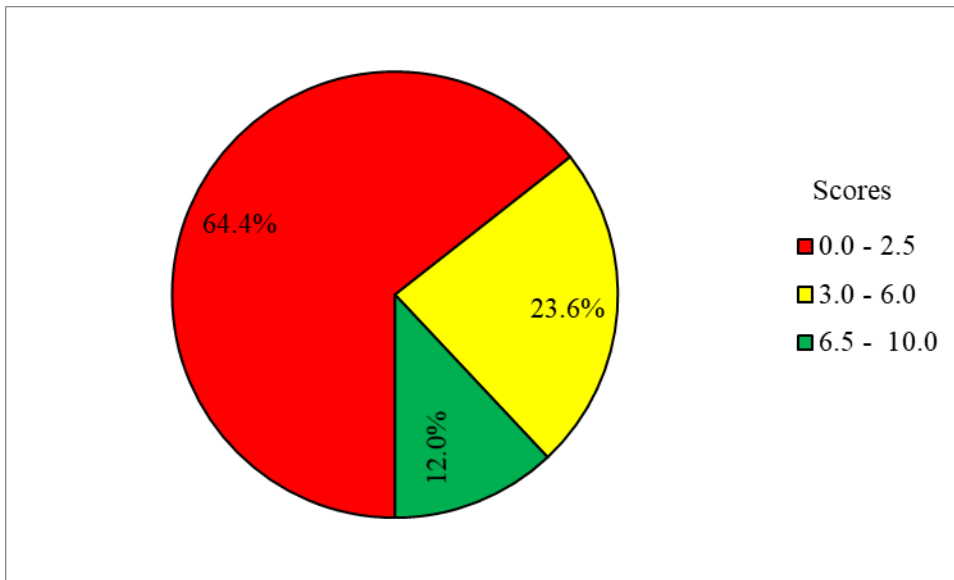


Figure 9: *The Students' Performance in Question 9*

The general performance of students in this question was average as 7,358 (35.6%) out of 20,649 scored from 3.0 to 10.0 marks. Among these 248 (1.2%) managed to provide correct responses to all parts (a) to (d), which led them to score 10 marks.

Further analysis shows that 4,881 (23.6%) scored average marks ranging from 3.0 to 6.0. These students had knowledge of the topic, but they wrote incomplete responses. On the other hand, those who scored low marks portrayed lack of knowledge of the topic and failure to understand the requirements of the question. About 13,291 (64.4%) scored from 0 to 2 marks, of which 9,097 (44.1%) students scored 0. The students responses to the items is analysed as follows:

Part (a) required the students to identify who were the Levites. The required response was that, *the Levites were all the descendants of Levi and were the priest among the tribes of Israel.*

A considerable number of the students were able to identify the Levites and provided the correct meaning of the Levites. Their responses were good and precise indicating that they had adequate knowledge and understanding of the subject matter.

On the other hand, some students failed to provide the relevant meaning of the Levites. For example, instead of giving the meaning of the Levites, one of them identified them as the sons of Moses, Aaron, Joshua and Manasseh. Another student wrote, “this were the people who had relationship with Israel who helped Israel to make domestic works as they were responsible to water the livestock, look for water and look for firewood for Israel.” This shows that the students had inadequate knowledge about the Levites, especially about inheritance.

Part (b) required the students to explain the inheritance given to the Levites (Joshua 13:14). The correct answer was that, *the inheritance given to the Levites was from the offerings by fire. Hence, the Lord God of Israel was their inheritance.*

A good number of students provided relevant responses to explain the inheritance given to the Levites. This indicates that the students knew that the Levites’ inheritance was from offering by fire and that the Lord God was their inheritance.

Quite reverse, some of the students did not know about the inheritance given to the Levites. For example, one of them wrote that the inheritance given to the Levites was land. Others wrote that the Levites were given to inherit animals. For example, one of them wrote, “the Levites were given half of what Israel possessed including animals, the maids and silver as God commanded to Moses.” This implies that the students were not conversant with the story of the Levites.

