



**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) 2021**

**BIBLE KNOWLEDGE**



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**014 BIBLE KNOWLEDGE**

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## TABLE OF CONTENTS

FOREWORD .....	iv
1.0 INTRODUCTION .....	1
2.0 ITEM RESPONSE ANALYSIS IN EACH QUESTION .....	2
2.1 SECTION A: Multiple Choice and Matching Items.....	2
2.1.1 Question 1: General Knowledge of Various Topics.....	2
2.1.2 Question 2: The Fall of Man and its Outcomes .....	10
2.2 SECTION B: True/False and Filling in the Blanks Items .....	13
2.2.1 Question 3: The Life of Abraham.....	14
2.2.2 Question 4: The Fall of Man and its Outcomes .....	18
2.3 SECTION C: Short Answer Items .....	23
2.3.1 Question 5: Israelites’ Journey through the Desert.....	23
2.3.2 Question 6: The Sons of Isaac .....	32
2.4 SECTION D: Essay Questions .....	38
2.4.1 Question 7: Israelites’ Journey through the Desert.....	38
2.4.2 Question 8: The Fall of Man and its Outcomes.....	43
3.0 ANALYSIS OF THE STUDENTS’ PERFORMANCE IN EACH TOPIC .....	47
4.0 CONCLUSION.....	47
5.0 RECOMMENDATIONS.....	48
Appendix I: Summary of the Analysis of the Students’ Performance in Each Topic .....	49
Appendix II: Comparison Summary of Students’ Performance per Topic for FTNA 2020 and 2021 .....	50

## FOREWORD

The Form Two National Assessment (FTNA) is a formative evaluation after two years of study in secondary school. The assessment intends to diagnose students' progress in mastering of various topics and competences intended for Form I and II Bible Knowledge Syllabus. Basically, the students' responses to assessment questions is a strong indicator of what the education system was able or unable to offer the students in their two years of secondary education.

Students' Item Response Analysis (SIRA) report on Bible Knowledge subject in FTNA 2021 was prepared to give feedback to students, teachers, policy makers, curriculum developers and other stakeholders on how the students responded to assessment items in this subject.

The performance of the students in FTNA 2021 Bible Knowledge subject was good, given that 84.72 per cent of the students who sat for the assessment passed. The analysis shows that the performance of the students in FTNA has decreased by 0.87 per cent from 85.59 per cent in 2020 to 84.72 per cent in 2021.

Students who passed in 2021 Bible Knowledge assessment demonstrated the understanding of requirements of questions and adequate knowledge of topics, concepts, events, Biblical stories, places and persons. Moreover, they had adequate skills in answering questions and had good English language proficiency. On the other hand, students who had low scores lacked adequate knowledge of topics, concepts, events, Biblical stories, places and persons. They also had inadequate English language proficiency, which made them fail to answer questions properly.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided and the suggested recommendations provided will enable educational stakeholders to take appropriate measures for improving students' performance in future assessments administered by the Council.

The Council would like to express its gratitude to all who, in one way or another, contributed to the preparation of this report.



Dr. Charles E. Msonde  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

014 Bible Knowledge subject report analyses the performance of students who sat for the Form Two National Assessment (FTNA) in November 2021. The assessment tested competences intended for Form II students in the 2012 Bible Knowledge Syllabus.

The paper consisted of four (4) sections: A, B, C and D, with a total of 08 (eight) questions. Students were required to answer all questions in sections A, B and C; and one question from section D. Section A consisted of two questions: Question 1 had ten multiple-choice items, while question 2 had ten matching items. Each question carried 10 marks. Likewise, Section B consisted of two questions whereby question 3 had ten True/False items and question 4 required filling out blank spaces. Each question carried 10 marks. Section C consisted of questions 5 and 6. Question 5 required students to give short answers to ten items (a) to (j), while question 6 required students to briefly describe each of the items (a) to (e). Each question weighed twenty (20) marks. Section D consisted of two essay questions: question 7 and question 8. Students were required to answer only one question from this section. Each question carried twenty (20) marks. Subsequently, the assessment paper weighed a total of 100 marks.

A total of 21,062 students sat for 014 Bible Knowledge Form Two National Assessment in 2021, out of which 17,758 (84.72 %) students passed. In 2020, students who sat for Bible Knowledge Form Two National Assessment were 20,836, out of which, 17,819 (85.59%) students passed. This indicates that the performance has decreased by 0.87 per cent in 2021 compared to 2020. The students' performance in FTNA 2021 is illustrated in Table 1.

**Table 1: The Students' Performance in Bible Knowledge Subject in the FTNA-2021**

Sex	Grades					Passed	
	A	B	C	D	F	Number	Percentage
M	1,630	1,728	3,376	1,418	1,312	8,152	86.14
F	2,169	2,064	3,678	1,695	1,891	9,606	83.55
Total	3,799	3,792	7,054	3,113	3,203	17,758	84.72

The analysis of the performance in each question highlights the requirements of each question as well as strengths and weaknesses of the students' responses. The percentages of scores in each question are presented in graphs and charts. Furthermore, samples of good and poor responses are presented in graphs and

charts. There are also extracts from the students' scripts are for illustrating some cases.

The standard grading system used in FTNA assessment is divided into five categories, namely A, B, C, D and F. Grade A is awarded to students who scored from 75 to 100 marks; signifying excellent performance, B (65- 74) very good, C (45-64) good, D (30-44) satisfactory and F (0-29) Fail.

In this report, three categories of scores have been used to grade the students' performance in each question. That is scores ranging from 0-29 marks illustrate a weak performance, 30-64 marks is average performance while 65-100 marks show good performance. The students' performance in each question is presented in colored graphs and charts where by, green colour shows a good performance, yellow colour shows an average performance while red colour shows a weak performance. The summary of the students' performance in each topic and question in FTNA 2021 is shown in the Appendix.

Finally, the report provides a conclusion and recommendations useful to students, teachers, parents and other educational stakeholders for improving the teaching and learning of Bible Knowledge subject.

## **2.0 ITEM RESPONSE ANALYSIS IN EACH QUESTION**

### **2.1 SECTION A: Multiple Choice and Matching Items**

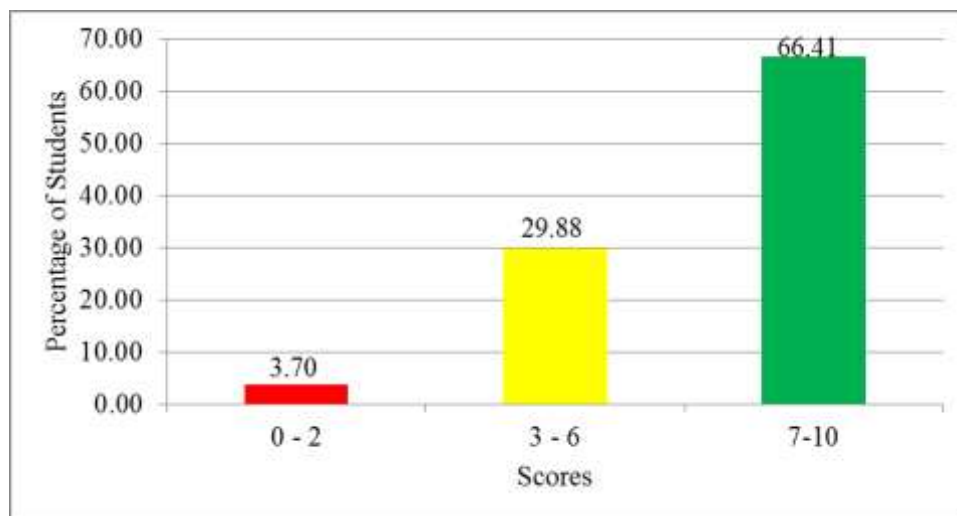
This section had two questions, 1 and 2. Students were required to answer both. In question 1, students were required to choose the correct answer from among the given alternatives and write its letter in the box provided. In question 2, students were required to match quotations in List A with their corresponding speakers and addressees in List B by writing the letter of the correct speaker and addressee below the corresponding item number in the box provided.

#### **2.1.1 Question 1: General Knowledge of Various Topics**

The question consisted of (i) to (x) items, which weighted one mark each, totaling ten (10) marks for the question. Items were set from different topics; which are *Creation, The fall of Man and its Outcomes, The Life of Abraham, Sons of Isaac, The Hebrews in Egypt, Israelites' Journey through the Desert and Israel under the Leadership of Joshua.*

The question was compulsory. Therefore, all 21,062 students who sat for this assessment attempted it. Their performance was good given that 13,988 (66.41%)

students scored from 7 to 10 marks, 6,294 (29.88%) scored from 3 to 6 marks and 780 (3.70%) scored from 0 to 2 marks. Figure 1 illustrates the performance.



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

The analysis shows that the performance of the students in this question was good, given that 66.41 per cent of the students scored high marks; 10.9 per cent scored all 10 marks. Such students had sufficient knowledge of the topics from which the items were set. Students who scored average marks chose only three to six correct answers from the ten items. Such students had partial knowledge of the topics. Those whose performances were weak made incorrect choices in most of the items. Among them 37 (0.2%) scored 0. This implies that they lacked knowledge of topics from which the items were set. The following is the analysis of the students' responses to items (i) to (x).

Item (i): What did God create on the fourth day?

- A Water
- B Light
- C Man
- D Fish.

Item (ii): What sign was made by God as the sign of the covenant with Noah after the flood?

- A A dove
- B The rain
- C Circumcision
- D Rainbow.



A huge number of students chose the correct answer **D**. This signifies that the students had sufficient knowledge of the God's covenant with Noah after the flood. Those who failed to score in this item had inadequate knowledge of the God's covenant with Noah after the flood. Some students chose A. By choosing A, the students knew that a dove was sent by Noah to see if the land was dry, but the dove was not the sign of God's covenant with Noah. Those who chose B failed to distinguish between the rain as an event and the rainbow as the sign of God's covenant with Noah. Those who chose C failed to know that the circumcision was the sign of God's covenant with Abraham, not with Noah after flood.

Item (iii): What was God's punishment to Adam after the fall in the garden?

- A To get his food through toil and sweat
- B To be against his wife forever
- C To be hated by everyone around
- D To till the land and get nothing at all.

This item tested student's ability to remember God's punishment to Adam after the fall in the garden. Most of the students provided the correct answer **A** which indicates that they were familiar with topic of the *Fall of Man and its Outcomes*. Those who opted for B failed to know that enmity was between the offspring of the woman and the serpent, not between man and his wife. Those who chose C failed to know that to be hated by everyone was punishment that was given to Cain by God after killing Abel. Those who chose D did not know that tilling and taking care of the land (Garden of Eden) was not a punishment but a responsibility given to Adam. Moreover, God did not say that Adam would till the land and get nothing at all. Rather he would eat by toil and sweat.

Item (iv): Which of the following is the land where Abraham was commanded by the Lord God to go?

- A Shechem
- B Dan
- C Canaan
- D Bethel.

This item required students to remember the land, which Abraham was commanded by God to go. Most of the students answered the question correctly by choosing **C**. This suggests that the students were conversant with *Life of Abraham*. However, some students answered it wrongly by choosing A, B and D. The students' choice of these names shows that they did not know the land where Abraham was commanded by the Lord to go.

Item (v): Aaron turned his rod into a serpent before Pharaoh and Pharaoh's magicians did likewise. What happened to their serpents?

- A They were badly consumed by fire.
- B They were beaten and fell into the dusts.
- C They were swallowed by Aaron's rod.
- D They were furious and attacked by Pharaoh.

In this item, students were tested in the ability to state what happened when Aaron turned his rod into a serpent before Pharaoh and Pharaoh's magicians did likewise. A good number of the students opted for the correct response **C**. This signifies that they were able to state what happened to the serpents of the magicians when Aaron turned his rod into a serpent before Pharaoh's magicians. This shows that they were familiar with the subject matter. On the contrary, those who answered the item wrongly chose A, B and D. This indicates that such students did not know that the serpents of the magicians were swallowed by Aaron's rod.

