



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



**CANDIDATES' ITEM RESPONSE ANALYSIS  
REPORT ON THE CERTIFICATE OF SECONDARY  
EDUCATION EXAMINATION (CSEE) 2020**

**BIBLE KNOWLEDGE**



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



**CANDIDATES' ITEM RESPONSE ANALYSIS  
REPORT ON THE CERTIFICATE OF SECONDARY  
EDUCATION EXAMINATION (CSEE) 2020**

**014 BIBLE KNOWLEDGE**

*Published by*  
The National Examinations Council of Tanzania,  
P. O. Box 2624,  
Dar es Salaam, Tanzania.

**©The National Examinations Council of Tanzania, 2021**

All rights reserved.

## Table of Contents

|   |    |
|---|----|
| FOREWORD .....  | iv |
| 1.0 INTRODUCTION .....  | 1  |
| 2.0 ITEM RESPONSE ANALYSIS FOR EACH QUESTION .....                                      | 2  |
| 2.1 SECTION A: Multiple Choice and Matching Items .....                                 | 2  |
| 2.1.1 Question 1: Multiple Choice Items .....   | 2  |
| 2.1.2 Question 2: Paul's Missionary Journeys .....                                      | 16 |
| 2.2 SECTION B: Short Answer Items .....   | 20 |
| 2.2.1 Question 3: Israel under the Leadership of Joshua .....                           | 20 |
| 2.2.2 Question 4: Witnessing in Jerusalem .....   | 24 |
| 2.2.3 Question 5: Jesus' Ministry .....   | 29 |
| 2.2.4 Question 6: The Death and Resurrection of Jesus .....                             | 34 |
| 2.2.5 Question 7: Jesus' Ministry .....   | 39 |
| 2.2.6 Question 8: Jesus' Preparation for Public Ministry .....                          | 45 |
| 2.2.7 Question 9: Jesus' Ministry .....   | 50 |
| 2.2.8 Question 10: General Introduction; Jewish Institutions and Sects/Parties<br>..... | 55 |
| 2.3 SECTION C: Essay Questions .....  | 60 |
| 2.3.1 Question 11: Witnessing in Jerusalem .....  | 60 |
| 2.3.2 Question 12: Hebrews in Egypt .....   | 65 |
| 2.3.3 Question 13: Creation .....   | 71 |
| 3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH TOPIC<br>.....                      | 75 |
| 4.0 CONCLUSION .....  | 76 |
| 5.0 RECOMMENDATIONS .....   | 76 |
| Appendix I .....  | 78 |
| Appendix II .....   | 79 |

## FOREWORD

The Certificate of Secondary Education Examination (CSEE) is a summative evaluation for Ordinary Secondary Education in Tanzania. This examination shows the effectiveness and efficiency of the educational system in general, and the educational delivery in particular. Essentially, the candidates' responses to the examination questions show how the teaching and learning objectives were achieved in the classroom. It also shows the extent to which Bible Knowledge learning competences were attained in their four years of ordinary level secondary education.

The Candidates' Items Response Analysis (CIRA) report is issued in order to provide feedback to educational administrators, school managers, teachers, students, school quality assurers and other educational stakeholders about the performance of the candidates in the Bible Knowledge subject. In addition, it intends to show the weaknesses and strengths of the candidates who sat for the Examination in November 2020.

This report is intended to provide a clear understanding of the reasons behind the candidates' success and failure in the Bible Knowledge subject. It highlights the factors that made the candidates perform well in the Examination. These include adequate knowledge of Biblical facts, concepts, events, stories and persons; the ability of the candidates to understand the requirements of the questions and express themselves well in English language. Conversely, the report shows the factors for weak performance which include the candidates' inadequate knowledge of Biblical facts, concepts, events, stories and persons; failure to understand the requirements of the questions, as well as being unable to express themselves in English language.

It is expected that the feedback provided in this report will enable the educational stakeholders to take appropriate measures to improve the teaching and learning of the Bible Knowledge subject in Secondary Schools. This will eventually strengthen the performance of prospective candidates.

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



Dr. Charles E Msonde  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

This report presents a thorough analysis of the candidates' performance in the Bible Knowledge subject for the Certificate of Secondary Education Examination (CSEE) which was conducted in November 2020. The Bible Knowledge Examination was set in accordance with the Bible Knowledge syllabus of 2012, and the Examination format of 2019.

The Examination paper tested the candidates' competences attained in the 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 Desert, Israel under the Leadership of Joshua, Israel under the Leadership of Judges, Jewish Institutions and Sects, Jesus' Ministry, The Death and Resurrection of Jesus, Witnessing in Judea and Samaria* and *Paul's Missionary Journeys*. The paper consisted of sections A, B and C with a total of thirteen (13) questions. The candidates were required to attempt all questions in Section A, five (5) questions from Section B and two (2) questions from Section C. Section A carried twenty five (25) marks, Section B forty five (45) marks and Section C thirty (30) marks. The paper weighed 100 marks.

The number of candidates who sat for Bible Knowledge Certificate of Secondary Education Examination (CSEE) 2020 was 14,753. Among these, 83 (0.64%) candidates' results were withheld for various reasons. This report deals with 14,670 candidates of which, 13,291 (90.60%) candidates passed and 1,379 (9.40%) failed. This performance is higher by 2.66 per cent when compared to 2019 performance which had 14,300 candidates of which 12,435 (87.94%) passed and 1,706 (12.06%) failed.

The Examination results are based on the following intervals of scores: 75-100 is classified as excellent, 65-74 (very good), 45-64 (good), 30-44 (satisfactory) and 0-29 (fail). However, in this report, the performance of candidates is in three categories: good, average and weak. The performance is good, average or weak if the percentage of candidates who scored 30 percent or above ranges from 65 to 100, 30 to 64 or 0 to 29. This is represented in the figures by green, yellow and red colours respectively.

This report provides the analysis of each question by giving an overview of what the candidates were required to do, the general performance and the

likely reasons for their performance. Sample extracts of candidates' correct and incorrect responses are presented in order to demonstrate how the candidates responded to each item.

Additionally, the report provides the analysis of candidates' performance in each topic; followed by concluding remarks and recommendations. The candidates' performance in each topic is summarised in Appendix I and a comparison of candidates' performance between CSEE 2019 and 2020 is shown in Appendix II.

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

Candidates were required to attempt nine (9) out of thirteen (13) questions in all sections (A, B and C). They were supposed to attempt **two (2)** questions from section A, **five (5)** questions from section B where question 3 and 4 were compulsory; and **two (2)** questions from section C.

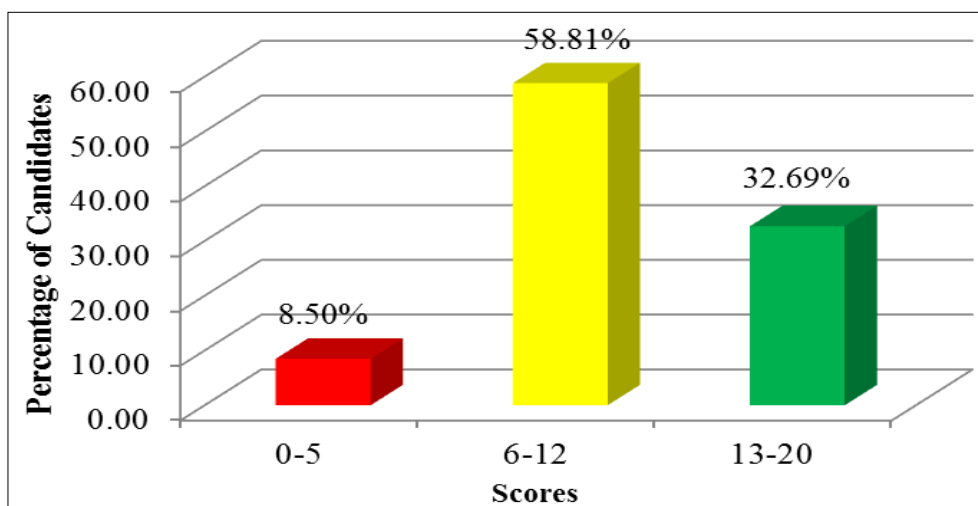
### **2.1 SECTION A: Multiple Choice and Matching Items**

This section comprised two (2) questions which were compulsory. Question 1 had twenty (20) multiple choice items from various topics, and question 2 had five matching items from the topic of *Paul's Missionary Journeys*.

#### **2.1.1 Question 1: Multiple Choice Items**

This question was set from various topics in the Old Testament and the Acts of Apostles. The candidates were required to choose the correct answer for each item from (i) to (xx) and write its letter in the booklet(s) provided.

This question was compulsory and was attempted by all 14,753 (100%) candidates, out of which 32.69 per cent scored from 12 to 20 marks, which was good performance. The other 68.81 per cent scored from 7 to 11 marks which was an average performance, and 8.50 per cent scored from 0 to 6 marks, which is regarded as weak performance. The overall candidates' performance in the question is summarised in Figure 1.



**Figure 1:** *The Percentage of Candidates' Performance in Question 1*

The analysis shows that 91.50 per cent of the candidates performed well. These candidates chose the correct responses for 7 to 20 items and scored from 7 to 20 marks. Those who scored 20 marks demonstrated sufficient knowledge of the topics from which the items were set. In contrast, 58.81 per cent scored average marks because they chose correct responses for 6 to 12 items, scoring 6 to 12 marks. The remaining 8.50 per cent scored low marks ranging from 0 to 6 because most of them made wrong choices for more than fourteen items. Among these, 0.11 per cent scored 0, which exhibited the lack of knowledge of the topics from which the items were set. The following is the analysis of the candidates' responses to all twenty (20) items.