Part (c) required the students to describe two activities of the Levites while in the Promised Land. The expected answers were, (i) *to instruct the people in the Law of the LORD and the word of God* and (ii) *to present people’s prayers and to offer sacrifices to God on behalf of the people.*

A good number of the students managed to provide the activities of the Levites that they were responsible to teach people about the word of God and that also they offered sacrifices and prayers to God for the people of Israel. This suggests that the students were aware of the Levites and their duties in the Promised Land.

Few students failed to describe the activities of the Levites in the Promised Land. For example, some of the students wrote that the activities of the Levites were

fishing and agriculture. Others wrote that farming and pastoralism were the activities of the Levites. Furthermore, one of them wrote, (i) “they were used to fetch water and watered animals for Israel.” (ii) they were used to look for fire wood for Israel.” This shows that the students did not know about the role of the Levites in Israel.

Part (d) required students to explain what would happen if the Levites were to be given the land to possess? The required response was *giving Levites the land would overburden them with responsibilities that would hinder their service to God.*

Few students managed to predict what would happen if the Levites would be given the land to possess, indicating that they knew the story of the Levites and their role to the covenant people of God. Thus, they were able to interpret the consequences of owning land to their assignment as priests.

However, many students failed to predict what would happen if the Levites would be given the land to possess. For example, one of them wrote that they would discriminate other people, while another student wrote that they would produce more crops. Another student wrote, “They can make it un fertility land because they do not know to keep it.” These responses indicate that the students had inadequate knowledge about the Levites and their role as people of God, hence lacked interpretive skills.

Although the general performance was average, 12.0 percent of the students scored high marks ranging from 6.5 to 10.0. Among them, 1.2 per cent scored full 10 marks as they had achieved the competences stated in the syllabus. Extract 9.1 is a sample of correct responses to question 9.

9. When the Israelites reached Canaan, each tribe was given by Joshua a piece of land as their inheritance except the Levites who were given a different type of inheritance (Joshua 13:1-14).

(a) Who were the Levites?

There were the descendants of Levi among the tribe of Israel that was chosen by God to do his works. They were the priests of Israel who were to give assistance to the high priest Aaron and Eleazar by using Urim and Thummim.

(b) Briefly explain the inheritance given to the Levites (Joshua 13:14).

They were inherited the kingdom of God by their status, but they were not given any specific inheritance to inherit but they were located in each tribe in their allotment to do their duties.

(c) Describe two activities of the Levites while in the Promised Land.

(i) To remind people about God and to follow his commandments and covenants.

(ii) To do religious activities like organize holy festivals or offering also pray God's message to the people of Israel.

(d) What would happen if the Levites were to be given the land to possess?

If they would have been given a land to possess they would all stay in that land, which means other tribes will have no religious guidance because the Levites were the priests who could help other tribes in religious matters.

Extract 9.1: A sample of student's correct responses to question 9

In Extract 9.1, the student provided relevant responses to all four items.

Conversely, as shown in Figure 9, there was 64.4 per cent of the students who scored less than average, and 44.1 per cent scored 0. This depicts that the students had inadequate knowledge and understanding of the subject matter. Extract 9.2 is a sample of incorrect responses to question 9.

9. When the Israelites reached Canaan, each tribe was given by Joshua a piece of land as their inheritance except the Levites who were given a different type of inheritance (Joshua 13:1-14).

(a) Who were the Levites?

The levites were the people who were cursed from the land of egypt that they won't pass crops from the land

(b) Briefly explain the inheritance given to the Levites (Joshua 13:14).

They were given the cattles and livestock because they were the good shepherds and had knowledge about animals in nature

(c) Describe two activities of the Levites while in the Promised Land.

(i) Hunting and grazing cattles and livestock

(ii) They started smelting iron and gold making

(d) What would happen if the Levites were to be given the land to possess?