Item (vi): Why was Joseph set free after he had stayed in prison for some years?

- A He was seen to have ability to interpret dreams.
- B He was innocent and did not deserve imprisonment.
- C God rescued him miraculously through the angel.
- D He asked for forgiveness from King Pharaoh.

The item tested students' understanding of a reason for Joseph to be set free from the imprisonment. A considerable number of students chose the correct answer **A**, showing that they were familiar with the subject matter. They knew that Joseph was set free after he had stayed in prison for some years because of his ability to interpret dreams. On the contrary, those who opted for B, C and D did not know why Joseph was set free after he had stayed in prison for some years. This depicts that the students were not familiar with the life of Joseph, a reason for his imprisonment and what made him to be set free.

Item (vii): Where did Moses die and who buried him?

- A It was at Mount Sinai and the people buried him.
- B It was at Mount Nebo and God buried him.
- C It was at Mount Horeb and Abraham buried him.
- D It was at Mount Carmel and Joshua buried him.

This question required students to identify a place where Moses died and who buried him. A sizable number of students knew that Moses died at Mount Nebo and God buried him, by choosing the correct answer **B**. demonstrates their adequate knowledge of Biblical key persons, important events and places.

Conversely, those who chose incorrect responses A, C and D were not aware of where Moses died and who buried him. The majority were attracted by distractor A that Moses died at Mount Sinai and that people buried him. They did not know that Mount Sinai was not a place where Moses died, but a place where God revealed Himself to Moses and gave him the Ten Commandments. Those who opted for C did not know that Abraham was the fore-father of Israel and that he lived and died many years ago before Moses was born. Those who chose D did not know that though Joshua was the successor of Moses as a leader, he did not participate in the burial service of Moses. This suggests that the students had inadequate knowledge of key persons in the Bible, important Biblical events and places.

Item (viii): What happened to the hearts of the people of Jericho as soon as they had heard of the great deeds that God had done for Israel at the Red Sea and against the kings of the Amorites (Joshua 2:11)?

- A Their hearts melted and everyone's courage failed.
- B Their hearts rejoiced for the God of Israel.
- C Their hearts were receptive of the message but not their flesh.
- D The people's hearts caused them to be divided into two groups.

A considerable number of students chose the correct answer **A**, showing that the students were familiar with the subject matter. On the contrary, those who opted for B, C and D did not know what happened to the hearts of people of Jericho after hearing the great deeds that God had done for Israel and against the kings of the Amorites. This implies that the students had inadequate knowledge of the Conquest of the Promised Land.

Item (ix): Why did the children of Israel set up twelve stones on the Canaan side of the River Jordan after crossing it miraculously (Joshua 4:6-7)?

- A To serve as a bridge between the two sides of the river
- B To serve as a sign among them and a memorial forever
- C To serve as a demarcation between the two sides of the river
- D To serve as an altar for burnt offerings.

A sizable number of students chose the correct answer **B**, that the twelve stones were set up to serve as a sign among them and a memorial forever. This demonstrates that the students were familiar with the subject matter.

On the other hand, some students failed to choose the correct answer such as opted for A, C and D. This implies that the students had insufficient knowledge of the miraculous crossing of Jordan.

Item (x): Why did God tell Joshua to make flint knives and circumcise the people of Israel?

- A He wanted to remove from them the disgrace of being slaves in Egypt.
- B The Israelites were sinners so he did not want them to go on sinning.
- C Pharaoh had refused to let them go so as to continue building cities.
- D The Israelites had forgotten that they were circumcised.

A sizable number of students chose the correct answer A, indicating that the students had adequate knowledge of the subject matter. Those who opted for B, C and D failed to choose the correct answer because they were not familiar with the major events which took place at Gilgal.

Generally, the performance in this question was good given that 96.30 per cent of the students scored from 3 to 10 marks. This shows that they had adequate knowledge of the topic from which the items were taken. Extracts 1.1 is a sample of correct responses in question 1.

1. For each of the items (i) - (x), choose the correct answer from among the given alternatives and write its letter in the box provided.	
(i) What did God create on the fourth day? A Water                      B Light C Man                         D Fish	<input type="text" value="D"/>
(ii) What sign was made by God as the sign of the covenant with Noah after the flood? A A dove                      B The rain C Circumcision              D Rain bow	<input type="text" value="D"/>
(iii) What was God's punishment to Adam after the fall in the garden? A To get his food through toil and sweat. B To be against his wife forever. C To be hated by everyone around. D To till the land and get nothing at all.	<input type="text" value="A"/>
(iv) Which of the following is the land where Abraham was commanded by the Lord to go? A Shechem                    B Dan C Canaan                      D Bethel	<input type="text" value="C"/>
(v) Aaron turned his rod into a serpent before Pharaoh and Pharaoh's magicians did likewise. What happened to their serpents? A They were badly consumed by fire. B They were beaten and fell into the dusts. C They were swallowed by Aaron's rod. D They were furious and attacked Pharaoh.	<input type="text" value="C"/>
(vi) Why was Joseph set free after he had stayed in prison for some years? A He was seen to have ability to interpret dreams. B He was innocent and did not deserve imprisonment. C God rescued him miraculously through the angel. D He asked for forgiveness from King Pharaoh.	<input type="text" value="A"/>

- (vii) Where did Moses die and who buried him?
- A It was at Mount Sinai and the people buried him.
  - B It was at Mount Nebo and God buried him.
  - C It was at Mount Horeb and Abraham buried him.
  - D It was at Mount Carmel and Joshua buried him.
- (viii) What happened to the hearts of the people of Jericho as soon as they had heard of the great deeds that God had done for Israel at the Red Sea and against the kings of the Amorites (Joshua 2:11)?
- A Their hearts melted and everyone's courage failed.
  - B Their hearts rejoiced for the God of Israel.
  - C Their hearts were receptive of the message but not their flesh.
  - D The people's hearts caused them to be divided into two groups.
- (ix) Why did the children of Israel set up twelve stones on the Canaan side of the River Jordan after crossing it miraculously (Joshua 4:6-7)?
- A To serve as a bridge between the two sides of the river.
  - B To serve as a sign among them and a memorial forever.
  - C To serve as a demarcation between the two sides of the river.
  - D To serve as an altar for burnt offerings.
- (x) Why did God tell Joshua to make flint knives and circumcise the people of Israel again the second time?
- A He wanted to remove from them the disgrace of being slaves in Egypt.
  - B The Israelites were sinners so he did not want them to go on sinning.
  - C Pharaoh had refused to let them go so as to continue building cities.
  - D The Israelites had forgotten that they were circumcised.

**Extract 1.1:** A sample of correct responses in question 1

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

Quite the reverse, there were a few students (0.2%) who failed to choose the correct responses in all items, showing that they had inadequate knowledge and understanding of the subject matter of different topics where the items were set. Extract 1.2 is a sample of incorrect responses in question 1.

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

(i) What did God create on the fourth day?

- A Water                      B Light  
C Man                         D Fish

(ii) What sign was made by God as the sign of the covenant with Noah after the flood?

- A A dove                      B The rain  
C Circumcision             D Rain bow

(iii) What was God's punishment to Adam after the fall in the garden?

- A To get his food through toil and sweat.  
B To be against his wife forever.  
C To be hated by everyone around.  
D To till the land and get nothing at all.

(iv) Which of the following is the land where Abraham was commanded by the Lord to go?

- A Shechem                  B Dan  
C Canaan                     D Bethel

(v) Aaron turned his rod into a serpent before Pharaoh and Pharaoh's magicians did likewise. What happened to their serpents?

- A They were badly consumed by fire.  
B They were beaten and fell into the dusts.  
C They were swallowed by Aaron's rod.  
D They were furious and attacked Pharaoh.

(vi) Why was Joseph set free after he had stayed in prison for some years?

- A He was seen to have ability to interpret dreams.  
B He was innocent and did not deserve imprisonment.  
C God rescued him miraculously through the angel.  
D He asked for forgiveness from King Pharaoh.

(vii) Where did Moses die and who buried him?

A It was at Mount Sinai and the people buried him.

B It was at Mount Nebo and God buried him.

C It was at Mount Horeb and Abraham buried him.

D It was at Mount Carmel and Joshua buried him.

C

(viii) What happened to the hearts of the people of Jericho as soon as they had heard of the great deeds that God had done for Israel at the Red Sea and against the kings of the Amorites (Joshua 2:11)?

A Their hearts melted and everyone's courage failed.

B Their hearts rejoiced for the God of Israel.

C Their hearts were receptive of the message but not their flesh.

D The people's hearts caused them to be divided into two groups.

B

(ix) Why did the children of Israel set up twelve stones on the Canaan side of the River Jordan after crossing it miraculously (Joshua 4:6-7)?

A To serve as a bridge between the two sides of the river.

B To serve as a sign among them and a memorial forever.

C To serve as a demarcation between the two sides of the river.

D To serve as an altar for burnt offerings.

A

(x) Why did God tell Joshua to make flint knives and circumcise the people of Israel again the second time?

A He wanted to remove from them the disgrace of being slaves in Egypt.

B The Israelites were sinners so he did not want them to go on sinning.

C Pharaoh had refused to let them go so as to continue building cities.

D The Israelites had forgotten that they were circumcised.

D

**Extract 1.2:** A sample of incorrect responses in question 1

In Extract 1.2, the student failed to choose correct answers in all the items and hence he/she scored 0.

### 2.1.2 Question 2: The Fall of Man and its Outcomes

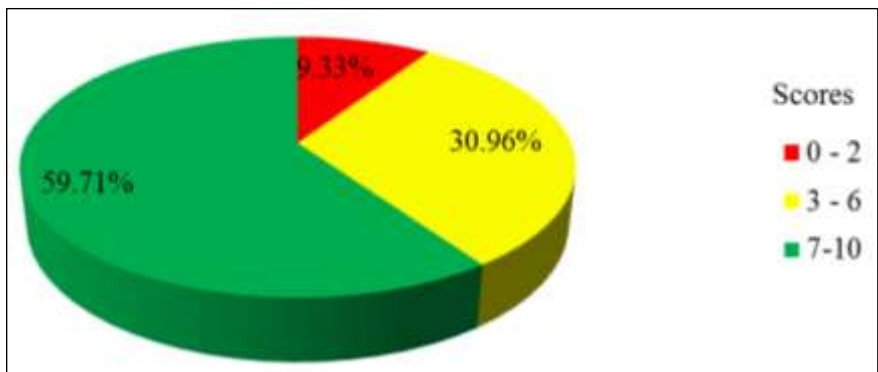
This question consisted of ten (10) items (i) to (x). Each item carried one (01) mark. The question had a total of ten (10) marks. The items were set from a topic of *The Fall of Man and its Outcomes*. Students were required to match quotations in List A with corresponding speakers and addressees in List B by writing the letter of the correct speaker and addressee below the corresponding item number in the box provided.

List A	List B
(i) "What is this that you have done?" (Genesis 3:13)	A God to His
(ii) "You will not die..." (Genesis 3:4)	Trinity
(iii) "Go into the ark, you and all your household..." (Genesis 7:1)	B Serpent to Eve
(iv) "I was afraid, because I was naked..." (Genesis 3:10).	C God to Himself
(v) "Why are you angry, and why your countenance has fallen?" (Genesis 4:6).	D Sons of men to one another
(vi) "Come let us go down, and confuse their language..." (Genesis 11:7).	E God to Abel
(vii) "I do not know, am I my brother's keeper?" (Genesis 4:9)	F God to Adam
(viii) "Come, let us make bricks for and burn them thoroughly." (Genesis 11:4).	G Cain to God
(ix) "I will blot out man whom I have created..." (Genesis 6:7).	H God to Eve
(x) "Where are you...?" (Genesis 3:9).	I Adam to Eve
	J God to Noah
	K Serpent to Adam
	L God to Cain
	M Adam to God

**Answers:**

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

This question was compulsory. Hence, all students (21,062) who sat for the assessment attempted it. There were 12,577 (59.71%) students who scored from 7 to 10 marks and 6,520 (30.96%) scored from 3 to 6 marks while 1,965 (9.33%) scored from 0 to 2 marks, as summarised in Figure 2.