*For each of the items (i)-(xx), choose the correct answer from among the given alternatives and write its letter beside the item number in the answer booklet(s) provided.*

- (i) *When one observes God's commandment which states, "You shall not bear false witness against your neighbor," he/she protects and preserves*
- |                          |                             |
|--------------------------|-----------------------------|
| <i>A human rights.</i>   | <i>B human basic needs.</i> |
| <i>C human life.</i>     | <i>D human dignity.</i>     |
| <i>E human resource.</i> |                             |

A considerable number of the candidates chose the correct answer *D (human dignity)*. The candidates who chose the correct answer were aware that the item was all about valuing a person's humanity, making sure that someone's reputation is not spoiled. This indicates that the candidates had sufficient

knowledge of the significance of the commandment, which is among the Ten Commandments featured in the topic, *Israelites' Journey through the Desert*. The candidates who chose A (human rights) used common-sense, but not what the commandment bears. Those who chose B (human needs) did not know what is meant by human basic needs (e.g. food, shelter, clothing, etc.). Furthermore, the ones who chose C (human life) had in mind the commandment, "You shall not kill" which has the connotation of destroying someone's life. The candidates who chose E (human resource) did not know that the choice had no connection with the commandment. Such candidates demonstrated the inadequate knowledge of the commandment.

(ii) *"Your name is Jacob, no longer shall your name be called Jacob but Israel shall be your name" (Genesis 32:28). Why was Jacob's name changed to Israel?*

- A *He had striven with God and his enemies and still prevailed.*
- B *He had striven with God and the Israelites and still prevailed.*
- C *He had striven with God and men and still prevailed.*
- D *He had striven with God and his brother and still prevailed.*
- E *He had striven with God and his sons and still prevailed.*

Item (ii) was about the Jacob's name being changed to Israel. Most of the candidates chose the correct response, C (*He had striven with God and men and still prevailed*). This implies that the candidates knew Jacob well and the reason for God to change his name to Israel. The candidates were knowledgeable about the topic of *The Sons of Isaac*. Those who chose A, B, D and E seem to have not read the story of Jacob, and so they did not come across the words, "Your name shall no more be called Jacob, but Israel, for you have striven with God and with men, and have prevailed" (Genesis 32:28).

(iii) *What are the people who enter into a mutual agreement with God called?*

- A *God's people.*
- B *Covenant people.*
- C *Contractual people.*
- D *Gracious people.*
- E *Divine people.*

Item (iii) required the candidates to identify the common name for the people who enter into a mutual agreement with God. The correct choice was B (*Covenant people*). A considerable number of the candidates were able to choose the correct answer, showing that they knew the common name for the people who enter into a mutual agreement with God. However, some of candidates chose A, C, D and E indicating that they were unable to see the

connection between the phrase “agreement with God” and the word “Covenant.” They did not know that the people who enter into mutual agreement with God are called “covenant people.” Those who chose A (God’s people) did not know that all people are God’s people. Additionally, they did not know that to be a God’s person does not necessarily need entering into mutual agreement. The ones who opted for C (Contractual people) were not aware that the phrase is not common in biblical terms, especially in connection with covenantal relationship. The candidates who opted for D (Gracious people) did not understand that grace is a free gift from God. It does not necessarily need any mutual agreement with God. Choosing D (Divine people) demonstrated lack of knowledge of the word “divine” which connotes the quality of being God or a god. Thus, humans cannot be divine. This shows that the candidates who chose the distractors had inadequate knowledge about God’s covenant people.

(iv) *In Genesis 13:1–18 we read about the story of Abram and the strife between the herdsmen of Abram and Lot. How did Abram solve the problem?*

- A *He gave Lot a choice of where he wished to live.*
- B *He gave Lot a choice of fighting with Lot’s herdsmen.*
- C *He gave Lot a choice to go back to Haran.*
- D *He gave Lot a choice of praying to God.*
- E *He gave Lot a choice of selling all his animals.*

In item (iv), the candidates were required to identify the means by which Abraham solved the quarrel between his herdsmen and the herdsmen of Lot. A significant number of candidates chose the correct answer A that Abraham solved the problem *by giving Lot a choice of where he wished to live*. This implies that the candidates had adequate knowledge of the life of Abraham, and the event which ended the quarrel that existed between their herdsmen. Most of those who chose incorrect responses opted for B (He gave Lot a choice of fighting with Lot’s herdsmen) and D (He gave Lot a choice of praying to God). Those who chose B did not understand the item well, because fighting with Lot’s herdsmen would not solve the quarrel that existed between them. Moreover, choice the D would not suffice the need because, though prayers are necessary, it would not serve the purpose of Abram to end the quarrel. Even the ones who chose C (He gave Lot a choice to go back to Haran) they did not know that this could not be an option for ending the quarrel. Choice E (He gave Lot a choice of selling all his animals) was also

incorrect because selling animals would not be accepted by Lot. This implies that the candidates did not understand the requirement of the question due insufficient knowledge about the life of Abraham and Lot.

(v) *During the time of the Israelites' oppression, God raised up the charismatic judges to help the people. What phrase in the mission of the church today could best be compared with what happened during Judges' time?*

- A *Mission of liberation.*      B *Mission of evangelism.*
- C *Mission of prayer.*      D *Mission for preaching.*
- E *Mission of teaching.*

In item (v), the candidates were required to identify a phrase in the mission of the church today, which could best be compared with what happened during Judges' time. The correct response for this item was A. A large number of candidates opted for the correct choice indicating their familiarity with the topic of *Israel under the Leadership of Judges*, and their ability to reflect biblical themes to their context. However, others chose the incorrect responses B, C, D and E. These did not know that the Israelite judges were raised by God when the Israelites were in the time of oppression so as to liberate them from the hands of their enemies. It might be that the candidates misconceived the word "oppression" with the word operation. Choosing B would mean that God sent the judges to spread His word by public preaching or personal witness, but it was to fight against their enemies. Those who chose C had in mind that God chose the Judges to pray for the oppressed people, but that was not the purpose. Furthermore, option D implies the delivery of a sermon or a religious address to an assembled group of people; this also was not the purpose of God. In addition, E was incorrect because the church's "mission of teaching" cannot be compared to liberation during the time of oppression under Israelites' enemies. Generally, the candidates who failed to choose the correct answer in this item had inadequate knowledge of the topic of *Israel under the Leadership of Judges*. Consequently, they were unable to see any connection between the mission of the Judges and the mission of the church today. This led to their failure to compare the mission of charismatic Judges in Israel with the mission of the church today.

(vi) *What was the major consequence of Adam and Eve's sin (Genesis 3:1–19)?*

- A *They saw their nakedness and laboured for their food.*
- B *They were chased out of the garden and laboured for their food.*
- C *Death was declared to them and laboured for their food.*

*D Curse was laid to them and they laboured for their food.*

*E The ground bore thorns for them and laboured for their food.*

In item (vi), the candidates were supposed to identify, among the five options, one major consequence as a result of Adam and Eve's sin. The correct response for this item was **C**. This response was correctly picked up by most of the candidates. These candidates had adequate knowledge of the topic of *The Fall of Man and its Outcome*. It was the declaration of death to humankind in connection with the words, "In sweat of your face you shall eat bread till you return to the ground, for out of it you were taken; you are dust, and to dust you shall return" (Genesis 3:19). This was the major consequence of sin committed by Adam and Eve. Although option A attracted some of the candidates, seeing their nakedness was not a major consequence. Those who chose B did not know that being chased from the garden was not something major. Distractors D and E were also not major consequences.

*(vii) Which lesson would you draw from God's reaction to Pharaoh's opposition through the ten plagues?*

*A God knows our thoughts.*

*B God is above our authority.*

*C God is above our sufferings.*

*D God provides for our needs.*

*E God guides all our future.*

In item (vii), the correct answer was **B**. The choice of this alternative suggests that the candidates knew God's reaction to Pharaoh and were able deduce the lesson out of it. However, some candidates provided wrong choices A, C, D and E. This implies that they did not know what the reaction of God to Pharaoh's opposition was all about. That is, God reacted to the authority of Pharaoh as a king; He punished Pharaoh by plagues to show that His power and authority is above all powers and authorities.

*(viii) In Genesis 9:11, God made a covenant with Noah not to destroy the Earth by flood ever again; yet, we still experience floods in various places today. How can you differentiate the current experience of floods from that of Noah?*

*A In Noah's days the flood was all over the world while today it happens in few places.*

*B In Noah's days the flood was a punishment while today's flood is a natural disaster.*

*C In Noah's days the flood was announced earlier while today's flood is not.*

- D In Noah's days the flood was consistent for a time while today's flood is not.*
- E In Noah's days the flood marked the end of sinful life while today's flood does not.*

In item (viii), a considerable number of the candidates chose the correct answer **B**. This shows that they knew the story of floods during the time of Noah, and were able to reflect it to the floods today. The alternatives A, C, D and E are wrong choices because the issue was not about coverage (A), or prior information (C), or consistence (D) or ending of sinful life. Rather, in those days, the flood was God's punishment for the people's sins, but the current floods we experience are not God's punishment rather natural disasters. This is clearly stated by God that He would never again destroy all creatures by floods as He did in those days. God said, "...neither will I ever again destroy every living creature as I have done" (Genesis 8:21).

- (ix) *A certain Christian family belonged to denomination A. When the father divorced his wife, he took his children to denomination B and the mother went to sect C. When the family faith in B collapsed, he collected his children and went to sect F. This phenomenon can be regarded as;*
- A an act of abandoning a set of belief or turning away from one's belief.*
- B an attitude of mind which deals with seeking for old religious beliefs.*
- C a pride showing freedom of worship and personal standpoint.*
- D an act of turning away from traditional family faith to modern faith.*
- E a means through which people search for and discover God.*

Item (ix) tested the candidates' ability to interpret the story in relation to their own context. An average number of candidates opted for **A**, which was the correct answer. Such candidates were able to reflect the narration in their daily life. However, other candidates chose incorrect responses. Most of them chose E. They were attracted by the words "people search for...God" but they did not consider the words "to discover God" as improper. Those who chose B were wrong in the sense that the members of that family were moving from one denomination to another after their discontent with the one they were in, and not that they moved back to their old beliefs. In addition, option C was incorrect because the family members did not move due to pride of freedom and showing their standpoint, but they lacked standpoint. Distractor D was also incorrect because the family members were Christians, not traditionalists.