They would have not being producing any crops due to lack of knowledge within them in nature

Extract 9.2: A sample of student's incorrect responses to question 9

In Extract 9.2, the student provided irrelevant responses to all the four items. In item, (a) the student wrote the Levites as cursed people, instead of giving the meaning of Levite. In item (b), the student wrote about Levites in inheriting cattle and livestock, which was wrong. In (c) the student wrote activities not related to the duties of the Levites. In item (d) instead of writing what would happen if the Levites were given the land to possess, the student wrote about failure to produce crops due to lack of knowledge.

2.3 SECTION C: Essay Question

Essay questions are significant in assessing writing skills, language proficiency and application of factual knowledge gained. The results indicate the status of the students' development in their thinking ability to synthesize, analyze, evaluate, organize and criticize.

This section consisted of one (1) essay question, which carry fifteen (15) marks.

2.3.1 Question 10: Israelites' Journey through the Desert

A scenario preceded this question that *The life of Hebrews throughout their journey to the Promised Land was full of tests of faith, trust and obedience to God.* Then the students were required to analyse any four tests that many people in the society experience in their daily life, referring to Exodus Chapters 14, 16 and 17,

The analysis of students' performance in this question shows that 12,510 (60.6%) out of 20,649 scored from 0.0 to 4.0 marks, 5,895 (28.5%) scored from 4.5 to 9.5 marks and 2,244 (10.9%) scored from 10.0 to 15.0 marks. This analysis is illustrated in Figure 10.

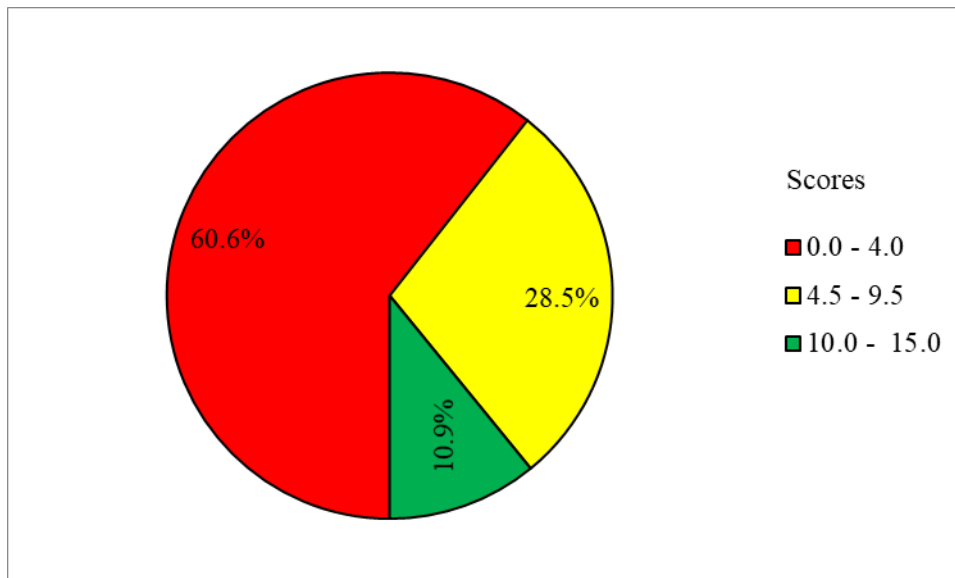


Figure 10: *The Students' Performance in Question 10*

The general performance of students in this question was average as 8,139 (39.4%) out of 20,649 scored from 4.5 to 15.0 marks. Among these, 50 (0.2%) managed to provide correct responses to the question which enabled them to score 15 marks.

Likewise, 5,895 (28.5%) students scored average marks ranging from 4.5 to 9.5 because they had knowledge of the topic but were not able to provide the responses fully. On the other hand, those who scored low marks portrayed lack of knowledge of the topic and did not understand the requirements of the question. There were 12,510 (60.6%) students who scored from 0.0 to 4.0 marks, of which 4,039 (19.6%) students scored 0. The following is the analysis of student responses to question 10.