**Figure 2:** the performance of the Students in Question 2



The performance of the students in this question was good given that 90.67 per cent managed to match 3 to 10 items correctly. Students who scored high marks matched from 7 to 10 items correctly. Among them, 3,573 (16.96%) students scored full marks (10) these matched all items correctly.

The performance of the students in this question was high, which implies that they were familiar with names of various persons in the Bible and adequate knowledge of a topic of *The Fall of Man and its Outcomes*. Extract 2.1 shows a sample of responses from a student who matched all ten (10) items correctly.

2. Match the quotations in **List A** with the corresponding speakers and addressees in **List B** by writing the letter of the correct speaker and addressee below the corresponding item number in the box provided.

List A		List B	
(i)	"What is this that you have done?..." (Genesis 3:13)	A	God to his Trinity
(ii)	"You will not die..." (Genesis 3:4)	B	Serpent to Eve
(iii)	"Go into the ark, you and all your household..." (Genesis 7:1)	C	God to himself
(iv)	"I was afraid, because I was naked..." (Genesis 3:10)	D	Sons of men to one another
(v)	"Why are you angry, and why your countenance has fallen?" (Genesis 4:6)	E	God to Abel
(vi)	"Come let us go down, and confuse their language..." (Genesis 11:7)	F	God to Adam
(vii)	"I do not know, am I my brother's keeper?..." (Genesis 4:9)	G	Cain to God
(viii)	"Come, let us make bricks for and burn them thoroughly." (Genesis 11:4)	H	God to Eve
(ix)	"I will blot out man whom I have created..." Gen.6:7	I	Adam to Eve
(x)	"Where are you...?" (Genesis 3:9)	J	God to Noah
		K	Serpent to Adam
		L	God to Cain
		M	Adam to God

**Answers:**

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

**Extract 2.1:** A sample of correct responses in question 2

In Extract 2.1, the student matched all the ten (10) items correctly. The student demonstrated knowledge of Biblical quotations regarding the speaker or addressee and the topic in general. Further analysis shows that 30.96 per cent of the students performed averagely. These were able to match from three to six out of ten items correctly. Items that were incorrectly matched by most students were (i), (vi) and (x). Item (i), "What is this you have done?" was matched with I (Adam to Eve), item (vi) was matched with C (God to Himself) and D (Sons of men to one another) and item (x) was matched with I (Adam to Eve) and L (God to Cain).

Responses of the students indicate that they had insufficient knowledge of different persons and events in the Bible.

Even if most of the students performed well in this question, 9.33 per cent scored low marks. These only matched one to two items correctly. Students did not know the connection between the quotations in List A with the speakers and addressees in List B. Extract 2.2 is a sample of incorrect responses in question 2.

2. Match the quotations in **List A** with the corresponding speakers and addressees in **List B** by writing the letter of the correct speaker and addressee below the corresponding item number in the box provided.

List A		List B	
(i)	"What is this that you have done?..." (Genesis 3:13)	A	God to his Trinity
(ii)	"You will not die..." (Genesis 3:4)	B	Serpent to Eve
(iii)	"Go into the ark, you and all your household..." (Genesis 7:1)	C	God to himself
(iv)	"I was afraid, because I was naked..." (Genesis 3:10)	D	Sons of men to one another
(v)	"Why are you angry, and why your countenance has fallen?" (Genesis 4:6)	E	God to Abel
(vi)	"Come let us go down, and confuse their language..." (Genesis 11:7)	F	God to Adam
(vii)	"I do not know, am I my brother's keeper?..." (Genesis 4:9)	G	Cain to God
(viii)	"Come, let us make bricks for and burn them thoroughly." (Genesis 11:4)	H	God to Eve
(ix)	"I will blot out man whom I have created..." Gen.6:7	I	Adam to Eve
(x)	"Where are you...?" (Genesis 3:9)	J	God to Noah
		K	Serpent to Adam
		L	God to Cain
		M	Adam to God

**Answers:**

<b>List A</b>	(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
<b>List B</b>	F	B	H	B	A	D	C	M	L	K

**Extract 2.2:** A sample of incorrect responses in question 2

In Extract 2.2, the student matched all ten (10) items incorrectly. This is due to the lack of knowledge of a topic of *The Fall of Man and its Outcomes*.

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

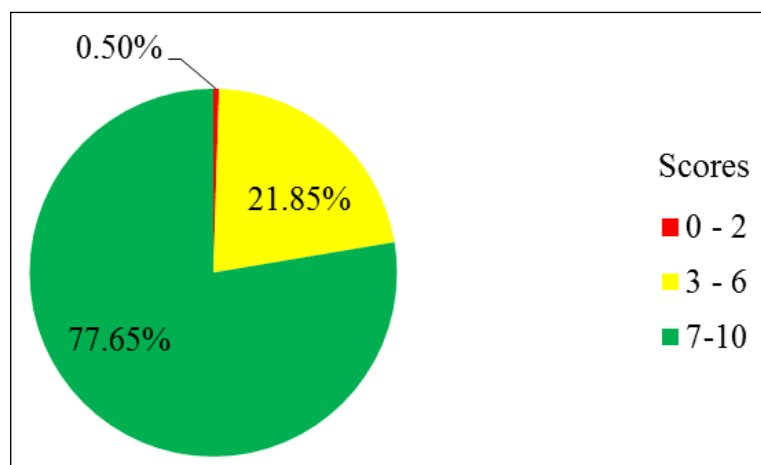
This section consisted of compulsory questions: 3 and 4. Question 3 required the students to identify correct and incorrect statements based on the story of the life of

Abraham. In question 4, students were required to complete a part of the story of the fall of man by using right words given in the box.

### 2.2.1 Question 3: The Life of Abraham

This question consisted of ten (10) True/False items, (i) to (x). Each item carried one (1) mark, making a total of 10 marks. The question was set from a topic of *The Life of Abraham*. The question required students to write **True** if the statement is correct or **False** if the statement is incorrect.

All 21,062 students who sat for the assessment attempted the question. There were 16,354 (77.65%) students who scored from 7 to 10 marks and 4,602 (21.85%) scored from 3 to 6 marks whoever, 106 (0.50%) scored from 0 to 2 marks. The performance is shown in Figure 3.



**Figure 3:** *The performance of the students in Question*

The general performance in this question was good, given that 99.50 per cent of the students provided correct responses in three to ten items. Among them, 77.65 per cent scored high marks ranging from 7 to 10 marks, out of which, 18.60 per cent scored 10 marks. This was due to the students' adequate knowledge of the topic of *The Life of Abraham*. Moreover, 21.85 per cent of all students who attended the assessment scored average marks ranging from 3 to 6 marks because they only answered between three and six items correctly. These students had partial knowledge of the topic. Despite the good performance, 106 (0.50%) students provided correct responses in less than 3 items and scored 2 marks and below.

The following is the analysis of the students' responses for each item in question 3.

Item (i): Abraham is called the father of faith because of his obedience to God.....

Most of the students wrote the correct response, **True**. This shows that they had adequate knowledge about the *Life of Abraham*, particularly his trust and obedience to God. The students who wrote **False** were not conversant with the story of the life of Abraham, particularly his relationship with God.

Item (ii): God promised Abraham and Rebekah that in spite of their old age they would give birth to a child.....

Many students wrote the correct response **False**, showing that they had sufficient knowledge of the life of Abraham. Students who wrote, **True** did not know that Abraham and Rebekah were not a couple. This indicates that they were not familiar with important persons and events in the life cycle of Abraham.

Item (iii): Abraham chased Lot away because Lot was greedy for pasture land.....

Most students wrote the correct response, **False**. This depicts that they had adequate knowledge of Abraham and Lot. Those who wrote, **True** did not know that Abraham did not chase Lot and that Lot was not greedy. Furthermore, they did not know that Abraham proposed the separation between him and Lot due to quarrels between their servants during the grazing. This indicates that the students had inadequate knowledge of the relationship between Abraham and Lot.

Item (iv): God gave Abraham and his wife new names to confirm to them that they would be parents of great people, the nation of Israel.....

Many students wrote the correct response, **True** to the statement. This demonstrates that the students had adequate knowledge of God giving Abraham and his wife new names to confirm that they would be ancestors of the nation of Israel. In contrast, a few students wrote **False**, showing that they had inadequate knowledge of God's covenant with Abraham, which was associated with changing the names of Abraham and his wife.

Item (v): Abimelech gave Abraham many gifts because Abraham threatened to fight him after Abimelech took his wife.....

A considerable number of students were able to write correct the response **False**, indicating that they had adequate knowledge of the key persons and events in the Biblical narration. Those who wrote **True** were not familiar with the persons and events.

Item (vi): From the birth of Isaac (Genesis 21:1) we learn that God fulfills His promise but does so in His own time.....

The majority of students provided the correct answer, **True**. Such students were familiar with the birth story of Isaac and the fulfillment of God's promise to His people. This indicates that the students had adequate knowledge of the subject matter. Those who wrote **False** had inadequate knowledge of the birth of Isaac and God's fulfillment of his promise to people.

Item (vii): Abraham had another wife named Keturah.....

Most students provided the correct response, **True** suggesting that they had knowledge about the life of Abraham and his wife Keturah after the death of Sarah. Those who wrote **False** did not know that Abraham was married to Keturah after the death of Sarah.

Item (viii): At Mount Moriah, the angel said to Abraham, "do not lay your hands on the lad or do nothing to him" .....

A considerable number of students got it right, **True**, implying that they were familiar with Abraham and the event at Moriah, where he was ordered by God to offer Isaac as a burnt offering. Conversely, students who provided the incorrect response, **False**, did not know that God tested the faith of Abraham by commanding him to offer his son Isaac as a burnt offering. This implies that the students had inadequate knowledge of the topic.

Item (ix): God agreed to be God to Abraham and promised to give him and his descendant, the land of Egypt.....

The correct response was **False**, which the majority of the students wrote. This demonstrates that they had adequate knowledge of God's promise to Abraham and his descendants giving the Promised Land. On the contrary, students who wrote incorrect response, **True**, had inadequate knowledge of the story of God's promise to Abraham and his descendants about the Promised Land.

Item (x): Abraham bought the field of Machpelah and made it a burial ground for his family.....

Most students managed to write the correct response **True**. This shows that they had adequate knowledge of the life of Abraham. However, those who wrote the incorrect response, **False**, were not aware that Abraham bought a burial ground for his family when his wife Sarah died. This suggests that they were not familiar with the life cycle of Abraham.

According to the analysis of the student’s responses in each item in this question, the overall performance was good (as most of the students answered correctly and scored high marks.) Their responses demonstrate that the students had acquired the required competence in the topic of *The Life of Abraham*. Extract 3.1 illustrates good responses in question 3.