- (x) *What does the story of Joseph's meeting with his brothers in Egypt as narrated in the book of Genesis chapter 42 teach us?*
- A *We should forgive those who wrong us but never forget at once.*
  - B *We should forgive those who wrong us and forget at once.*
  - C *We should forgive those who wrong us only once.*
  - D *We should forgive those who wrong us but remember it later.*
  - E *We should forgive those who wrong us and revenge later.*

In item (x), the candidates were required to obtain the teaching concerning forgiveness as found in the story of Joseph's meeting with his brothers in Egypt. This item was correctly responded by the majority of the candidates who chose B. This indicates that the candidates knew that true forgiveness involves forgetting the wrongs you have forgiven. Thus, choosing A was incorrect because of the words "but never forget at once." Option C was also incorrect due to the phrase "only once." Alternative D was incorrect as it had the words "...but remember it later." Again, those who chose E were not aware that the words "...and revenge it later" nullify true forgiveness. Therefore, the candidates who chose A, C, D and E did not know what forgiveness really means.

- (xi) *Why do you think the Lord afflicted Pharaoh and his house in Egypt according to Genesis 12:10–20?*
- A *He took Sarai, Abraham's wife to make her a ruler.*
  - B *He took Sarai, Abraham's wife to make her people slaves.*
  - C *He took Sarai, Abraham's wife to make her his wife.*
  - D *He took Sarai, Abraham's wife to make her kill her husband.*
  - E *He took Sarai, Abraham's wife to make her a responsible woman.*

In item (xi), the candidates were required to identify the reason for God to afflict Pharaoh's household. A good number of candidates opted for the correct answer C. This signifies that the event in Genesis 12:10-20 was familiar to the candidates. They knew that the Lord sent terrible plagues upon Pharaoh and his household because of Sarai whom he had taken as his wife. On the contrary, other candidates chose the incorrect response A. This was incorrect because the story is clear that Pharaoh wanted to make Sarai his wife, and not to rule Egypt. Option B was also incorrect because by no means other women would become slaves because Pharaoh took Sarai. Choice D was incorrect too. The affliction was not because Sarai was taken so as to kill her husband, but because the king wanted to marry her. As well, the candidates who chose E were wrong because already Sarai was a responsible

woman. She was not going to be more responsible because she was taken by the evil king Pharaoh. Besides, the affliction was not because Sarai was to become a responsible woman, but because Pharaoh aimed at making her his wife.

(xii) *Which lesson can be drawn from the context of Moses' birth?*

- A No one can claim to know God.*
- B No one can hide from the face of God.*
- C No one can kill the servants of God.*
- D No one can oppose what God proposes.*
- E No one can stand before the holy God.*

In item (xii), the candidates were required to identify the lesson that can be drawn from the context of Moses' birth. A reasonable number of candidates were able to choose the correct answer **D** because they knew the context that Pharaoh opposed God's plan. Pharaoh had ordered to kill all the Jewish baby boys, but Moses was not killed because God had planned for him to become the deliverer of the Jews. However, some candidates provided wrong choices such as A, B, C and E. Those who chose A failed to know that in that context the main issue was the panic of the king over the increase of the number of the Jews. Thus, Pharaoh planned to decrease their number by killing the newborn baby boys. Option B attracted many candidates because of the word "hide." This was contrary to the context. In fact, the parents of Moses hid him for some time so that he might not be killed by Pharaoh. They did not hide him from God. Furthermore, C was incorrect because there was no guarantee that servants of God could not be killed. Yet, option E was wrong because in the context of the birth of Moses, it is not stated whether it was or was not allowed to stand before God. However, the main issue in that context was Pharaoh's plan to eradicate the Jewish baby boys, which the candidates failed to correlate with the given alternatives.

(xiii) *What prompted Samson to destroy the Philistines crops?*

- A His father in law gave Samson's wife to his friend.*
- B His father in law married his wife.*
- C His father in law's wife married Samson's friend.*
- D His wife was killed by Samson's father in law.*
- E His wife ran away from his house.*

In item (xiii), the candidates were to find out the reason for Samson to destroy the Philistines' crops, an event reported in Judges Chapter 15. Most

candidates provided correct response A. They were aware that Samson had betrothed a Philistine woman, but when he delayed to come to pay the dowry price, her father decided to give her in marriage to Samson's best man. As Samson went to pay the price, his father-in-law told him that he had given her to his best man. Samson revenged by burning the wheat fields of the Philistines. However, the few candidates who failed to provide the correct answer did not know what prompted Samson to destroy the Philistines' crops. This might be attributed to inadequate knowledge of the events in the book of Judges.

(xiv) *Which human activities contribute to the destruction of God's creation today?*

- A Zero grazing and terracing. B Water pollution and zero grazing.  
C Terracing and deforestation. D Afforestation and air pollution.  
E Deforestation and pollution.

In item (xiv), the candidates were required to categorise the human activities which contribute to the destruction of God's creation today. Many candidates made the correct choice **E**. Their choice demonstrated that they were familiar with human activities that can destroy God's creation today. Some of the candidates provided wrong choices, A, B, C and D indicating that they were not conversant with human activities which can destroy the creation of God. The ones who chose A did not know that zero grazing means keeping animals in-house, and does not destroy land, and that terracing helps in conservation of soil and water. Alternative B attracted the candidates because of the phrase 'water *pollution*', but they did not consider zero grazing as a means to conserve God's creation. Moreover, option C attracted the candidates because of the word *deforestation*, but they did not understand that terracing helps in the conservation of God's creation. In option D, the candidates were attracted by the words *air pollution*. However, they did not know *afforestation* as the process of planting trees in an area that has no trees to form a forest. This helps to protect the land from erosion through wind and water. It is the opposite of "deforestation" which destroys God's creation.

(xv) *Which description represents the reason for the growth of Christianity during times of oppression and persecution?*

- A Christianity is not the work of humans but of God through the Holy Spirit.  
B Christianity is the work of humans and not of God through the Holy Spirit.

- C Christianity is the work of persecutors and of the apostles of Jesus.*
- D Christianity is the work of persecutors through Holy Spirit that filled them.*
- E Christianity is the work of the apostles of Jesus through their own power.*

In item (xv), the candidates were supposed to recognise the description which represents the reason for the growth of Christianity during the time of oppression and persecution. The majority of candidates recognised the description *A* as the correct response. Such candidates were conversant with the reasons for the growth of Christianity during the time of oppression and persecution. Still, there were some candidates who chose *B*, *C*, *D* and *E* showing that they had a limited knowledge about the birth and growth of Christianity, and challenges the church faced. The book of Acts of the Apostles explains clearly that it was by the power of God through the Holy Spirit that the church was born, and grew even during oppression and persecution of its members (compare Acts 4:1-4; 8:1-13; 11:19-24, etc.).

*(xvi) Identify the Judges who best represent the major Judges:*

- A Debora, Elon, Shamgar, Jephthah, Gideon and Jair.*
- B Samson, Othniel, Abdon, Ibzan and Jephath.*
- C Ehud, Shamgar, Barak, Elon and Tola.*
- D Othniel, Samson, Debora, Gideon and Abdon.*
- E Ehud, Othniel, Jephthah, Samson and Gideon.*

In item (xvi), the Judges who best represent the major Judges were those in alternative *E*. Alternative *A* was incorrect as it included minor Judges such as Elon and Jair. In the same way, *B* was incorrect because it had Abdon and Ibzan who are minor Judges together with Jephath who is not among the Judges. Moreover, alternative *C* was wrong as it included Elon and Tola the minor Judges, and Barak who was not a Judge. Alternative *D* was also incorrect because Abdon is one of the minor Judges. The choice of the incorrect options indicates that the candidates were unable to differentiate between major and minor Judges.

*(xvii) In the Book of Genesis, God gave human beings conditions or instructions to follow, such as those given to Adam and Noah in the same way as those that He gives to people today. By so doing, what does God give human beings to exercise?*

- A Their willpower.    B Their obedience.    C Their humbleness.*

*D Their submission. E Their respect.*

The correct answer for this item was **A**, in the sense that when God gave the conditions or instructions to the people like Adam and Noah, He gave them freedom of choice. He did not compel them. They were free to follow or not to follow the conditions. In other words, *willpower* is the ability to control one's impulses and actions. Choosing option B means that human beings are compelled to obey, though it was not the case. Option C would mean that it is a must to be humble, but God does no force humankind to be humble. Furthermore, alternative D was also incorrect because, though He loves submissive persons, God does not force one to do so. More than that, option E would mean that God forces a person to respect Him, though He does not. Instead, He lets the person to choose to either respect or disrespect Him. Yet, that person is responsible for the choice he/she makes. Therefore, even today, when God gives conditions or instructions to follow, He leaves human beings to exercise their freedom of choice through their willpower, but they are responsible for their choices.

(xviii) *Among important persons during the New Testament time were the Scribes. What was their main function?*

- A To keep money for the kings and purchase commodities.*
- B To keep the synagogues or Sanhedrin in good order.*
- C To preach the word of God to the gentiles.*
- D To supervise the election of leaders of the synagogues.*
- E To write documents for others or copy written material.*

In item (xviii), the candidates were required to identify the main function of the Scribes. "The Scribes" is one of the subtopics in the topic of *General Introduction: Jewish Institutions and Sects/Parties*. A considerable number of the candidates provided the correct answer **E**. In fact they were men who learned to read and write. They had knowledge of the law and could draft legal documents (contracts for inheritance, the sale of land and the like). The candidates who responded correctly demonstrated their knowledge of the work of the Scribes. On the other hand, the candidates who provided wrong choices A, B, C and D were unaware that Scribes were not treasurers as option A suggests. They were also not the cleaners of the religious and government buildings as depicted in option B. The Scribes were not priests that they could preach the word of God as stated in option C, but writers as

their name indicates. Additionally, alternative D was incorrect since the Scribes were not supervisors of the election of leaders of the synagogues.