As shown in figure 10, there was 10.9 per cent of students who scored high marks, of which 0.2 per cent scored full 15 marks. Their responses were good, having well-arranged essays with introduction, main body and conclusion. They answered properly by writing all four tests, which people are experiencing in their daily life. Most of them wrote about, Problem of food: Most of people are facing the challenge of hunger in our societies, this leads to complaints against the government as the Hebrews murmured, complained and blamed God and Moses as they lacked food.

Problem of water: Most of people are facing the problem of water in their daily life; as a result, they face the eruption of disease and poor performance in economic activities. People are blaming and complaining against the government officials responsible with water supply authorities. Likewise, the Israelites failed the test of faith and trust in God as they blamed and complained against God and Moses for similar things.

Frequent war: Nowday's societies are facing conflicts between pastoralists and farmers, clans against clans or even neighbors. This has cause injuries and deaths as Israelites encountered wars with the Amalekites on their way to Canaan.

The Hebrews encountered with obstacles on the way: they encountered the Red sea and Pharaoh's army, a situation that discouraged them to continue with their journey. Instead, they began complaining, murmuring and blaming God and Moses instead of trusting in God who delivered them from slavery in Egypt. Likewise, in the society today, some people get discouraged because of the problem they face daily. Instead of struggling to solve them, they end up complaining against leaders. This is failing the tests.

Such responses justify the fact that the students had adequate knowledge of the topic of Israelites' Journey through the Desert. Moreover, the student understood the requirement of the question and observed the rules for essay writing. Extract 10.1 is a sample of correct responses to question 10.

10. The life of Hebrews throughout their journey to the Promised Land was full of tests of faith, trust and obedience to God. With reference to Exodus Chapters 14, 16 and 17, analyze any four tests that many people in the society experience in their daily lives.

Hebrews left the land of Egypt and went into the promised land at the end of 430 years since they were the years which they were supposed to be slaves in the land of Egypt. They went through the wilderness for 40 years and their leader who guided them and spoken with God on behalf of them was Moses. Moses had his brother called Aaron and their sister Miriam. Moses had true faith in God which could enable the Israelites to overcome the hard conditions they passed through in the wilderness. The following are tests that many people in the society experience in their daily lives:-

Lack of enough water (shortage of water) is one that happens when the rain is insufficient causing droughts just like in the book of Exodus people came in the wilderness of Sinai for three days with no water and when they came at the water of Marah the water was bitter. Likewise when they came at Rephidim they found no water and murmured against Moses and then Moses struck the rock of Horeb and the water came out from the rock for people to drink. Therefore, the same problems happen in our society and our daily lives.

Insufficient supply of food; shortage of food is another problem that many people in the society undergo. This is due to lack of fertile soil for agriculture, also it may be due to insufficient rainfall also it may be due to pests that affect the crops leading to low production of food and hence famine and starvation. As the people of Israel, when they entered in the wilderness of Sinai they found no food to eat and started murmuring against Moses and in the evening God rained Manna and Quails and people asked themselves, "what is it?"

Arising of conflicts and misunderstandings among people of or between societies; these conflicts may arise due to shortage of land, contesting of a certain position or any other causes. Like to Hebrews they faced the war with the Amalekites at Rephidim and then Joshua became the leader of the war and Moses, Aaron and Hur went on the mountain and Moses raised up his hands and whenever he raised up Israelites prevailed and whenever he lowered Amalekites prevailed but the hands of Moses grew weary so they put two stones under his hands and his hands were up till the going down of the sun.

lack of peace and security in the society; people in the society also experience a test of insecurity and lack of peace for example where there are several wars fear and insecurity arises among the people in the society and it may lead to lack of peace as for Hebrews they lacked peace in the period of war with the Amalekites and when people murmured against Moses there was lack of peace and unity among people and hence, many people in the society experience this in their daily life for example when people lack certain services there is occurrence of fear and lack of peace and security.

Conclusively, the test which Hebrews underwent gives a great and a heavy lesson to us as they also occur in our daily lives and hence we need to face them and find the solutions on them instead of running from them or giving other people the burdens which are not theirs for example when encountering conflicts, we have to find the root source of the cause so that to find a better solution that can get to overcome them instead of running from them and giving burdens to each other.