3. For each of the following items, write **True** if the statement is correct or **False** if the statement is not correct.
- (i) Abraham is called the father of faith because of his obedience to God.....*True*.....
  - (ii) God promised Abraham and Rebekah that in spite of their old age they would give birth to a child. ...*False*.....
  - (iii) Abraham chased Lot away because Lot was greedy for pasture land. ....*False*.....
  - (iv) God gave Abraham and his wife new names to confirm to them that they would be parents of great people, the nation of Israel. ....*True*.....
  - (v) Abimelech gave Abraham many gifts because Abraham threatened to fight him after Abimelech took his wife. ....*False*.....
  - (vi) From the birth of Isaac (Genesis 21:1) we learn that God fulfills his promise but does so in his own time. ....*True*.....
  - (vii) Abraham had another wife named Keturah. ....*True*.....
  - (viii) At Mount Moriah, the angel said to Abraham: “do not lay your hand on the lad or do anything to him” (Gen. 22: 12). ....*True*.....
  - (ix) God agreed to be God to Abraham and promised to give him and his descendants the land of Egypt. ....*False*.....
  - (x) Abraham bought the field of Machpelah and made it a burial ground for his family. ....*True*.....

**Extract 3.1:** A sample of correct responses in question 3

In Extract 3.1, the student provided correct responses in all the ten (10) items and hence scored 10 marks.

On the contrary, a few students failed to respond to most of the items in this question correctly. Some of them did not provide any correct answer, which made them score 0. Extract 3.2 shows a sample of incorrect responses in question 3.

3. For each of the following items, write **True** if the statement is correct or **False** if the statement is not correct.

- (i) Abraham is called the father of faith because of his obedience to God..... **FALSE**
- (ii) God promised Abraham and Rebekah that in spite of their old age they would give birth to a child. .... **TRUE**.....
- (iii) Abraham chased Lot away because Lot was greedy for pasture land. .... **TRUE**.....
- (iv) God gave Abraham and his wife new names to confirm to them that they would be parents of great people, the nation of Israel. .... **FALSE**.....
- (v) Abimelech gave Abraham many gifts because Abraham threatened to fight him after Abimelech took his wife. .... **TRUE**.....
- (vi) From the birth of Isaac (Genesis 21:1) we learn that God fulfills his promise but does so in his own time. .... **FALSE**.....
- (vii) Abraham had another wife named Keturah. .... **FALSE**.....
- (viii) At Mount Moriah, the angel said to Abraham: "do not lay your hand on the lad or do anything to him" (Gen. 22: 12). .... **FALSE**.....
- (ix) God agreed to be God to Abraham and promised to give him and his descendants the land of Egypt. .... **TRUE**.....
- (x) Abraham bought the field of Machpelah and made it a burial ground for his family. .... **FALSE**.....

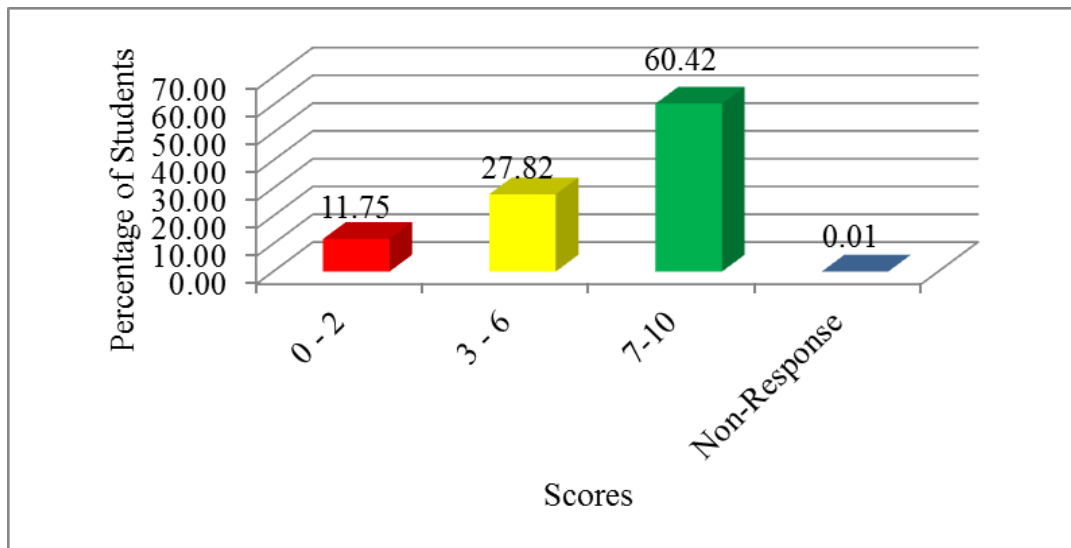
**Extract 3.2:** A sample of incorrect responses in question 3

In Extract 3.2, the student provided incorrect responses in all the ten items and hence scored 0.

### 2.2.2 Question 4: The Fall of Man and its Outcomes

This question was in the form of sentences building a story by filling out blank spaces. Students were required to fill in the blank spaces by using words that were in the box that preceded the sentences. There were ten (10) blank spaces and each carried one (01) mark, making a total of ten (10) marks. The question was from the topic of *The Fall of Man and its Outcomes*.

The question was attempted by 21,060 (99.99%) out of 21,062 students who sat for the assessment. That is 02 (0.01%) students did not attempt despite being compulsory. The analysis shows that 21,060 students, (60.42 per cent) scored from 7 to 10 marks and 27.82 per cent scored from 3 to 6 marks. Further 11.75 per cent scored from 0 to 2 marks. Figure 4 is a summary of the performance.



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

The analysis shows that the students' performance was good (as 88.24 per cent responded to more than three items correctly.) Among the students who scored high marks, 3,482(16.55%) students scored 10 marks .This demonstrates that the students the showed mastery of the subject matter. The question was as follows:

4. Using the words given in the box below, fill in the blank space for items (i) to (x) to complete the statement from the Garden of Eden to Noah's days.

gave, field, cubits, good, afraid, cruel, clean, hid, covenant, fig, wild, corrupt, creature, eat.

Item (a): The serpent was subtler than any other wild ..... that the Lord had created.

The correct answer was **creature**. Students who answered the item correctly demonstrated that they had adequate knowledge of the subject matter. Those who failed to give the correct response, lacked proficiency in English language. For example, some of them wrote "corrupt." Others wrote the word fig, while a few of them wrote "cruel." This shows that such students were not familiar with the uses of terminologies. In other words, the students were unable to see the connection between the sentences and the provided words.



Item (b): The woman saw that the tree was ..... for food.

The correct response was *good*. A considerable number of students filled in the correct response, indicating that they had adequate knowledge of the topic of a *Fall of Man and its Outcomes*. Other students filled in incorrect responses such as “eat” and others wrote “field”. The use of these words shows that the students were unable to link the words in the box with the statement to come up with grammatically correct and logical sentence. This suggests that the students had inadequate knowledge of the subject matter.

Item (c): When they knew that they were naked, Adam and Eve sewed..... leaves for themselves.

The students were supposed to fill in the word *fig*, which most of them did. On the other hand, some students filled in words such as “afraid”, “covenant” and “cruel”. Students who provided such responses lacked English language proficiency demonstrated by their failure to link the words to make a meaningful sentence. Besides, it seems that the students had inadequate knowledge of the topic of the *Fall of Man and its Outcomes*.

Item (d): Adam said he was afraid because he was naked and so he.....himself.

In this item, students were required to fill out the word *hid*. Most students got it right. Some students wrote incorrect words like “covenant”, “afraid” and “clean”. This implies that the students had inadequate knowledge of the event of the fall of man and its outcomes. They also had insufficient mastery of English language use, which deprived them of the ability to identify the suitable word from the words given in the box to make a meaningful sentence.

Item (e): Adam said that the woman God gave him caused him to.....the fruit.

students were expected to fill out the correct answer *eat*. A good number of students filled in the correct response showing that they were aware of the subject matter. On the other hand, some students filled out the words like “covenant”, “corrupt” and “creature”. This indicates that the students had inadequate knowledge of the dialogue between God and Adam immediately after the fall of Adam and Eve.

Item (f): Cain said to Abel his brother, “Let’s go down to .....

Students were supposed to fill out the word *field* as the correct response. Most of them got it correct. However, some students filled out “cruel” “wild” and “hid”. This implies that they had low English language proficiency, which hindered them

to correlate the statement with the correct word to make a correct and meaningful sentence.

Item (g): In Noah's time God saw that the earth was .....

The correct response was *corrupt*. Yet some students filled in incorrect responses such as "cubits", "covenant" and "clean", which implies that they were not conversant with the story of the floods (were incompetent in the subject matter.)

Item (h): Noah's ark was three hundred ..... long.

The response to this item was *cubits*. The majority of the students fill out the word correctly, indicating that they were familiar with the story of Noah and the flood. On the contrary, some students filled out incorrect responses like "wild", "hid" and "fig" which implies that they lacked knowledge and understanding of the subject matter, especially the measures of the ark.

Item (i): God said the rainbow will be a sign of His ..... with creation.

Students were supposed to fill out the correct response, *covenant*. A considerable number of students were able to provide this correct response, which depicted that they were familiar with the flood story and God's covenant with Noah. Conversely, some students provided wrong responses like "cubits", "gave" and "good". This implies that such students did not understand the meaning and uses of the words provided, due to low English language skills.

Item (j): After getting out of the ark, Noah sacrificed seven pairs of ..... animals to God.

The response to this item was *clean*. Many students filled in the correct answer, indicating that they had adequate knowledge about Noah's sacrifice of clean animals to God. However, some students filled out incorrect answers. For example, instead of filling in the word "clean" (animals), some of them filled in "wild" (animals) and others filled in "good" (animals). This indicates that the students had inadequate knowledge and understanding of the quality of what Noah sacrificed to God.

The general performance of the students in this question was good considering that most of them responded correctly from 3 to 10 items. Extract 4.1 is a sample of responses of a student who filled in all ten (10) items correctly.

4. Using the words given in the box below, fill in the blank spaces in items (a) to (j) to complete the statements from the Garden of Eden to Noah's days.

gave, field, cubits, good, afraid, cruel, clean, hid, covenant, fig, wild, corrupt, creature, eat.

- (a) The serpent was more subtle than any other wild creature that the Lord had created.
- (b) The woman saw that the tree was good for food.
- (c) When they knew that they were naked, Adam and Eve sewed fig leaves for themselves.
- (d) Adam said he was afraid because he was naked and so he hid himself.
- (e) Adam said that the woman God gave him caused him to eat the fruit.
- (f) Cain said to Abel his brother: "let's go down to the field."
- (g) In Noah's time God saw that the earth was corrupt.
- (h) Noah's ark was three hundred cubits long.
- (i) God said the rainbow will be a sign of his covenant with creation.
- (j) After getting out of the ark, Noah sacrificed seven pairs of clean animals to God.

**Extract 4.1:** A sample of correct responses in question 4

In Extract 4.1, the student filled in correct words to all items, showing that he/she mastered the topic of *The Fall of Man and its Outcomes*.

As shown in the analysis of the responses, the students who lacked knowledge of the subject matter filled out incorrect answers to all items in this question. Extract 4.2 shows a sample from a student who provided incorrect responses to all ten items.

4. Using the words given in the box below, fill in the blank spaces in items (a) to (j) to complete the statements from the Garden of Eden to Noah's days.

gave, field, cubits, good, afraid, cruel, clean, hid, covenant, fig, wild, corrupt, creature, eat.

- (a) The serpent was more subtle than any other wild cruel creature that the Lord had created.
- (b) The woman saw that the tree was eat for food. Creabure
- (c) When they knew that they were naked, Adam and Eye sewed ..... leaves for themselves.
- (d) Adam said he was afraid because he was naked and so he gave himself.
- (e) Adam said that the woman God gave him caused him to afraid the fruit.
- (f) Cain said to Abel his brother: "let's go down to the Corrupt."
- (g) In Noah's time God saw that the earth was F. Eg.
- (h) Noah's ark was three hundred clean long.
- (i) God said the rainbow will be a sign of his Cubits with creation.
- (j) After getting out of the ark, Noah sacrificed seven pairs of wild animals to God.

**Extract 4.2:** A sample of incorrect responses in question 4

In Extract 4.2, the student was unable to choose the suitable words from the words given in the box to complete the story of the fall of man and its outcomes.