(xix) *Which of the following Jewish sect was not in good terms with the Jews?*

- |                     |                    |                  |
|---------------------|--------------------|------------------|
| <i>A Sadducees</i>  | <i>B Pharisees</i> | <i>C Essenes</i> |
| <i>D Samaritans</i> | <i>E Scribes</i>   |                  |

In item (xix), an average number of the candidates chose the correct response **D**. These candidates knew that Jews and Samaritans were antagonistic groups. They knew that the Jews refused to accept the Samaritans as Israelites, mostly because of political and religious reasons. Conversely, the rest of the candidates opted for incorrect responses A, B, C and E indicating that they were not well informed about such an antagonism. They also did not know that the Sadducees, Pharisees, Essenes and Scribes were purely Jews, but the Samaritans were a mixture of Jews and the Gentiles (non-Jewish people) who lived in Samaria – North of Jerusalem.

(xx) *As a member of the society, what behaviour of people these days resembles that of the people of Babel in Genesis 11:1–9?*

- A Pride and building themselves tall apartment for show off.*
- B Pride and living the whole family in the same place as a symbol of unity.*
- C Pride and putting more emphasis on technological advancement for greatness.*
- D Pride and speaking the same language as an identity.*
- E Pride and show off of their wealth pretending to be gods on earth.*

In item (xx), the correct response **E**. However, very few candidates were able to pinpoint it. In reality, the people of Babel constructed the tower for their pride as they said, “Come, let us build for ourselves a city, and a tower with its top in the heavens, and *let us make a name for ourselves...*” (Genesis 11:5). Making a name for themselves meant making themselves famous. This was a pride and show off which, today can be compared to the people who think they have everything at their disposal and can do anything they want because of their ability. On the other hand, the majority of the candidates chose incorrect responses A, B, C and D, which have no direct relationship with the motive for building the Tower of Babel. This failure was due to their inability to correlate what they read from the Bible or learnt in classroom to daily life situations.

The general performance in this question was good as 91.50 per cent of candidates scored 7 to 20 out of 20 marks allocated for the question. The candidates demonstrated that they had acquired the skills and competence required in the topics from which the items were set. Extract 1.1 is a sample of correct responses for question 1.

|       |   |  |
|-------|---|--|
| 1     | D |  |
| i     | C |  |
| ii    | B |  |
| iii   | A |  |
| iv    | A |  |
| v     | C |  |
| vi    | B |  |
| vii   | B |  |
| viii  | A |  |
| ix    | B |  |
| x     | C |  |
| xi    | D |  |
| xii   | A |  |
| xiii  | E |  |
| xiv   | A |  |
| xv    | E |  |
| xvi   | A |  |
| xvii  | E |  |
| xviii | D |  |
| xix   | E |  |
| xx    |   |  |

**Extract 1.1:** A sample of correct response for question 1

In Extract 1.1, the candidate provided correct responses to all twenty items, showing that he/she had adequate knowledge of the topic from which the items were set.

The candidates who performed poorly chose incorrect responses ranging from fourteen to twenty items. A sample of a candidate who chose incorrect responses to all the items is shown in Extract 1.2.

|   |     |    |     |      |       |     |     |      |    |   |    |     |      |  |
|---|-----|----|-----|------|-------|-----|-----|------|----|---|----|-----|------|--|
| 1 | i   | ii | iii | iv   | v     | vi  | vii | viii | ix | x | xi | xii | xiii |  |
|   | A   | B  | A   | C    | B     | B   | E   | C    | E  | D | A  | C   | E    |  |
| 1 | xiv | xv | xvi | xvii | xviii | xix | xx  |      |    |   |    |     |      |  |
|   | C   | E  | A   | C    | A     | B   | D   |      |    |   |    |     |      |  |

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

In Extract 1.2, the candidate failed to choose the correct responses to all items in question 1, showing that he/she had inadequate knowledge of the topics from which the items were set.

### 2.1.2 Question 2: Paul's Missionary Journeys

This was a matching item and compulsory question set from the topic of *Paul's Missionary Journey*. The candidates were asked to match the description of missionary activity in **List A** with the names of the respective places in **List B** by writing the letter of the correct response beside the corresponding item number in the answer booklet(s) provided.

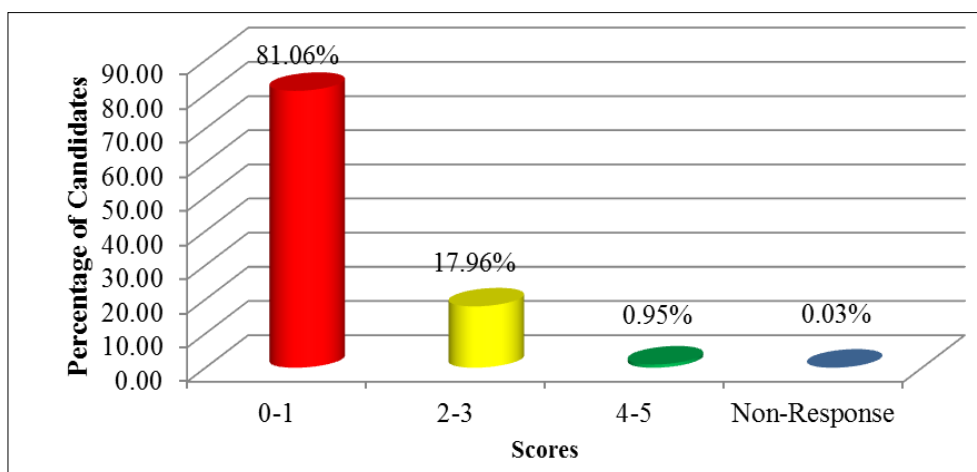
| <i>List A</i>   | <i>List B</i>     |
|---|-------------------|
| (i) <i>The missionaries began to preach the Gospel first to the Jews.</i>                       | A <i>Derbe</i>    |
| (ii) <i>The missionaries confronted an opponent of the Gospel.</i>                              | B <i>Iconium</i>  |
| (iii) <i>The missionaries made many disciples in the power and guidance of the Holy Spirit.</i> | C <i>Lystra</i>   |
| (iv) <i>The missionaries faced great opposition and discouragement.</i>                         | D <i>Paphos</i>   |
| (v) <i>The missionaries preached the word of God on their way back to Antioch of Syria.</i>     | E <i>Perga</i>    |
|   | F <i>Salamis</i>  |
|   | G <i>Seleucia</i> |

The correct answers for this question were as follows:

|               |     |      |       |      |     |
|---------------|-----|------|-------|------|-----|
| <b>List A</b> | (i) | (ii) | (iii) | (iv) | (v) |
| <b>List B</b> | F   | D    | A     | C    | E   |

This question was attempted by 99.97 per cent out of the candidates who sat for the paper, while 0.03 per cent left it unattended. Their performance was weak as 81.06 per cent scored from 0 to 1 mark, which is categorised as weak performance. Additionally, 17.96 per cent scored from 2 to 3 marks which

was average performance and 0.95 per cent scored from 4 to 5 marks, which was good performance. The overall candidates' performance in the question is summarised in Figure 2.



**Figure 2:** *The Percentage of Candidates' Performance in Question 2*

Figure 2 shows that 81.06 per cent of the candidates scored below average marks. Among them, 46.53 per cent scored 0 as they failed to match all the five items. The analysis of the candidates' responses to the items shows that they did not know the exact places of missionary activities. For example, item (i): *The missionaries began to preach the Gospel first to the Jews*, was to be matched with F (*Salamis*). This is where the Apostles began their mission among the Jews (Acts 13:5). Contrary to that, most candidates matched the item with C (*Lystra*), a place where Paul and Barnabas went as they turned to the Gentiles after the Jews had rejected the word of the Lord (Acts 13:44-47; 14:1-7). Others matched the item with G (*Seleucia*), a seaport through which Paul and Barnabas passed as they were sailing to the island of Cyprus (Acts 13:4).

Item (ii): *The missionaries confronted an opponent of the Gospel*, was supposed to be matched with D (*Paphos*). Paphos was a place where Paul and Barnabas met a Jewish sorcerer (Elymas) who prevented people from listening to Paul and Barnabas (Acts 13:6-8). Instead, most candidates matched it with A (*Derbe*); a place where Paul and Barnabas preached without obstacles and made many followers (Acts 14:20-21). Other candidates matched this item with E (*Perga*), a port town which Paul and Barnabas landed as they were

sailing from Paphos to Pamphylia and Antioch of Pisidia (Acts 13:13-14) where there was no opposition.

Item (iii): *The missionaries made many disciples in the power and guidance of the Holy Spirit* was to be matched with A (*Derbe*). It was at this place that Paul and Barnabas preached the Gospel among the Gentiles, and many believed (became disciples – Acts 14:20-21). However, many candidates matched the with E (Perga), a town in Pamphylia where Paul and Barnabas got off the boat after sailing from Paphos (Acts 13:13-14). There were also candidates who matched the item with F (Salamis), a town in Cyprus where Paul and Barnabas preached in the Jewish synagogues. It is not stated whether the Jews accepted the Gospel or not (Acts 13:5).

Item (iv): *The missionaries faced great opposition and discouragement*, was supposed to be matched with C (*Lystra*). Lystra was a place where Paul healed a crippled man (Acts 14:8-10), but the Jews from Antioch and Iconium came and stirred the crowds against Paul and Barnabas. They stoned Paul to the point of death, though he survived (Acts 14:19-20). Yet, most of the candidates incorrectly matched the item with A (*Derbe*) a place where the missionaries preached the Gospel without any opposition, and many people became disciples (Acts 14:20-21). Others matched with F (*Salamis*), a place where the missionaries began their mission among the Jews (Acts 13:5).

Item (v): *The missionaries preached the word of God on their way back to Antioch of Syria*. The candidates were expected to match this item with E (Perga). Perga was a town through which Paul and Barnabas passed as they were going to Antioch of Pisidia (Acts 13:13). After completion of their mission, these missionaries decided to revisit the people they had evangelised before so as to strengthen their faith. Conversely, some candidates matched the item with C (Lystra), a place where the missionaries decided to go to preach among the Gentiles after the Jews had rejected the Gospel because they were jealous of the achievements of the missionaries in their missionary work (Acts 13:44-47; 14:1-7). Others matched it with B (*Iconium*), a place where the missionaries preached the word with success, but the Jews spurned the word of God and poisoned the minds of the Gentiles against Paul and Barnabas. Moreover, there were candidates who matched the item with D (*Paphos*); a place where Paul and Barnabas met a Jewish sorcerer (Elymas) who stopped people from listening to them (Acts 13:6-8).