Extract 10.1: A sample of student's correct responses to question 10

In Extract 10.2, the student analysed the tests that people experience in the society as required. The student observed rules for essay writing by showing introduction, main body and conclusion.

On the other hand, there were students who did not understand the requirements of the question and wrote wrong responses. Some of them wrote about the ten plagues. For example, one of them wrote, "water turning into blood, frogs and

flies.” This student was not aware with the requirement of the question, thus she/he explained about the ten plaques, which God gave to Pharaoh and his people, because Pharaoh had hard heart to let the Israelites go. Another student wrote about God’s promises to Abraham like, “I will make your name greater, I will bless those who bless you and curse those who curses you and I will make you the father of all nations.” This student failed to understand the requirements of the question.

Furthermore, there were students who wrote about the call of Moses by God. For example, one of them wrote, “god said to Moses go to people said coming hear of your god to prayer God said Moses IAM WHO IAM God of your father.” This student was trying to explain the story of the call of Moses when God was calling him at Mount Horeb and how He introduced his name to Moses instead of analysing the tests that people are experiencing in their daily life.

In general, the failure of students in this question can be due to less coverage of the topic and challenges in the teaching and learning process. Indeed, teachers and students should adhere to teaching/learning strategies emphasized in the syllabus for better students’ acquisition of knowledge in the given topics. In addition, lack of motivation of the students, teachers and parents/guardians toward the subject is another factor. Another factor on students registering for the assessment and attending the assessment without preparation. Extract 10.2 is a sample of incorrect responses to question 10.

10. The life of Hebrews throughout their journey to the Promised Land was full of tests of faith, trust and obedience to God. With reference to Exodus Chapters 14, 16 and 17, analyze any four tests that many people in the society experience in their daily lives.

Bible know: The bible is study of bible knowledge. They people they is just of faith trust and obedience to the go analyse any four test that many people in the society experience in their daily lives. They people is study bible experience the christian.

The following is creation of the god. The god creation the first day is day and night. They god is said: there is a day is the there is night there is a rough.

The second is sky: The god from the second is creation and after the day and night is sky the god is said there sky there is a sky.

The third day is made the sky and night. They god is the is said there is sky the sky and after creating go analyse any four test experience obedience to the people is the bible and sky made the night.

The fourth day is vegetables: They god is creation they vegetables expected for eat and they people eat and animal there a god is created made and formal the study of bible know to the god is the power obedience to the daily lives the people is study the creation of the god to the night there christian sky the vegetables for eat.

They god creation the animals: They god
is creation the animal from the life and for
eat the god is creation the power and bible
is first lesson

They god creation the earth: They god
creation the earth for the life and the
earth for the light and day from the day
and night there is a earth the creation the
rest from the earth the god is said from the
the is not failed but love the the
because they is creation

They six day the god is creation the
hadam and ever: They first of creation is
hadam had from life the area not set one
the god is give the hadam spee sleep the god
is take lot of body a creation the ever
the god is said go to people

They seven day: They god is stop and
the god is relax: After the creation
the god is relax from the creation is
god is finished creation

They lessons of they god is the
first:

I shall no kill: They go is said I shall
no skill for your life from the lessons
of they god is the area not one
the I shall no kill

I shall not steal: They god is
said I shall not steal

General: Bible is the study of bible
knowledge from essay is great creation of
the go is start and the go is finished.

Extract 10.2: A sample of incorrect responses to question 10

In Extract 10.2 the student failed to understand the requirements of the question, instead of writing the four tests that many people in the society experience in their daily lives, the student wrote the story of creation.