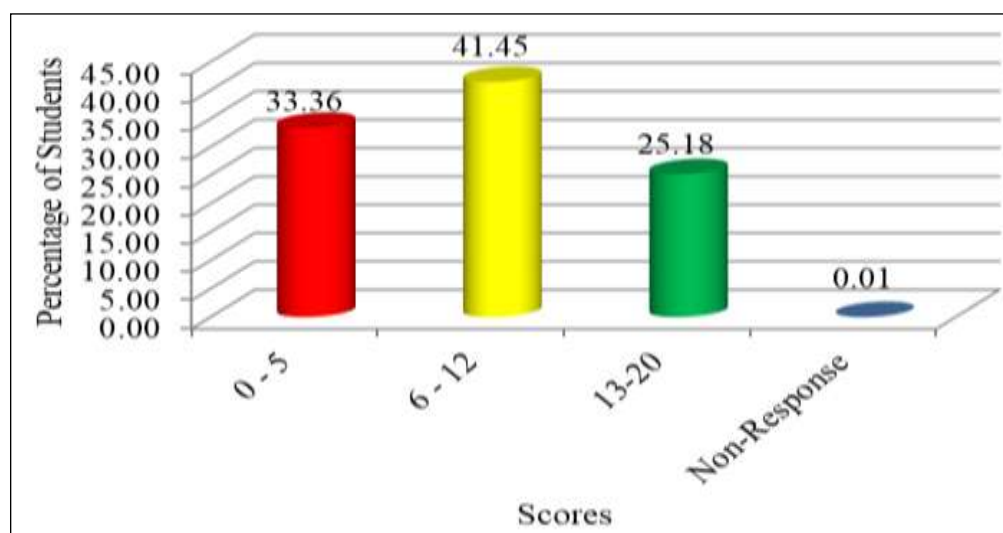
## 2.3 SECTION C: Short Answer Items

This section consisted of two compulsory questions, 5 and 6. Students were supposed to give short answers in question 5 and brief descriptions in question 6.

### 2.3.1 Question 5: Israelites' Journey through the Desert

The question consisted of ten (10) items, (a) to (j), which required students to give short answers. Each item carried two (2) marks making a total of 20 marks. The items were set from a topic of *Israelites' Journey through the Desert*.

The question was attempted by 21,061 students, out of which, 25.18 per cent scored from 13 to 20 marks and 41.45 per cent scored from 6 to 12 marks. The remaining 33.36 per cent scored from 0 to 5.5 marks and 3 (0.01) did not answer the question. This performance is summarised in Figure 5.



**Figure 5:** The performance of the students in Question 5

The performance of the students in this question was good (as 66.64 per cent managed to provide short answers correctly). The students' responses demonstrated their competences in the topic of *Israelites' Journey through the Desert*.

Despite the good performance demonstrated by most students in this question, some students scored low marks ranging from 0 to 5.5 marks. Most of them provided incorrect responses to all ten (10) items while others left some items

unattended and responded to only few incorrectly. Such students had insufficient knowledge of the subject matter. The following is the analysis of the students' responses to items (a) to (j).

Item (a): According to Exodus 32:1, what caused the Israelites to request Aaron to make gods for them?

Students were required to state a reason for Israelites to request Aaron to make gods for them. The answer is the delay of Moses to come down from Mount Sinai. Most students provided this relevant response. This indicates that they were familiar with *Apostasy and Punishment*. However, a few of them provided irrelevant responses. For example, some wrote that the Israelites' were tired of the leadership of God. Others wrote that it was because the Israelites saw that God was not together with them and so they needed to choose another god. Moreover, one of the students wrote, "Because they didn't trust God if will make them to rich Canaan." This illustrates that the students had inadequate knowledge and understanding of the subject matter.

Item (b): What did Aaron order the Israelites to do concerning their request to make gods (Exodus 32:2)?

In this item, students were required to identify what Aaron instructed the Israelites to do after the delay of Moses from Mount Sinai. In response to this item, many students correctly wrote that Aaron ordered them to take off the rings of gold, which were in the ears of their wives, their sons and their daughters, and to bring them to him. This indicates that they were conversant with a topic of *The Israelites Journey through the Desert* from which the question was derived.

Despite correct responses from most of the students, some of them gave unrelated responses, which made them to fail. For example, some wrote that Aaron went to speak to God about the sin committed by the Israelites and God commanded Aaron to teach and tell the Israelites that they should stop doing sin. Others wrote that Aaron made the people believe in God of Israel. In addition, one of them wrote that "for Aaron had let them break loose to their shame among their enemies." This shows that they lacked knowledge and understanding of what Aaron ordered the Israelites to do concerning their request to make gods for them.

Item (c): Aaron finished making the molten gods and told the people that they were gods who brought them from Egypt and the next day should be a feast to the LORD. What did the people do on the day of the feast (Exodus 32:4-6)?

Students were required to reveal what the people did on the day of the feast. Those who understood the question responded to it correctly that, the people rose early in the morning, and offered burnt offerings and brought peace offerings; and they sat down to eat and drink and rose up to celebrate. However, some provided irrelevant responses to this item. Instead of showing what the people did on the day of the feast, some of them wrote that people continued to build cities in Egypt because the people were making molten gods. One wrote, “The people to get out of Egypt to go national of Canaan”. This demonstrates that some students were not familiar with a topic from which the item was taken.

Item (d): When God saw the apostasy of the people (Exodus 32:9-10), what was His reaction?

This item tested students’ understanding of God’s attitude toward sin. Many of them responded correctly that God was angry and His wrath burnt hot against the people. He planned to consume them all; and to spare Moses who would become a great nation. This implies that some students had adequate knowledge of God’s reaction to the apostasy of the Israelites. However, some students provided irrelevant responses to this item. For example, instead of showing the reaction, some of the students wrote that, God announced Moses to be the king of Egypt and that the people agreed. Others wrote that God made the pillar of fire and the pillar of clouds to lead the Israelites to the Promised Land. On the other hand, one of the incorrect responses was “The God said to the people of Israelites come reaction to the land”. This suggests that some students were not conversant with God’s reaction to the apostasy of the Israelites.

Item (e): What was Moses’ response concerning God’s reaction (Exodus 32:10)?

Many of students were able to provide the suitable response that Moses pleaded with God to spare the people. He asked God to turn from His fierce wrath so that He might not destroy the people; because enemies would mock Him. This shows that some students had adequate knowledge of Moses’ response to God’s reaction about the apostasy of the people of Israel. In contrast, some students provided irrelevant responses to the item. For example, some of them wrote that Moses went to the mountain to see God and God gave Moses the Ten Commandments. Others said that Moses thanked God for the big job which was tiresome. Moreover, a student wrote “The moses said to God tall reaction in go to take people of Israelies” This implies that that some students had inadequate knowledge of Moses’ response concerning God’s reaction to Israelites’ apostasy.

Item (f): As Moses was coming down from the mountain with God's commandment, he was angered when he saw people dancing before the golden calf; and he threw down the tablets of the testimony. What did he do to the calf and the people (Exodus 32:19-20)?

In this item, students were expected to write what Moses did to the calf and the people. A good number of students wrote the required response "Moses took the golden calf which they made, and burnt it with fire and ground it to powder, and scattered it upon the water and made the people of Israel drink it." This shows that they had adequate understanding of what Moses did. Conversely, some of them provided irrelevant responses to the item. For example, instead of writing what Moses did to the calf and the people, some of the students wrote that God was angry and commanded that all people who had angered the gods should die because they had committed sin. Others wrote that Moses asked help from God because God was about to punish the people. This shows that such students had insufficient knowledge concerning the reaction of Moses when he saw the people dancing before the golden calf.

Item (g): When he saw that the people had broken loose (for Aaron had let them break loose, to their shame among their enemies), what did Moses command the sons of Levi to do to the people (Exodus 32:25-27)?

Many students provided a relevant response that Moses commanded the Levites to take their swords and go throughout the camp and slay every man, his brother, companion and neighbour. This depicts that some students had adequate knowledge of what Moses commanded the sons of Levi to do to the people of Israel. On the other hand, some provided incorrect responses contrary to the requirement of the item. For example, instead of telling what Moses commanded the sons of Levi to do to the people, one of the student wrote that Moses commanded the sons of Levi to do all the things of God from the people. Another student wrote that, Moses told the sons of Levi to tell the people that, what they had done was sin. In additional one of the student wrote, "Moses was command the sons of the Levi to do the people to introduce from the Egyptian". This connotes that the students had inadequate knowledge and understanding of what Moses commanded the sons of Levi to do to the people.

Item (h): The Levites went and killed all apostate men and about three thousand men fell dead (Exodus 32:28-29). What did the killing of the apostate men signify concerning the Levites?

A few students responded to the item correctly. They wrote that the killing of apostate men signified the consecration or ordination of the Levites for the service to the LORD, at the cost of their sons and brothers, to be blessed by God. This signifies that some students had adequate knowledge and understanding. On the contrary, some students provided incorrect responses. For example, instead of explaining what the killing of the apostate men signified concerning the Levites, some of the students provided irrelevant reasons for the killing of the apostate men. Others wrote that one man had stolen golden things, the outcome of which men were killed. This suggests that such students did not understand the task of the item or had inadequate knowledge of the significance of the killing of the apostate men concerning the Levites.

Item (i): On the next day, Moses told the people that he would go to the LORD to make atonement for their sin. What did Moses tell the LORD (Exodus 32:30-32)?

A sizable number of the students were able to write correct response that the people have sinned a great sin; they have made for themselves gods of gold. But now, if you will only forgive their sin – but if not blot me out of the book that you have written. This demonstrates that such students were familiar with what Moses told the LORD on the next day. However, some students provided irrelevant responses such that Moses went to tell God about the sin of the people. Others wrote that Moses was told by God that he would not enter into the Promises Land. On the other hand, one of the incorrect responses was “God your the lord telling what did moses tell the lord we shall not steal” This indicates that the students were not familiar with the subject matter.

Item (j): In response to Moses’ words, what did the LORD say he would do to the people in relation to the sin (Exodus 32:33-34)?

A sizeable number of students managed to provide a relevant response that the LORD said whoever had sinned against Him, He would blot out of His book. This indicates that the students had adequate knowledge and understood the requirements of the item. Further analysis of the students’ responses showed that some of them did not understand the item’s requirements. For example, instead of writing what the LORD said in response to Moses’ words, one of the students wrote, “God hated their sin and therefore they should stop doing sin”. Others wrote that the LORD told Moses to go and do another work that the God would command him to do. Moreover, there was a student who wrote, “is the moses is said that love your neighbor even loved your heart.” This implies that some students lacked knowledge and understanding of the subject matter.



Generally, the performance of the students in this question was good, as 66.64 per cent provided the required response and scored from 6 to 20 marks. Extract 5.1 is a sample of good responses in question 5.

5. Give short answers for the items (a) - (j). Each item carries **two (2)** marks.

(a) According to Exodus 32:1, what caused the Israelites to request Aaron to make gods for them?

The thing which caused the Israelites to request Aaron to make gods for them is when Moses delayed to bring the ten commandments from God and they sought that with the absence of Moses, there were no God.

(b) What did Aaron order the Israelites to do concerning their request to make them gods (Exodus 32:2)?

Aaron ordered the Israelites to collect all their golden earrings and gold earrings so that he could make for them a golden calf as their god who delivered them from the land of Egypt. And mainly this order was directly to the Israelites women.

(c) Aaron finished making the molten gods and told the people that they were gods who brought them from Egypt and the next day should be a feast to the LORD. What did the people do on the day of the feast (Exodus 32:4-6)?

The people on the day of the feast they offered the burnt offerings, peace offerings, they sat to eat and drink and they all rose to dance to the molten gods.