In general, the candidates who failed in this question lacked knowledge of Paul's missionary activities. They were not conversant with events, themes and places in Paul's first missionary journey. Extract 2.1 is a sample of incorrect matched items for question 2.

|   |    |   |  |
|---|----|---|--|
| 2 | 13 | D |  |
|   |    |   |  |
|   | 11 | A |  |
|   |    |   |  |
|   | 10 | B |  |
|   |    |   |  |
|   | 6  | F |  |
|   |    |   |  |
|   | 5  | C |  |
|   |    |   |  |

**Extract 2.1:** A sample of incorrect responses for question 2

In Extract 2.1, the candidate matched all the five items incorrectly, indicating that he/she had inadequate knowledge of the subject matter.

Although most candidates failed in this question, 18.91 per cent scored from 2 to 5 marks. The candidates with average performance were 17.96 per cent, who scored from 2 to 3 marks as they matched correctly 2 to 3 items. In general, they demonstrated limited knowledge of the topic of Paul's Missionary Journeys.

In addition, 0.95 per cent of the candidates matched 4 to 5 items correctly, scoring from 4 to 5 marks. Among these, 0.07 scored all 5 marks. These candidates demonstrated how the teaching and learning objectives and competences were achieved in the classroom. Extract 2.2 is a sample of responses from a candidate who matched correctly all the items.

|   |     |   |  |
|---|-----|---|--|
|   |     |   |  |
| Q | i   | F |  |
|   | ii  | D |  |
|   | iii | A |  |
|   | iv  | C |  |
|   | v   | E |  |
|   |     |   |  |

**Extract 2.2:** A sample of correct response for question 2

In Extract 2.2, the candidate matched all the five items correctly, indicating that he/she had mastered the subject matter.

## **2.2 SECTION B: Short Answer Items**

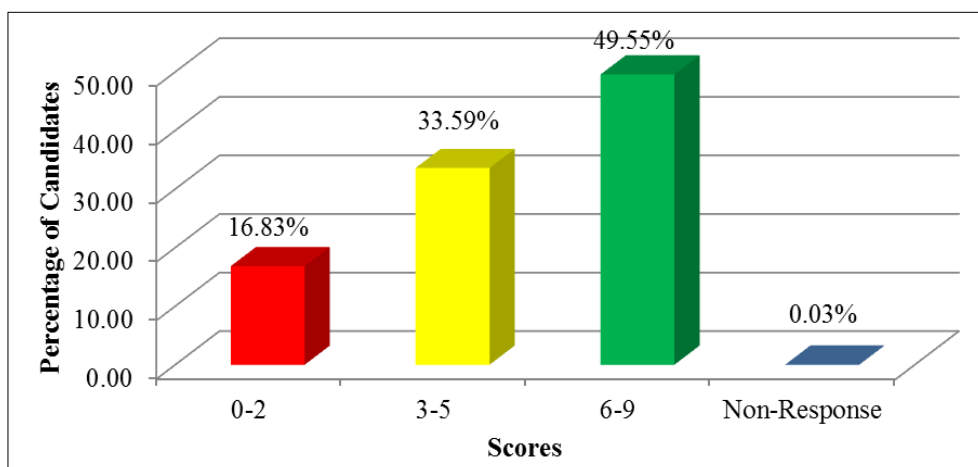
This section comprised eight (8) questions. The candidates were required to answer five (5) questions where question 3 and 4 were compulsory. Each question carried nine (9) marks making a total of 45 marks.

### **2.2.1 Question 3: Israel under the Leadership of Joshua**

This question was compulsory. The candidates were given a scenario, “*The conquest of Jericho began with the revelation of God to Joshua. Joshua saw a commander of the Lord's army holding a sword, meaning the conquest would be God's undertaking and not man's military force (Joshua 5:13-6:27)*” to answer the following items:

- (a) *Explain one of the instructions that the Lord gave to Joshua before conquering Jericho.*
- (b) *Identify the persons and things that were to be spared during the attack of Jericho.*
- (c) *What lesson do you learn from Joshua's victory over Jericho?*

The question was attempted by 99.97 per cent out of the candidates who sat for the paper, while 0.03 per cent left it unattended. Their performance was that 49.55 per cent scored from 6 to 9 marks and 33.59 per cent scored from 3 to 5 marks. Furthermore, 16.83 per cent scored from 0 to 2 marks. The general performance was good since 83.14 per cent scored above average marks as summarised in Figure 3.



**Figure 3:** *The Percentage of Candidates' Performance in Question 3*

The candidates with higher marks in this question had scores that ranged from 6 to 9 marks. Among them, 12.92 per cent scored all 9 marks. These candidates were able to answer all the three items correctly. For example, in responding to item (a), some of the candidates wrote, “the instructions that the Lord gave to Joshua before conquering Jericho was for him and the soldiers to march around the city once a day for six days with seven priests carrying ram's horns ahead of the ark.” Others wrote, “Joshua was told to march around the city seven days, and on the last round of the seventh day the priests should blow their horns and the people should shout loudly to make the walls of the city to fall.” Their responses showed that they had mastered the story of Joshua and the plans to conquer the Promised Land.

In item (b), the candidates were able to identify the persons and things that were to be spared during the attack of Jericho. Concerning the persons, they mentioned Rahab the harlot and the members of her household. They also mentioned the things were spared as all things made of silver, bronze, gold and iron. The candidates demonstrated their competence in this area of the book of Joshua.

In item (c), the candidates provided relevant lessons learnt from Joshua's victory over Jericho. For example, one of the candidates wrote, “I learn that Joshua's victory was possible because he followed the instructions of God. So, if we want to succeed in whatever we want to do, we should listen and obey the voice of God.” Another candidate wrote, “What I learn from Joshua is that through God everything is possible.” Additionally, there was a

candidate who wrote, “I learn that we should obey God’s instructions so as to get victory in our activities as Joshua obeyed.” Another one wrote, “I learn that the only one to believe is God and His commandments for he makes the impossible possible.” These responses demonstrate that the candidates attained the required competence in their study of the book of Joshua in general, and the mission to conquer the city of Jericho in particular. Extract 3.1 shows a sample of correct responses to all items in question 3.

|   |     |   |  |
|---|-----|---|--|
| 3 | i   | - That people should round the city once per day for six days and on the seventh day seven rounds while carrying the ark of covenant and seven priest carrying seven ram's horn and blowing loudly. |  |
|   | ii  | if Rahab and her household.   |  |
|   |     | iii The Things made of silver, gold, bronze and Iron were left for God.   |  |
|   | iii | if God is the one who fights for our life and gives us strength.  |  |
|   |     | iv we must depend on God to every step we take in our life.   |  |
|   |     | v God is the one who provides solution to our problem.  |  |

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

In Extract 3.1, the candidate provided relevant responses to question 3, indicating that he/she understood the question and knew the topic of *Israel under the Leadership of Joshua*.

As shown in the data analysis, 33.59 per cent scored average marks which ranged from 3 to 5 marks. These candidates depicted partial knowledge of the subject matter. Most of them (15.85%) scored 3 marks.

In contrast, 16.83 per cent of the candidates who sat for this paper scored low marks which ranged from 0 to 2 marks, whereby 10.35 per cent scored 0. Those who scored 0 demonstrated inability to comprehend the story of the invasion of Jericho by Joshua under the guidance of God. They were unable

to identify the persons and things that were to be spared during the attack of Jericho. Their failure in item (a) led to their failure in item (c) as they could not provide the lesson learnt.

In item (a), instead of writing about the Israelites who were instructed to march around the city for seven days, once on each of the six days and seven times on the seventh day, one of the candidates wrote, "Joshua is the student of Jesus of the good student." Another candidate wrote, "One of the instruction that the lord gave to Joshua before conquering jaricho Jericho began with the revelation of God to Joshua." One of the candidates wrote about the exodus event:

The Lord give to Joshua before conquering Jericho that to help to the people from Israel for move out of Pharaoh hands because Pharaoh is discrimination of the Israel people like a slave but the God used to Joshua to help from Israel.

These responses indicate that either the teaching/learning objectives were not achieved in the classroom, or the candidates were unable to demonstrate competences they attained during their learning.

In item (b), the candidates were unable to identify the right persons and things that were to be spared during the invasion of Jericho. Some of them understood that they were supposed to write names of persons and things, but they wrote wrong names. For example, some candidates identified Tamar and Bathsheba as the persons to be spared and altar, animals and crops as the things to be spared for God. Another one wrote, "the person and thing that we spared during the attach of Jericho take with Joshua..." Additionally, one of the candidates wrote, "the persons and things that were to be spared during the attack Jericho is Lucas." Likewise, one of them wrote, "Because the God is the way that is help any people we can holding the conquest which a save people example are Joshua." Another one wrote, "Is the conference of the Jesus in the good church of the Jericho." Other candidates copied sentences from other questions as responses. For example, "The missionaries confronted an opponent of the gospel." This was copied from question 2 item (ii). Another of the like was written, "Pride and speaking the same language as an identity." This was taken from question 1 item (xx) option D. These responses show that the candidates did not understand the requirements of the question and lacked knowledge.

In item (c), the candidates failed to provide the lesson learnt from Joshua's victory over Jericho. For example, one of the candidates wrote, "Joshua was strong men and many soldiers and weapon." This candidate was unaware that God fought for the Israelites. Another candidate wrote, "Is passed of the river and god is see." This response has no any connection with the requirements of the item. Furthermore, there were candidates who copied words from the stem of the question and presented them as the responses. For example, one of them wrote, "meaning the conquest would be God's undertaking and not man's military force." Another one wrote:

That is an who as in the started a Jericho began with the revelation of God to Joshua saw commander man's military force the person in the position stated and the mistake did the for reason his position do learn the lord gave Joshua before conquering Jericho.