3.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH TOPIC

The students' performance in FTNA 2022 was good, as shown in the analysis of each question. The paper covered nine topics. However, one topic, (*Israel under the Leadership of Judges*) was tested in the multiple-choice items only. Among the topics tested, six had a good performance and two topics had average performance. Highest performance featured in the General question that tested the topics of *The Sons of Isaac*, *Creation*, *The Fall of Man and its Outcome*, *Hebrews in Egypt*, *The Life of Abraham*, *Israelites' Journey through the Desert*, *Israel under the Leadership of Joshua* and *Israel under the Leadership of Judges*. There was 97.4% of students who scored 30 per cent or above. *The Sons of Isaac* followed this with 84.5%, *Creation* with 77.1% and *The Fall of Man and its Outcome* with 75.7%. Other topics were the *Hebrews in Egypt* with 67.6% and *The Life of Abraham* with 65.3%. The topics with average performance were *Israelites' Journey through the Desert* with 41.9% and *Israel under the Leadership of Joshua* with 33.5% of students who scored 30 per cent or above. The summary of performance in each topic is appended at the end of this report.

4.0 CONCLUSION

The performance of the students in Bible Knowledge subject in 2022 FTNA was good given that most of the students (77.93%) performed well in most questions and topics. Their good performance was attributed to skills that acquired in the classroom and used in answering questions. The report revealed that the majority of the students managed to recall, understand and apply knowledge and skills acquired during teaching and learning process.

Despite the strength shown by most students in answering questions, a few failed to score high marks in most questions/topics. Most students who performed poorly failed to understand the requirements of questions, and had inadequate knowledge of topics. They also had low English language proficiency, which hindered them from providing good explanations. Therefore, students need to add more effort in studying Bible Knowledge subject to improve their competences.

5.0 RECOMMENDATIONS

Bible Knowledge is an important subject in equipping citizens with good moral and ethical conducts in day-to-day life. Thus, all education stakeholders, teachers, parents, guardians, and religious leaders in various Christian communities should take necessary measures to improve students' performance in this subject. It is recommended that:

- (i) In the teaching and learning process, teachers and students should adhere to teaching/learning strategies emphasized in the syllabus for better students' acquisition of knowledge in the given topics. There is a need for more efforts to remedy the performance in the topics of *Israelites' Journey through the Desert* and *Israel under the Leadership of Joshua*, whose performance was average.
- (ii) Parents should build a positive attitude toward their children and encourage them to take Bible Knowledge subject as part of human life foundation of both good ethics and moral values in the society.
- (iii) Teachers should not give up, rather they should seek pedagogical skills and knowledge on how to teach Bible Knowledge subject basing on competence based curriculum, Bible Knowledge syllabus and examination format.
- (iv) Teachers should provide more exercises, assignments, home-works and tests and provide feedback to the students on time for further learning and preparation for the Bible Knowledge assessment.
- (v) Students should be committed to the study and make more effort in the study of Bible Knowledge subject. They should obey and adhere to parents, teachers and other education stakeholders' instruction focusing on improving academic achievements.
- (vi) School owners and other education stakeholders should be reminded that education is a process oriented program rather than being result oriented. Therefore, they should be committed and abide to education systems, principles and regulations as they run their schools.

Summary of the Analysis of the Students' Performance in Each Topic

S/N	Topic	Type of the 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.	General: Creation, The Fall of Man and its Outcomes, The Life of Abraham, The Sons of Isaac, Hebrews in Egypt, Israelites' Journey through the Wilderness, Israel under the Leadership of Joshua and Israel under the Leadership of judges	Multiple choice	1	1	97.4	97.4	Good
2.	The Sons of Isaac	Short answers	6	1	84.5	84.5	Good
3.	Creation	Short answers	3	1	77.1	77.1	Good
4.	The Fall of Man and its Outcomes	Short answers	4	1	75.7	75.7	Good
5.	Hebrews in Egypt	Short answers	7	1	67.6	67.6	Good
6.	The Life of Abraham	Short answers	5	1	65.3	65.3	Good
7.	Israelites' Journey through the Desert	Short answers	8	2	44.3	41.9	Average
8.		Essay	10		39.4		
9.	Israel under the Leadership of Joshua	Short Answers	9	2	35.9	33.1	Average
10.			2		30.5		