(d) When God saw the apostasy of the people (Exodus 32:9-10), what was His reaction?

When God saw the apostasy of the people, his reaction is that he became angry and told Moses that what are his people doing to him and he said that he will kill them and make another nation with Moses.

(e) What was Moses' response concerning God's reaction in Exodus 32:10?

Moses' response concerning God's reaction was that he told the God that if you kill your people, the Egyptians will say that that was your intention of saving them and he told him again that remember these are the people whom you delivered them from the hands of pharaoh with different plagues, how then if you kill them.

- (f) As Moses was coming down from the mountain with God's commandments, he was angered when he saw people dancing before the golden calf; and he threw down the tablets of the testimony. What did he do to the calf and the people (Exodus 32:19-20)?

As Moses saw the people dancing before the golden calf, he threw down the tablets of the testimony and he took the calf and grinded it into powder and then he put the powder into water and told the people to drink that water, as the one who could <sup>drink</sup> the water and has participated in respecting and rejoicing to the calf he could die. After Moses called all the Levites.

- (g) When he saw that the people had broken loose (for Aaron had let them break loose, to their shame among their enemies), what did Moses command the sons of Levi to do to the people (Exodus 32:25-27)?

Moses commanded the sons of Levi to kill all the people who had participated in rejoicing and adoring the golden calf. And during that time more than 3000 men were killed by the sons of Levi.

- (h) The Levites went and killed all apostate men, and about three thousand men fell dead (Exodus 32:28-29). What did the killing of the apostate men signify concerning the Levites?

The killing of the apostate men signifies that those who believe in one and true God will live long more than those who believe in gods will die early concerning to the Levites.

- (i) On the next day Moses told the people that he would go to the LORD to make atonement for their sin. What did Moses tell the LORD (Exodus 32:30-32)?

Moses told the LORD to forgive them for their sin and he apologized for them and told the LORD that the LORD to kill him and die instead of them because are the people whom he delivered them from the hands of

- (j) In response to Moses' words, what did the LORD say he would do to the people in relation to the sin (Exodus 32:33-34)?

God said to Moses that according to the sin that the people have done they have to die because the punishment of apostasy is death.

**Extract 5.1:** A sample of good responses in question 5

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

Conversely, the students who lacked knowledge of the topic failed to respond to all items in question 5 correctly, as illustrated in Extract 5.2.

5. Give short answers for the items (a) - (j). Each item carries **two (2)** marks.

(a) According to Exodus 32:1, what caused the Israelites to request Aaron to make gods for them?

because Aron is go to pharaoh and satell pharaoh  
to day I will go pharaoh say what Aaron tell pharaoh  
went I will see and tell Israelites safari is start gone  
and pharaoh is look the children is ded the land is kuchafuka  
then will say go Aron tell if will repeater you is koki bye.

(b) What did Aaron order the Israelites to do concerning their request to make them gods (Exodus 32:2)?

God say to moses go to the people of Israelites and  
tell pharao God say aheca people of israelites. Moses say  
me pharao abaniaminje God say go with Aaron if you go  
tell something but tell about god say to moses and Aaron  
say to pharaoh God say fasta gega aje dont Joking.

(c) Aaron finished making the molten gods and told the people that they were gods who brought them from Egypt and the next day should be a feast to the LORD. What did the people do on the day of the feast (Exodus 32:4-6)?

Because the Aron is Jasir and are the kuweza kuteka  
you are land then the people will kwitika but the some  
people is died in the road because the agry do not drink wa  
ter, diseases, ect but Aron is a Feast leard of Egypt.

(d) When God saw the apostasy of the people (Exodus 32:9-10), what was His reaction?

pentel God say Moses is the king of Egypt and the  
people say yes but Moses and Aaron is was help  
in the hands of Pharaoh.

(e) What was Moses' response concerning God's reaction in Exodus 32:10?

Moses say to are God thank you because that jobs is  
big and is kushacharing / jaitayades.

- (f) As Moses was coming down from the mountain with God's commandments, he was angered when he saw people dancing before the golden calf; and he threw down the tablets of the testimony. What did he do to the calf and the people (Exodus 32:19-20)?

.....  
.....  
.....  
.....  
.....

- (g) When he saw that the people had broken loose (for Aaron had let them break loose, to their shame among their enemies), what did Moses command the sons of Levi to do to the people (Exodus 32:25-27)?

.....  
.....  
.....  
.....  
.....

- (h) The Levites went and killed all apostate men, and about three thousand men fell dead (Exodus 32:28-29). What did the killing of the apostate men signify concerning the Levites?

.....  
.....  
.....  
.....  
.....

- (i) On the next day Moses told the people that he would go to the LORD to make atonement for their sin. What did Moses tell the LORD (Exodus 32:30-32)?

Well say to LORD pharaoh and people of Israel <sup>are</sup> say will not go because moses is relaya to as the first - da will say would go to the LORD the pharaoh is say not

- (j) In response to Moses' words, what did the LORD say he would do to the people in relation to the sin (Exodus 32:33-34)?

LORD say to moses go to the people say to day will go but prepared and the LORD look to moses about me - is together on you the sin is the LORD is suene mbele yenu.

Extract 5.2: A sample of incorrect responses in question 5

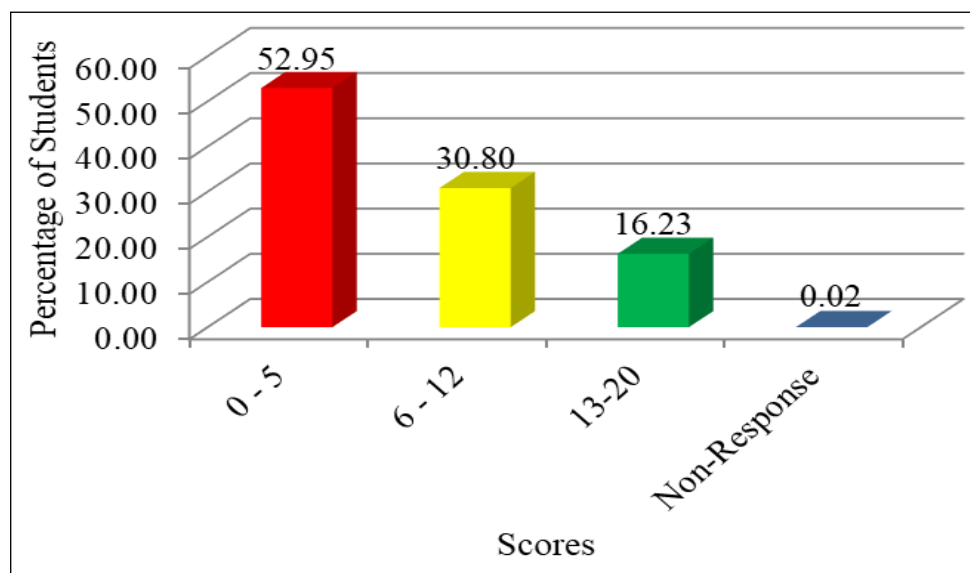
In Extract 5.2, the student incorrectly responded to seven items, and left three items (f) – (h) unanswered.

### 2.3.2 Question 6: The Sons of Isaac

This question comprised of five items (a) to (e), which required students to give a brief description of each of the items. Each item carried four (4) marks; hence, the question had a total of twenty (20) marks.

Given that the question was compulsory, 21,057 students attempted it. The analysis shows that 3,418 (16.23%) students scored from 13 to 20 marks; and 6,486 (30.80%) students scored from 6 to 12 marks, while 11,153 (52.95%) students scored from 0 to 5 marks and 05 (0.02%) did not attempt the question.

The general performance in this question was average (as 47.03 per cent of the students scored from 7 to 12 marks). This performance in the question is summarised in Figure 6.



**Figure 6:** *The Students performance in Question 6*

The analysis shows that 16.23 per cent of the students scored high marks. Such students had adequate knowledge and adhered to the requirements of the question. Moreover, 30.80 per cent of the students scored average marks because they gave partial responses and scored from 6 to 12 marks out of twenty marks. On the contrary, 52.95 per cent of the students scored low marks from 0 to 5 marks as most of them provided responses which were out of the context. Besides, 0.02 per cent did not attempt the question. The general performance of the students in this

question was average given that only 47.03 scored 7 or above. This signifies that most of them lacked knowledge of the topic. The following is the analysis of the students' responses to items (a) to (e).

#### Item (a): Bethel.

A good number of students provided correct description for this item that Bethel was the name of a place formally known as Luz. Jacob named it Bethel, which means the house of God. God appeared to him while Jacob was running away from Esau. This shows that they knew and understood the meaning of the name Bethel. Students who failed to provide the correct description did not know the name Bethel and its origin, meaning and importance. For example, some of them described Bethel was the land where Abraham was commanded by God to go, implying the Promised Land. Others identified Bethel as the father of Rebekah probably they were confused with the name Bethuel. In addition, one of the students wrote, "the member of Israelites and to participate from natural to the people of israel." This implies that the students had insufficient knowledge of important Biblical persons and places.

#### Item (b): Machpelah

Most students managed to provide the relevant description of Machpelah as the burial place near Hebron owned by Abraham. It is where Sarah his wife, Abraham himself, Isaac, Rebekah, Leah and Jacob were buried. This implies that the students were familiar with the name of the burial place of Abraham and his descendants. Quite the reverse, some students failed to provide the correct description of Machpelah. For example, instead of describing it as a burial place of Abraham and his descendants, some of them described Machpelah as the king who took the wife of Abraham and later on returned her to him after knowing that he was the son of God. They misconceived the name with Abimelech the Philistine King of Gerar (Genesis 20:1-18). Others described it as a place where Moses died. Moreover, there was a student who wrote, "This is the place who Noah bought this land for the burial of his body, but many other people have been buried there in machipelah such of them are Tubal, Cain, etc." This implies that the students had inadequate knowledge and understanding of Biblical key persons and places.

#### Item (c): Peniel

Many of the students gave the relevant description of Peniel as a name of a place where Jacob wrestled with the angel of God and prevailed. It is also known as Penuel (Genesis 32:24-32). It was at this place that Jacob's name was changed to Israel. The name Peniel means the face of God. This depicts that some students were competent in names of key Biblical persons, places and events. On the other hand, some of the students were not able to provide the required description of

Peniel. For example, instead of describing Peniel as a place where Jacob wrestled with the angel of the LORD, some of them described Peniel as the place where sons of Israel had a battle against the Amalekites. Moreover, some described it as a place where God revealed Himself to Moses and gave him the Ten Commandments. It seems they had in mind the name of Mount Sinai. Furthermore, there was a student who wrote, “Is the place where God to say the apostasy of the people of Israel.” This implies that the students lacked knowledge of what Peniel is.

#### Item (d): Dothan

In this item, some students managed to describe Dothan as a place where Joseph met his brothers pasturing the flock after they moved from Shechem. At this place, Joseph’s brothers cast him into a dry well pit. Later on, they sold him to the Ishmael traders (Genesis 37:28; 39:1) who took him down to Egypt. Their responses show that the students were familiar with the name Dothan. On the contrary, some of them failed to describe what Dothan was. For example, instead of describing Dothan as a place where Joseph met with his brothers, some of them described it as a person who was against Moses and was swallowed by the earth as God’s punishment. This response was about Korah who led a revolt against Moses (Numbers 16:31-33). One student wrote, “Is the place where Ibrahim go to kill Isaac” Others described it as place where Samson married a woman and left her. This shows that the students were not familiar with the name, Dothan.

#### Item (e): Bethlehem

Many students managed to provide the relevant description of Bethlehem as a name, which means the house of bread. It was also known as Ephrath, meaning fruitful. On the way back to Canaan, Rachel, the wife of Jacob gave birth to Benjamin. Then died and was buried there. This implies that the students were familiar with what Bethlehem was. However, some of the students were not able to provide relevant description of Bethlehem. Most of them described Bethlehem in the perspective of the New Testament, instead of describing it in the standpoint of the Book of Genesis, in accordance with the Form I and II syllabus and format. On the other hand, one of the incorrect response was “is the people of Egyptian and going to introduced from naturalized and participated from the societies” This implies that the students had insufficient knowledge of the name as used in the book of Genesis.