These responses illustrate the insufficiency of knowledge from the candidates. Extract 3.2 is a sample of incorrect responses for question 3.

|   |  |
|---|--|
| 3 | a) The instructions that Lord give to Joshua before conquering Jericho was been all people his support at the tent evils unless can destroyed. |
|   | b) The person who is Shem and be Farah who come to attack at Jericho for removing the word of God and to destroy church.                       |
|   | c) The reason which I know was to be the preachers of removing their or all people at Jericho was support starting to worship                  |

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

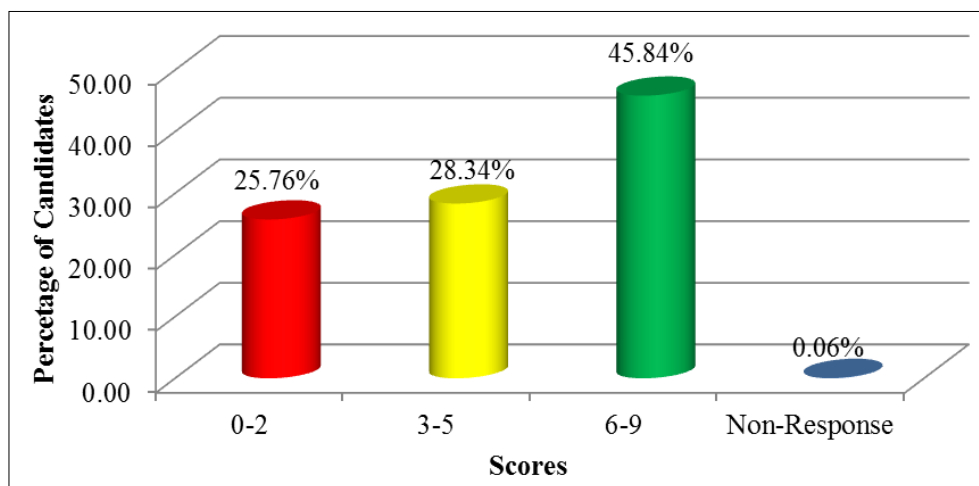
In Extract 3.2, the candidate provided incorrect responses to all the items of this question. This can be attributed to inability to understand the requirements of the question.

### 2.2.2 Question 4: Witnessing in Jerusalem

This question was compulsory and the candidates were required to make reference to the quotation "Let another take his position of overseer" (Acts 1:20) to respond to the following items:

- (a) *Identify the person who was in the position stated, the mistake he did and the reason for his position to be taken by another person.*
- (b) *How was the person replaced?*
- (c) *Suggest the procedure to be followed in order to get the right person if one of the youth leaders in your church quits a position and there is need to replace the person immediately.*

The question was attempted by 99.94 per cent of the candidates who sat for the Examination, and 0.06 per cent left it unattended. The performance shows that, 45.84 per cent scored from 6 to 9 marks, 28.34 per cent scored from 3 to 5 marks and 25.76 per cent scored from 0 to 2 marks. The general performance was good because 74.18 per cent scored above average marks as illustrated in Figure 4.



**Figure 4:** *The Percentage of Candidates' Performance in Question 4*

The candidates with good performance in this question scored from 6 to 9 marks. Among them, 11.25 per cent scored 9 marks. Their responses were complete and in accordance with the requirements of the question. The following is the analysis of candidates' responses from (a) to (c).

In item (a), most candidates responded correctly. They identified the person who was in the position of the overseer as Judas Iscariot. The mistake he did was to betray Jesus. The reason for replacement was that Judas Iscariot died by committing suicide. For example, one of the candidates wrote:

The person who was in the position was Judas Iscariot and the mistake he did was to betray Jesus by accepting the corruption from the Jews so as to

kill Jesus. The reason for his position to be taken by another person is because Judas Iscariot was no longer alive and the apostles were supposed to be twelve.

These responses exhibit the candidates' understanding of the task of the question, and knowledge of the event in which Judas Iscariot's position was replaced by Mathias.

In item (b), the candidates were supposed to explain the procedure for the replacement of the person in question. The appropriate response provided by the candidates was that the apostles set criteria for making the choice; they nominated two candidates who were Joseph and Mathias. Then the apostles prayed to ask God to guide the election and finally, they cast the lots and results fell on Mathias. For example, one of the candidates wrote, "The person was replaced through prayers, basing on qualifications such as being among the followers, presenting names of qualified persons, to cast lots (vote) and announce the winner. The winner was Mathias." These candidates understood and adhered to the requirements of the question.

In item (c), the candidates responded correctly by writing about setting qualifications, nominating the contestants, praying for God's guidance, making election and announcing the results. The majority of the candidates provided relevant responses indicating that they were aware of election procedures. For instance, one of the candidates wrote:

We should prepare guidelines for the qualifications needed for a certain position. We should get the names of the persons who will compete in election. We must pray for God to give us the right person. Another thing is to vote by democracy and to make sure the votes are counted so as to announce the results for the one with more votes, not according to the opinion of one person.

Generally, the good responses and performance in this question was due to their familiarity with the subject matter, understanding the requirements of the question and following the instructions. Extract 4.1 is a sample of good responses for question 4.

|    |  |  |
|----|--|--|
|    |  |  |
| 4. | a) -The person was Judas Iscariot; the mistake he did was betraying Jesus into the hands of the elders. His position was taken by another because he hanged himself due to being unable to bear the guilt of deceiving an innocent blood.    |  |
|    |  |  |
|    | b) His replacement was done through election through election whereas two names, Joseph Barsabass and Mathias, were proposed, lots were cast and they fell on Mathias.   |  |
|    |  |  |
|    | c) -The best procedure is through election done through the following stages:  |  |
|    |  |  |
| 4. | e) • The right person should be a youth who is active in the youth activities and faithful.<br>• Suggesting names of youths who seem to qualify.<br>• Praying for wisdom so as to make right choices.<br>• Casting votes for proposed names. |  |
|    |  |  |

**Extract 4.1:** A sample of relevant responses for question 4

In Extract 4.1, the candidate provided relevant procedure to be followed in election of leaders.

Figure 3 shows that, the candidates who scored average marks ranging from 3 to 5 marks were 28.34 per cent. These candidates gave weak responses that deserved not more than two marks per item. Some of them were able to respond and score full marks (3 marks) for only one item out of three, or they scored 1 mark in each item depending on the quality of the responses. Most of them had knowledge and understood the requirements of the question, but failed to provide sufficient responses. In general, they gave partial responses.

On the other hand, 25.76 per cent of the candidate failed by scoring 2 marks and below while 14.77 per cent scored 0 because they were unable to provide correct responses to all the three items. In item (a) for example, instead of writing about *Judas Iscariot the betrayer of Jesus*, they wrote about Cain. For instance, one of the candidates wrote, “Kain is to do the mistake of the Jesus because did not take the mistake.” There were also candidates who responded

to the question in connection with Moses. The example of this misconception was as follows:

Moses was giving the position by God for controlling the Egyptian people up to Canaan but he done some mistake after the turning of stones with the aim to ensure water from that the God gave these position to another person.

Another candidate wrote:

The person who was in the position was Moses. The mistake he did was to take the glory of God when he was told to tell the rock but he decided to beat it twice. The reason for his position to be taken by another person is that Moses disobeyed God and God killed him.

In item (b), instead of showing the procedure for electing the person to replace Judas Iscariot, the candidates provided incorrect responses such as, “Is the reason about is the replace is go to the Egypt and the Israel.” Another candidate wrote, “The person replaced was called Andraah. He replaced that when occur that God he threw in the ocean the Yohani the Yohani decided to replaced in God.” This indicates that the candidates did not understand what they were supposed to write. Additionally, they were not familiar with the procedure which was used in the process of election of the person to replace Judas Iscariot.

In item (c), the candidates were supposed to show the procedure to be followed in order to get the right person if one of the youth leaders quits. Instead of writing about setting qualifications, nominating the contestants, praying for God’s guidance, making election and announcing the results, the candidates wrote irrelevant explanations. For example, one of the candidates wrote, “undertaking and is not the order to get good leader.” Another candidate wrote, “Yes! People come of those area and immediately to promised with land.” Another one wrote, “I need your heal. To do as that person did in order to take the position want.” These responses imply that the candidates lacked skills in applying classroom knowledge to daily life situations. Extract 4.2 is a sample of incorrect responses for question 4.

|    |  |  |
|----|--|--|
| 4. | a) The person was Jesus in the position stated, the mistake he did was he does not answer Pilate the questions and the reason for his position to be taken by another person was because Jesus was Jew and the son of God. |  |
|    |  |  |
|    | b) The person replaced by praising God.  |  |
|    |  |  |
|    | c) To be suffering, death and resurrection that to leave all evils and to follow God.  |  |
|    |  |  |

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

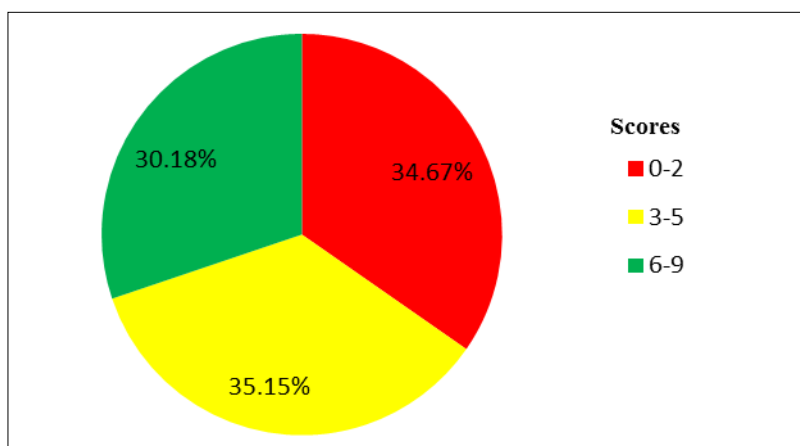
In Extract 4.2, the candidate provided irrelevant responses to all the three items, which shows that he/she did not understand the requirements of the question.