The general performance of the students in this question was average as 47.03 per cent of the students managed to provide relevant description as required by the items. Extract 6.1 shows a sample of correct responses in the question.

6. Briefly describe each of the items (a) - (c). Each item carries **four (4)** marks.

(a) Bethel

This was the place where Jacob spent the night when he was told to go to his uncle Laban, he was told this by his mother because she was scared Esau might harm him. The place was previously known as Luz. Here Jacob slept on a rock and he dreamt that angels were ascending and descending and God appeared to him. When he woke up he poured oil on the rock with oil and he said it was the house of God. Therefore he named it Bethel.

(b) Machpelah

This was a piece of land bought by Abraham from <sup>Ephron</sup> the Hittite when his wife Sarah died. He bought the land from Ephron the Hittite ~~as~~ as a piece of 400 shekels of silver. It was also at this place where Isaac and Rebekah buried ~~their~~ their father Abraham when he died, also Isaac was buried there, and Leah the wife of Jacob and Jacob himself was buried there.



(c) Peniel

This was a place where Jacob met with a mighty man who wrestled with him until the man took the sinew of his hip. At the end of the night Jacob asked him to bless him first so the mighty man who was God, gave him the name Israel which means he wrestled with God and prevailed. So Jacob was surprised that he had seen the face of God therefore he named the place Peniel meaning face of God.

(d) Dothan

This was a place where Joseph was sent by his father Jacob when he was seventeen years old to go and look for his brothers who were pasturing flocks. He asked around and was told they were at Dothan so when he was checking ~~was~~ his brothers planned to kill him. When he saw ~~ed~~ there the brothers removed his clothes and ~~threw~~ <sup>threw</sup> him into the pit and later they sold him to the Ishmaelites.

(e) Bethlehem

This was the place in which was also known as Ephrath. When Jacob and his children and <sup>two</sup> ~~his~~ wives were travelling ~~to~~ <sup>Shechem</sup> ~~to~~ ~~the~~ ~~place~~ Rachel was caught with hard labour when they were on the way to Bethlehem which is Ephrath. Rachel being caught with <sup>hard</sup> labour she conceived a son and named him <sup>Benoni</sup> ~~Benjamin~~ meaning son of her sorrow but Jacob changed into Benjamin. Later she died there.

**Extract 6.1:** A sample of correct responses in question 6

In Extract 6.1, the student provided relevant responses to all items. This shows that the student was knowledgeable of the topic and understood the requirements of the question.

As was noted earlier, 30.80 per cent of the students scored average marks in the question because they provided partial responses. There were students who answered only two items correctly and scored 8 marks. Others answered all five items but supplied insufficient information ending in scoring 10 to 12 marks.

Conversely, some students failed to provide the required responses due to the fact that they had inadequate knowledge of the subject matter and failed to understand the requirements of the item. In item (a), one of the students wrote, “The member of the Israelites and to participate from natural to the people of Israel.” In item (b), one of the students wrote, “Machpelah is the people of Israel and going the member of the countries and introduce from the egyptians.” There was also a student who, in response to item (c), wrote, Peniel are people who are going to moses to said that me are child of the go we shall not steal.” Furthermore, one of the students answered item (d) by writing, “Dothan is the land where Jacob to tall wife.” In item (e), one of the students wrote, “Bethlehem is the place where are Zipporah and Musa live.” Such responses indicate that some students were not conversant with the names of places they were given. Extract 6.2 is a sample of incorrect responses in question 6.

6. Briefly describe each of the items (a) - (e). Each item carries **four (4)** marks.

(a) Bethel  
This is the land where Abraham was  
Commanded by the LORD to go.

(b) Machpelah  
Is the King who taken the  
wife of Abraham and return again  
after knowing that he is the  
son of the LORD.

(c) Peniel

..... This is the place where  
 ..... ~~was~~ moses told by God to push and  
 ..... to gett water for israelites  
 .....  
 .....  
 .....  
 .....

(d) Dothan

..... This is the place where abraham  
 ..... Comanded by ~~god~~ God to give  
 ..... him his lovely son Isaac.  
 .....  
 .....  
 .....  
 .....

(e) Bethlehem

..... This is the ~~the~~ land where  
 ..... LORD said that he will kill all israelites  
 .....

**Extract 6.2:** A sample of incorrect responses in question 6

In Extract 6.2, the student provided irrelevant responses to all items.

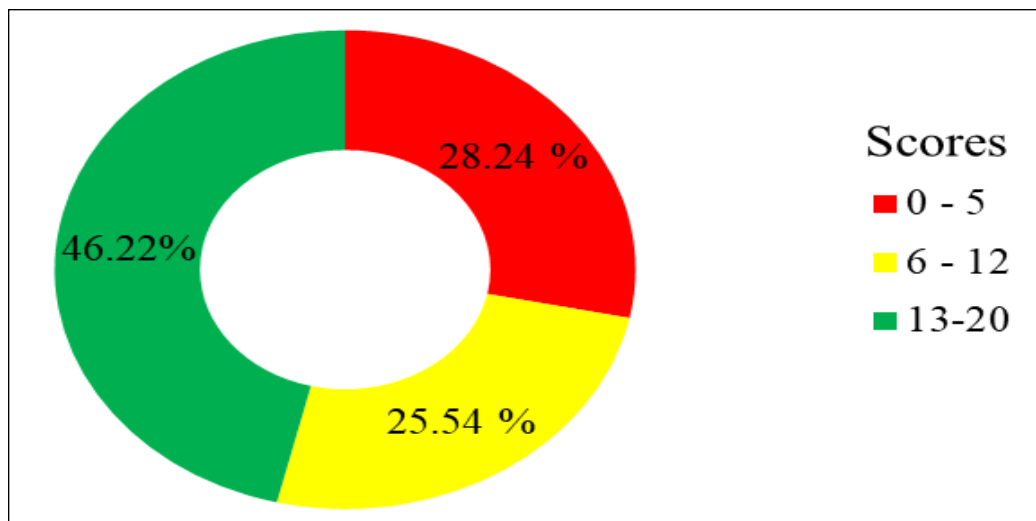
## 2.4 SECTION D: Essay Questions

This section consisted of two optional questions, 7 and 8. Students were required to demonstrate their skills in essay writing. They were supposed to answer only one question beginning with the introduction, main body and conclusion. The analysis shows that 5,415 students attempted question 7 and 15,637 students attempted question 8.

### 2.4.1 Question 7: Israelites' Journey through the Desert

As it is written in Exodus Chapter 35:5-9, students were asked to show four dangers which one may face for misusing offerings given to God.

The question was attempted by 5,415 (25.71%) students out of 21,062 students. Out of 5,415 students there were 2,503 (46.22%) scored from 13 to 20 marks and 1,383 (25.54%) students scored from 7 to 12 marks, and 1,529 (28.24%) scored from 0 to 6 marks. The general performance in this question was good as 71.76 per cent of students scored above average. The performance is summarised in Figure 7.



**Figure 7:** *The performance of the Students in Question 7*

The analysis of data shows that most of students scored from 6 to 20 marks. Students with high performance scored from 13 to 20 marks. Those who scored 20 marks showed correctly the four dangers which one might face for misusing the offerings offered by believers to God. Most of the students who scored high marks were able to show clearly the four dangers, by writing an introduction, explained four dangers for misusing the offerings and finally they provided relevant conclusion. Dangers for misuse of offerings to God as provided by the students include: incurring God's anger that can cause disaster to the one who misuses it and other people; disrespect of the church by bystanders; discouragement of Christians from offering to God; defiling God's glory and causing conflicts between the givers and the ones who misuse the offerings. These responses indicate that the students were familiar with the devotion and offering to God and the impacts of misusing offerings. The students had also adequate skills and ability in fulfilling the requirements of the question. Their responses also showed that they were competent in English language, which helped them to express their points clearly. Extract 7.1 is a sample of correct responses in question 7.

7. The Bible insists on offering to God, as it is written in Exodus 35:5-9, "Take from among you an offering to the LORD; whoever is of generous heart, let him bring the LORD's offering: gold, silver and bronze..." But there are some leaders who tend to misuse the offerings offered by believers to God. Explain four dangers which one may face for misusing the offerings given to God.

7.

An offering was and is the gift given to God from people who worship him. There are two types of offering in which there is fellowship offering and guilty offering. By nowadays offering in our churches is money and other things but some of the leaders tend to misuse the offerings and the following are dangers that anybody can face.

It will lead to the missing of God's graces whereby as anybody who will try to misuse the offerings, this is one of the dangers that will face. As it is known that offerings that we are giving direct to God so as anyone try to misuse them, it will lead to that person to miss some of the granted things that God grants to his people.

It will lead to the loss of his/her properties whereby as anybody who will try to misuse the offerings. This is another danger that may face. So as that person misuse the properties given by God randomly God can also cause his or her properties to be used or to get lost in the situation that can't understand.

It will lead to the person to be interfered by evil spirit whereby as somebody who will try to misuse the offerings of God, God can curse him or her to be interfered by the evil spirit. So as he or she do things in evil spirit that person would will be facing different consequences or challenges because of the evil things that he or she will be doing.

It will lead to the stigmatization of that person whereby as anybody that will try to misuse offerings given to God, people of that when they will recognize that there are people or a person that misuse God's offerings, he or she won't be loved by the people of that area because because of his or she or they their habits.

In conclusion it is not good habit to eat things that are holy, different challenges and dangers can happen to us. So in order for a person or people to don't fall in that temptation, a person has to be honest to God and respecting God's things, also a person has to be obedient to the things that are holy.

**Extract 7.1:** A sample of correct responses in question 7

In Extract 7.1, the student showed four relevant dangers of misusing offerings given to God.

Despite the good performance, 25.54 per cent of the students who attempted this question scored average marks (ranging from 7 to 12). The reason for their average performance was that, they had sufficient knowledge and understood the requirements of the question, but did not write their points fully. Most of the students in this category mixed correct and incorrect points. Some wrote incomplete points such that they scored 1 or 2 marks out of 4 marks allocated to each point.

On the other hand, 30.06 per cent of the students scored low marks after failing to show four dangers of one misusing the offering given to God. For example, instead of showing four dangers of misusing the offerings to God, some of them provided reasons prevently people for offering to God. Others provided the Ten Commandments. For example, one of the students wrote,

I am the LORD your God, do not have God before me. I mean do not believe in another gods. Honour your father and mother. Other people produce our bad behavior to the society and member our the egypt and participated your examination and your not honour your father and mother. You shall not bear false your neighbour...

The response indicates that the student did not understand the requirements of the question. Some students explained the ten plagues against Pharaoh and the Egyptians. For example, one of them wrote,

The following are four dangers which one may face for misusing the offering given to God. Water turder into blood. The danger which god to pharao water turder into the blood because mosses said and Aaron River into blood. Floag. The danger which lord to pharao said and the people of Israel no go nation of Canaana....

This response has no relationship with a task of the question, which means that the student did not understand the task of the question. In general, the students who failed to give the required responses demonstrated incompetence in the topic of *Israelites' Journey through the Desert*. That is, they had inadequate knowledge of the subject matter. Extract 7.2 shows a sample of incorrect responses in question 7.

7. The Bible insists on offering to God, as it is written in Exodus 35:5-9, "Take from among you an offering to the LORD; whoever is of generous heart, let him bring the LORD's offering: gold, silver and bronze..." But there are some leaders who tend to misuse the offerings offered by believers to God. Explain four dangers which one may face for misusing the offerings given to God.