### 2.2.3 Question 5: Jesus' Ministry

In this question the candidates were given a statement "According to Matthew 21: 18-22) Jesus cursed the fig tree" to respond to the following items:

- What does the story of cursing the fig tree mean?
- What lesson did Jesus teach his disciples by cursing the fig tree?
- What does the Church today learn from the context of cursing the fig tree?

This question was optional and was attempted by 33.02 per cent, out of which 30.18 per cent of the candidates scored from 6 to 9 marks which was good performance. Moreover, 35.15 per cent scored from 3 to 5 marks, which was an average performance, and 34.67 per cent scored from 0 to 2 marks, termed as weak performance. Among the candidates with weak performance, 18.39 per cent scored 0. The general performance of the candidates in this question was good since 65.33 per cent scored from 3 to 9 marks as shown in Figure 5.



**Figure 5:** The Percentage of Candidates' Performance in Question 5

The candidates with good performance were 30.18 per cent, of which 1.91 per cent scored 9 marks. Their responses were exhaustive and presented in good English Language. Those who performed averagely provided partial responses which deserved 2 to 5 marks. The remaining 34.67 per cent scored low marks, among which 18.39 per cent scored 0 because they provided unrelated and incorrect responses to all the three items. The following is the analysis of the candidates' responses for items (a) to (c):

Item (a) tested the candidates' ability to interpret Jesus' parables. The story of cursing the fig tree meant that *every one of us as an individual is called and expected to produce fruits of righteousness. Failure to produce fruits of righteousness may lead to punishment just like the fig tree was cursed.*

Most candidates provided relevant responses showing that they were familiar with the story of Jesus cursing the fig tree. For example, one of the candidates wrote:

The fig tree represents the people or religious people like Christians. Jesus cursed the fig tree because it looked healthy but did not bear fruits. Even Christians, who pretend to be spiritual while not, are like the fig tree. Jesus will punish them for not bearing fruits of faith."

Another candidate wrote:

In the story of Jesus cursing the fig tree, Jesus was teaching the followers about religion which is seen outside but not inside the person. This means that religion without showing the fruits is nothing. If we the followers only appear to have faith without putting it to work in our life, we are like the fig tree that was cursed and died because it bore no fruit. Genuine faith means bearing fruit for God's kingdom.

These candidates demonstrated their competence in the interpretation of parables. In addition, they had sufficient English language proficiency that enabled them to express their ideas clearly.

On the contrary, some candidates failed to explain the meaning of the story of Jesus cursing the fig tree. They showed lack of competence in parable interpretation. Most candidates wrote about the tree of the knowledge of good and evil in the Garden of Eden. For example, one of the candidates wrote, "The story of cursing the fig tree means that the tree of that is show to the knowledge of goods and bads." Another candidate wrote, "The story of cursing the fig tree mean the tree of good knowledge and evils." This is a misconception. Another candidate wrote:

The story of cursing the fig tree means fig tree this was the tree which contain the garden and serving to Jesus because they are connect many people to not live in this tree and they are tell Adam and they gives and wife Eve those man they are live in the trees and Jesus told that they not eat. This tree and Eve they are told Adam even and they are forget the word of God.

The diverse incorrect responses connote that the candidates were not familiar with the parable of the fig tree.

In item (b), the lesson that Jesus taught his disciples by cursing the fig tree was that, *they are required to have faith with which they will be able to deal with what is impossible (Matthew 21:21)*. Most candidates provided relevant responses showing that they were able to obtain the lesson in the parable of the fig tree. For example, one of the candidates wrote, "Jesus wanted to teach his disciples about faith. They should have strong faith in Jesus, because by faith they can heal the sick, cast out demons and other great things." Another candidate wrote, "Believers and the disciples themselves should have faith which brings forth fruits. This means faith and deeds. If they have faith which is not seen in practice they are like those who have no faith."

Contrary to that, there were some candidates who failed to provide relevant responses as a result they scored 0 marks. For example, one of the candidates wrote, "The lesson which Jesus teach his disciples by cursing the fig tree is to teaching people to keep the tree with manure and digging it." Another candidate wrote, "The people who disciple in the fig tree they lived the lesson is the should be keep the people of the God." In addition, one of the candidates wrote, "Lesson did Jesus teaching is you shall not obey the rules or laws of God. Preying and fasting is very important issues of Christians of

today.” These responses indicate that they lacked the knowledge of the subject matter.

Item (c) tested the candidates’ ability to reflect Jesus’ teachings into their present life, bearing in mind that the church is the body of believers including themselves. The lesson from the context of Jesus cursing the fig tree was that *God is looking for fruits from His people. The judgment is imminent to those who do not bear fruit. Faith in Jesus Christ will enable us to bear fruits and to accomplish what formerly seemed to be impossible.*

A considerable number of candidates who attempted this question provided relevant lessons. They were able to apply the lesson of the parable to their lives. For example, one of the candidates wrote, “The church needs to bear fruits because time will come when Jesus will require us to show the fruits of our faith. Without bearing good fruits we will not enter the kingdom of God.” Another one wrote, “Even in today’s church Jesus is looking for someone to bear fruits. When he sees no fruits he becomes angry as he was angry with the fig tree.” These responses show that the candidates were able to use the knowledge acquired in classroom to daily life situations.

Conversely, there were few candidates who failed to provide the required responses as they had inadequate knowledge of the topic, and lacked knowledge about the lesson the Church gets from the context of Jesus cursing the fig tree. For instance, one of the candidates wrote, “to respected and to followed the gods.” Another candidate wrote, “The church today learn from the context of cursing the fig tree. Because the church of today they are context of cursing the fig tree in the prayer and fasting is the life.” Moreover, there was a candidate who wrote, “The church today it learn the important of Jesus helps at the context of cursing the fig tree.”

Generally, the candidates’ performance in this question was good as they most of them provided correct responses to all the three items. Extract 5.1 is a sample of good responses.

|    |  |  |
|----|--|--|
| 5. | <p>① The story of cursing the fig tree have great meaning. Here all human beings are like a fig tree which God our father needs to see our fruits (good things from us). He planted us so as to produce fruits and those who do not produce fruits will be bad people (sinners) to him hence he will demolish/destroy them by punishing them. But people who will <del>produce</del> do good things will be like good trees which will not be withered and will live forever. So it means that sinner (trees with no fruits) will be</p> |  |
| 5  | cursed.  |  |
|    | <p>② Lesson Jesus teaching his disciples is that they have to be good trees which produce fruits. Fruits refer to good things to God not sins. If God will not see fruits in us he will punish us at the end of the day since we will be have no profit to him.</p>  |  |
|    | <p>③ The church of today have to learn that God has put us in this earth so as to be good trees with fruits (good things). He will curse and punish bad trees which do not produce fruits or sinful people since they have no any benefit to him. To be good trees we have to follow all God's commandments and love our neighbours also. By doing that we will escape from the punishment of the last days.</p>   |  |

**Extract 5.1:** A sample of correct responses for question 5

In Extract 5.1, the candidate provided relevant responses to all the three items by interpreting the parable, and showing the lessons learnt from the event of Jesus cursing the fig tree, implying that they were conversant with the subject matter.

Contrary to that, the candidates who failed to provide relevant responses to all the three items demonstrated lack of knowledge and failure to understand the requirements of the question. Most of them provided responses which were not related with the story or the event of Jesus cursing the fig tree. Extract 5.2 is a sample of incorrect responses for question 5.

|   |   |  |
|---|---|--|
| 5 | (a) the story of cursing is the consequence of the women during preaching one by one, painful and then to get food by pain. |  |
|   | (b) (i) No one can claim to know God<br>(ii) No one can oppose what God proposes.   |  |
|   | (c) (i) God is very hungry during you are cursing.  |  |
|   | (ii) No one can <del>proposing</del> opposing what God proposes.  |  |

**Extract 5.2:** A sample of incorrect responses for question 5

In Extract 5.2. The candidates failed to provide relevant responses to all the items of question 5.

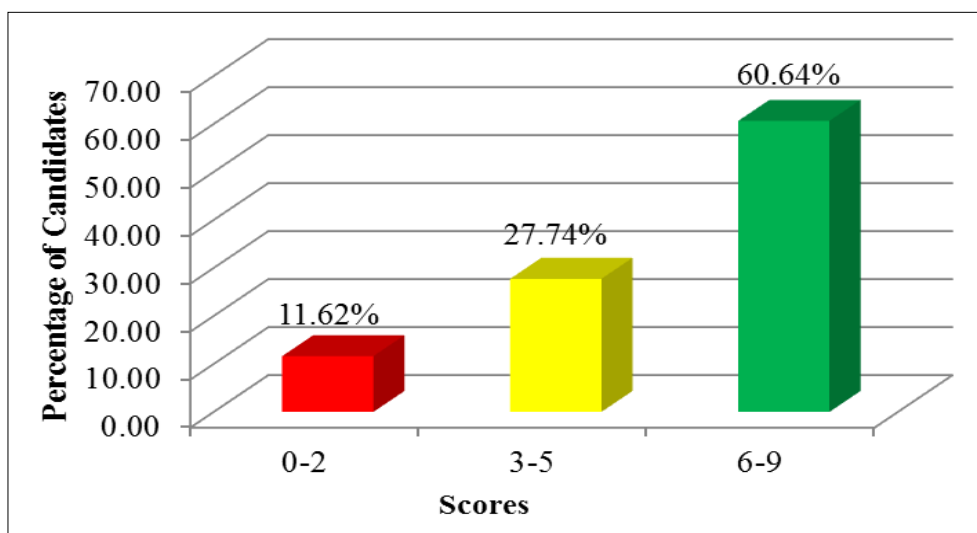
#### 2.2.4 Question 6: The Death and Resurrection of Jesus

The candidates were given a statement: *In the Gospel according to Luke, women are regarded as the first witnesses of Jesus' resurrection (Luke 23 and 24), to answer the following items:*

- Cite one incident which justifies that women were the first witnesses of Jesus' resurrection.*
- What lesson did God intend to teach the Jews regarding to the position of women in their society?*
- What would you recommend to the society today in regard to the position of women?*

The question was optional, and was attempted by 79.79 per cent of the candidates who sat for the examination. Their performance was good as 60.64 per cent of the candidates scored from 6 to 9 marks. Moreover, 27.74 per cent scored from 3 to 5 marks, and 11.62 per cent scored from 0 to 2 marks. The general performance in this question was good as 88.38 per cent

scored 3 marks and above. The overall candidates' performance in the question is summarised in Figure 6.