7. The Bible insists on offering to God, as it is written in Exodus 35:5-9, "Take from among you an offering to the LORD; whoever is of generous heart let him bring the LORD's offering: gold, silver and bronze." The following is the danger which may face for misusing the offerings given to God.

1. Sprinkling of blood; is the among of offering to the LORD; whoever is of generous heart let him bring the LORD's offering.

2. Building the twelve pillars; is the among of offering to God, to some leaders who tend to misuse the offering offered by building the twelve pillars for use gold, silver and bronze.

3. Celebration of the Feast; is the among of offering to the LORD; whoever is of generous heart let him bring the LORD's offering.

4. People who celebrate the Feast pass over and lamb sacrifice feast in the period of the generous heart to let him bring the LORD's offering.

5. Make of Covenant; is the among of offering to the LORD; whoever is of generous heart let him bring the LORD's offering.

6. Covenant is agreement between God and man. More than people tend to misuse the offering offered by believers to God.

Generally, the Bible is written to take from among offering to the LORD in generous heart gold, silver and bronze.

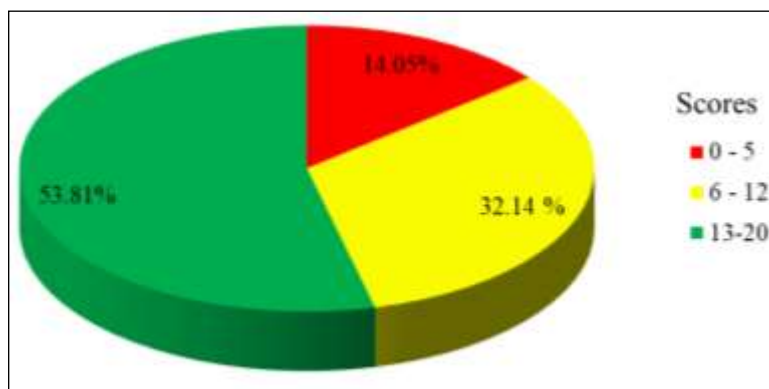
Extract 7.2: A sample of incorrect responses in question 7

In Extract 7.2, the student provided irrelevant responses. He/she wrote about sprinkling blood, building twelve pillars of silver and blonze, the celebration of feast and making covenant. Such responses are irrelevant to the task of the question.

#### 2.4.2 Question 8: The Fall of Man and its Outcomes

In this question, students were required to explain four ways of helping other people to become obedient in the community.

The question was attempted by 15,637 (74.24%) out of 21,062 students. Among those 15,637 students, 8,414 (53.81%) students scored from 13 to 20 marks, 5,026 (32.14%) scored from 6 to 12 marks and 2,197 (14.05%) scored from 0 to 5 marks. The general performance in this question was good (as 85.95 per cent scored from 6 to 20 marks). Figure 8 illustrate the performance in question 8.



**Figure 8:** *The performance of the students in Question 8*

The analysis of the students' responses shows that most of them managed to explain four relevant ways of helping other people to become obedient in their respective communities. They provided points such as living exemplary life and being role models to others; showing other people the benefits of obedience and reinforcing acts of obedience to children or the younger ones by showing appreciation to them when they show obedience. They also wrote about guiding and counselling those who need the attention of others to acquire good morals including obedience. Assisting children and youth to choose good and obedient companions so that they might avoid imitating bad behaviors from bad companions. Another way of helping others to become obedient is by reporting instances of disobedience displayed by elders to the senior who may be of great help. Elders may warn the young who misbehave or give them slight punishments to make them change their behaviors. This suggests that some students were



competent in applying the acquired skills and knowledge in real life situations. Their responses also demonstrated their ability to impart the acquired knowledge to transform others' attitudes. Extract 8.1 is a sample of good responses.

8. "Disobedience in the world came as a result of the sin of disobedience of Adam and Eve to God. However, it is possible for people to become obedient through you." Explain four ways by which you may help other people to become obedient in your community.

8. Obedience is a behaviour that a person has or faithful to God and he does all the things that he is instructed by God. In the bible we have obedience men like Abraham and others. Disobedience in the world comes as a result of the sin for example the sin of Adam and Eve to God. The following are the ways which helps other people to become obedient in our community.

By influencing them to follow the ten- God's commandments: through this the people who are disobedient in our community will change their status to become obedient, because when you follow God's commandment you obey the rules that God had given to his people and therefore you become obedient.

By telling them the importance of being obedient in the community: through this they may know the advantages of obedience for example when you be obedient people in the community may trust you love you and show some values of respect and they will be faithful to you and all these is because of obedience.

8. By advising them to follow instructions from parents, teachers and elders this can apply where you can find a child is sent something by his/her parent if he/she obeys it, she/he will be obedient and she will be loved by everyone in the society but also the parents will believe on her/him. But if he/she become disobedient she/he will be not believed by her parents and she will not be loved.

By preaching for them the word of God and influencing them to go to the church; through listening the word of God they may change their behaviour and become obedient, because when they go to church they get some knowledge about some obedient people in the bible like Abraham and the blessings that they get through obedience and therefore they change and become very obedient through the influence of the word of God.

Therefore, obedience in our daily community is very important because it helps a person to get some respectful values in the society and the society will believe her/him and apart from that he/she will be blessed by our Almighty God and he/she live a happily and blessed life due to obedient in the society.

**Extract 8.1:** A sample of good responses in question 8

In Extract 8.1, the student showed four relevant ways of helping other people to become obedient in their respective communities.

On the one hand, students who scored average marks provided responses that displayed their abilities to understand the requirements of the question and skills in essay writing. But did not exhaust points required by the question. As a result, they scored from 7 to 12 out of 20 marks.

Some students did not manage to show four ways through which one may help others to become obedient people. For example, instead of providing four ways of helping others to become obedient, the majority of the students narrated the disobedience of Adam and Eve at the Garden of Eden. Some of them narrated the creation story while others provided the Decalogue. A few students explained Israel's hardships in the wilderness and others wrote the importance of the Bible. Moreover, instead of explaining ways by which one may help other people to become obedient in the community, some students wrote the effects of sin. For example, one of them wrote,

...Sin it bring conflict. When disobedience of Adam and eve of the God Hower it is possible for people of become obedient through you're the fory way by wich world came as result of the of the sin. It cause death of the people. When disobedience of adam and eve are God said it cause of death of people in your community...It cause disease of the people; with disobedience in world came as a result of the sin of disobedience of adam and eve....

Such responses show that some students failed to understand the requirements of the question and had inadequate knowledge of the subject matter. Extract 8.2 is a sample of incorrect responses in question 8.

8. "Disobedience in the world came as a result of the sin of disobedience of Adam and Eve to God. However, it is possible for people to become obedient through you." Explain four ways by which you may help other people to become obedient in your community.

8' Adam IS the first man - created by a Gods and  
Eve IS the first women created by a Gods  
There are ways by which help others people  
to become obedient in my community  
They were not allowed to eat fruits between the  
garden if the don't eat those fruits our life will  
be good.  
They are not allow to listen what some other  
said like snake. the snake go and tell them to eat  
that fruits between the garden than go to eat these  
beside the garden.  
Therefore we shall should not do that who  
we are not allowed to do like snake who went  
to Adam and Eve.

**Extract 8.2:** A sample of poor responses in question 8

In Extract 8.2, the student provided irrelevant responses. Instead of giving four ways of helping other people to become obedient, the student narrated the story of Adam and Eve in the Garden of Eden.

### **3.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH TOPIC**

The students' performance in FTNA 2021 was good, as shown in the analysis of each question. All topics, which were tested, had a good performance, except of one topic, which was performed averagely. A topic with the highest performance was the *Life of Abraham*, in which 99.50% students scored 30 per cent or above; followed by topics of *Creation*, *The Fall of Man and its Outcome*, *The Life of Abraham*, *The Sons of Isaac*, *Hebrews in Egypt*, *Israelites' Journey through the Wilderness* and *Israel under the Leadership of Joshua* with 96.30%. This was followed by *The Fall of Man and Its Outcome* with 87.49% and *Israelites Journey through the Desert* with 68.29%. A topic with an average performance was *Sons of Isaac* in which 47.03% students scored 30 per cent or above. Performance in each topic are summarised in Appendix I.

In comparison, the performance in a topic of *Life of Abraham* was 88.10% in 2020 but was 99.50% in 2021. Thus, 2021 performance was higher by 11.40%. The average performance in all topics was 97.00% in 2020 and 96.30% in 2021. This implies that the performance has decreased by 0.70% in 2021. A topic of *The Fall of Man and Its Outcome* has decreased by 12.01% in 2021 which had 87.49% compared to the 2020 which had 99.50%. The topic of *Israelites Journey through the Desert* has decreased by 4.81% in 2021 with 68.29% compared to FTNA 2020 with 73.10%. The topic of *Sons of Isaac* has dropped by 43.47% in 2021, which had 47.03% students who scored 30 per cent or above compared to 89.50% in 2020. This comparative analysis is summarised in Appendix II.

### **4.0 CONCLUSION**

The performance of the students in Bible Knowledge subject in 2021 FTNA was good given that most of the students 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 students understood questions and adhered to the requirements of questions. They had adequate knowledge of topics and fluent were in English language, a factor which enabled them to explain and elaborate their points clearly.

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.

## 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 educational stakeholders, teachers, parents and guardians and religious leaders in various Christian communities should take necessary measures to improve students' performance in this subject. It is recommended that:

- (a) during 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. Attention is needed to remedy the performance in a topic of *Sons of Isaac*, whose performance was average, in 2020 but dropped significantly by 43.47% in 2021.
- (b) students should be engaged in numerous exercises, and be provided with immediate feedback to improve their ability to understand the requirements of questions. This will improve their performance in national examinations.
- (c) school administrations and subject teachers should encourage students to read the Bible, and related literatures and make all necessary revisions in various topics, biblical texts, concepts, themes and events covered in classroom. This can be attained by ensuring the availability of books, access to internet and regular group discussions or debate programs.
- (d) since the English language was a contributing factor (positive and negative) to the students' performance in the Bible Knowledge subject, students should practice the use of English language by writing reading, listening and speaking there will to improve their English language proficiency.

## Appendix I: 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.	Life of Abraham	True/false	3	1	99.50	99.50	Good
2.	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	Multiple choice	1	1	96.30	96.30	Good
3.	The Fall of Man and its Outcomes	Matching items	2	3	90.67	87.49	Good
4.	The Fall of Man and its Outcomes	Fill-in-Blanks	4		88.24		
5.	The Fall of Man and its Outcomes	Essay	8		83.55		
6.	Israelites' Journey through the Desert	Short answers	7	2	69.94	68.29	Good
7.	Israelites' Journey through the Desert	Essay	5		66.64		
8.	Sons of Isaac	Short Answers (Descriptions)	6	1	47.03	47.03	Average

**Appendix II: Comparison Summary of Students' Performance per Topic for FTNA 2020 and 2021**

S/N	Topic	Number of Questions	FTNA 2020		Number of Questions	FTNA 2021	
			Percentage of Students Who Scored 30% or Above	Remarks		Percentage of Students Who Scored 30% or Above	Remarks
1.	Life of Abraham	2	88.1	Good	1	99.50	Good
2.	General: Creation, The Fall of Man and its Outcome, The Life of Abraham, The Sons of Isaac, Hebrews in Egypt, Israelites' Journey through the Wilderness, Israel under the Leadership of Joshua.	1	97.0	Good	1	96.30	Good
3.	The Fall of Man and its Outcome	1	99.5	Good	3	87.49	Good
4.	Israelites' Journey through the Desert	1	73.1	Good	2	68.29	Good
5.	The Sons of Isaac	1	89.5	Good	1	47.03	Average
6.	The Hebrews in Egypt	1	65.3	Good			
7.	Creation	1	34.1	Average			