**Figure 6:** *The Percentage of Candidates' Performance in Question 6*

The item response analysis shows that 60.64 per cent of the candidates with high marks in this question demonstrated their knowledge and understanding of issues regarding the position of women in their society. Their responses were exhaustive and well-presented; as a result, they scored from 6 to 9 marks. The 27.74 per cent candidates who performed averagely provided incomplete responses which deserved 3 to 5 marks. The remaining 11.62 per cent scored 2 marks and below as most of them provided irrelevant responses to all the three items. Among the candidates who scored lower marks, 4.45 per cent scored 0. The following is the analysis of the candidates' responses for items (a) to (c):

In item (a), the incident which justifies that women were the first witnesses of Jesus' resurrection was that, *women went to anoint the body of Jesus on the first day of the week. Finding that the stone was rolled away, they went into the tomb, and lo, the tomb was empty! The angel ordered them to report to the other disciples.*

A substantial number of candidates provided responses justifying that the women were the first witnesses of Jesus' resurrection. For example, one of the candidates wrote:

According to Luke 24 the women wake early in the morning and went to see the tomb where Jesus body was laid. When they reached they found the tomb was opened and they entered inside and did not see the body of Jesus. The angels of God told them that Jesus is not in the tomb. He has risen from the dead. So the women left and went back to tell the disciples that Jesus was alive. But the disciples did not believe the words of the women.

Another candidate wrote, “Mary Magdalene and other women went to the tomb and found the stone was moved away. Inside the tomb they saw the clothes but not the body of Jesus. The angel told them that he was risen as he said himself...” These responses reveal that the candidates were knowledgeable about the event of resurrection of Jesus, and how the women were ready to go to the tomb early in the morning while men locked themselves down in the houses.

On the other hand, there were some candidates who failed to justify that women were the first witnesses of Jesus’ resurrection. These candidates were not conversant with the event of Jesus’ resurrection. For example, one of the candidates wrote, “Women is one who inheriting the freedom of heaven before the men so this shows that the man should be the first witness of Jesus’ resurrection.” Additionally, there was a candidate who wrote, “Women were the first to witness because they know that Jesus was the son of God who help them to solve they are problem.” Furthermore, a candidate wrote, “First witness of Jesus is to get period at twelve (12) years.”

In item (b), the candidates were required to identify the lesson which God intended to teach the Jews regarding the position of women in their society. They were expected to respond as, *God intended to teach the Jews that He is not discriminatory. To Him there are no social barriers such as gender, race, age, and status. All people are treated equally by God regardless of their social status. What God requires is faith, obedience and humility.*

The majority of the candidates responded to the question correctly as they managed to identify the lesson God intended to teach the Jews that He has no partiality. For example, one of the candidates wrote:

Jesus intended to teach the Jews that God can use any person for his purpose. Because the Jews were gender biased, God decided to use women to announce the resurrection of Jesus to show that women were courageous enough to go to the tomb while men remained home for fear of the Jews.

Another candidate wrote, “God intended to teach the Jews to honour the women and know that women are very important in contributing to the development in the society.” These candidates were able to see how God values and honours the women, and so they were able to reveal the lesson which God intended the Jews to learn concerning the position of women in the society.

On the contrary, some of candidates failed to provide relevant lessons as the question required them to do. For example, one of the candidates wrote, “to reduce the number of criminal because people they wore Jesus.” Furthermore, another candidate wrote, “To be fasting and play is important and person to be belief with God.” This indicates that they did not understand the question, and they lacked knowledge of the subject matter.

In item (c), the candidates were supposed to recommend to the society regarding the position of women. The correct response was that *the innovative attitude that God showed towards the position of women needs to be imitated by our societies. Every human being has potentials which supplement each other for the common good of the society.*

A significant number of candidates were able to recommend the position of women in the society as it was demanded by the question. For example, one of the candidates wrote, “Women are capable of doing big things. So they should be given opportunity to play their role in the society.” Another one wrote, “Women have equal rights and opportunities as men. They are capable as men in contributing to the development in the society.” Moreover, one more candidate wrote, “Women are very important in the society because they take care of the family and are source of changes in bringing development. They should be given high position in the society. Examples like the members of parliament and teachers.” This implies that the candidates were familiar with the event of Jesus’ resurrection, and the women who witnessed His resurrection. Thus, they were able to give their recommendations regarding the position of women in the society.

On the hand, there were few candidates who provided irrelevant recommendations about the position of women in the society. Some of the candidates wrote that women should not take positions which have many challenges because they have many things to care for their families. This showed that they did not understand what God intended by letting the women be the first to witness Jesus’ resurrection. For example, one of them wrote, “I

recommend to the society today that women are the care taker in the family so they will not be given big position because of family issues.” Another candidate wrote, “The position of the women in the society is used as tools of pleasure and weak individuals.” This is not a recommendation, but a statement on what is taking place against women. These responses show that the candidates did not know the intention of God’s teaching about the role played by women in the society.

In general, the candidates’ performance in this question was good as most of them responded correctly to almost all the items. This indicates that they were familiar with the topic of *The Death and Resurrection of Jesus*. Extract 6.1 is a sample of good responses.

|    |    |   |
|----|----|---|
| 6. | a, | This occurred when Mary Magdalene and her fellow women went with perfumes to the tomb of Jesus. There it was found the body of Jesus was not there and there after the Angel of the Lord appeared to them and said “Why are you finding a living person to the dead” they were all surprised at those words so they ran away to tell other people what had happened. This is the witness. |
|    | b, | i, God wanted to teach Jew that women also can make a good contributions in different matters.  |
|    | c, | The society should respect and should take good care of women since women also have help and power in decisions. The society should give women positions of high rank because they are very courageous.   |

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

In Extract 6.1, the candidates explained correctly about Jesus’ resurrection, God’s teachings and provided relevant recommendations regarding the position of women in the society.

Conversely, although most of the candidates performed well in this question, there were also some of them who failed to provide the required responses. In general, they did not understand the requirements of the question due to lack

of knowledge of the topic. Extract 6.2 is a sample of incorrect responses from a candidate who scored 0.

|   |  |  |
|---|--|--|
| 6 | a) When they were in the Garden of Eden Eve took the fruits of middle trees and eat and want to give to Adam to eat and <del>eat</del> eats that because Snake telling her when you eat you will know God and bad and after <del>El</del> eat they know that they were naked so they went out of God possession which woman are the first witness of Jesus |  |
|   | b) The lesson is that they should not doing something before they think first whether this condition is bad or not because the Jews should not be like the position of women Eve who lies to his husband Adam and last make them to affects all because of failing to think about that problems  |  |
|   | c) I can recommend to the society today in regard to the position of women is that we should not going behind on what your husband has told you so that to make the relation of father and mother to lived in long and whatever you want to do something thick and trying to help the support from your neighbour  |  |

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

In Extract 6.2, the candidate provided irrelevant points, explaining about Adam and Eve in Eden instead of justifying that women were the first witnesses of Jesus' resurrection. He/she also failed to provide the lesson to be derived from it, and recommendations on the position of women in the society.

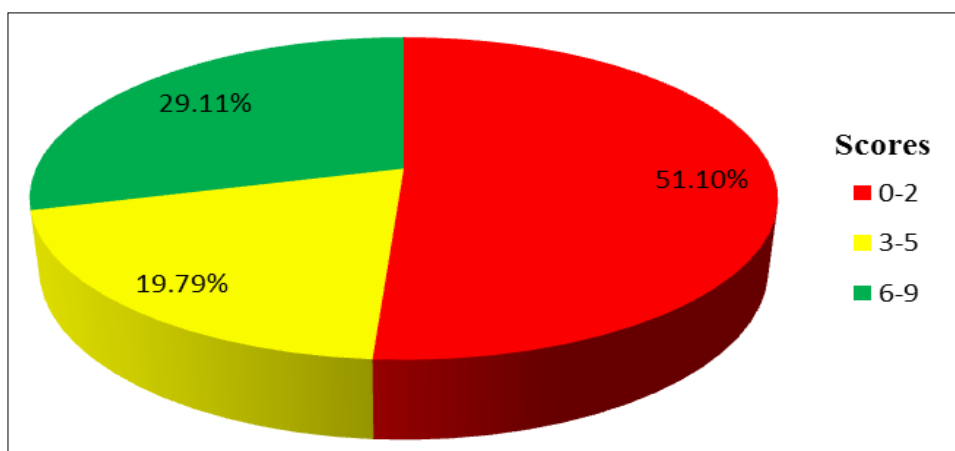
### 2.2.5 Question 7: Jesus' Ministry

The candidates were given a statement "*Luke 13:20-21 is about Jesus' parable of the leaven or yeast.*" Then they were required to answer the following items:

- Summarise the parable in your own words.
- What does this parable represent? (Give one point).

(c) *What is the implication of this parable to the church today? (Give one point).*

The question was optional and was attempted by 25.76 per cent, of which 29.11 per cent of the candidates scored from 6 to 9 marks, 19.79 per cent scored from 3 to 5 marks and 51.10 per cent scored from 0 to 2 marks. The general performance of the candidates in this question was average as 48.89 per cent scored from 3 to 9 marks. Their performance is summarised in Figure 7.



**Figure 7:** *The Percentage of Candidates' Performance in Question 7*

In this question, 29.11 per cent of the candidates scored from 6 to 9 marks. Among them, 6.82 per cent scored 9 marks which equals to 100 per cent of the marks allotted for this question. These candidates responded to all the three items correctly. The candidates were able to summarise the parable of the leaven or yeast and interpret it. They were also able to provide the implication of the parable to the church today. On the other hand, 19.79 per cent of the candidates performed averagely as they provided partial responses to all the three items. Although they understood the requirements of the question and knew the parable, most of them wrote responses which deserved 3 to 4 marks. Among the remaining 51.10 per cent who scored low marks, 31.61 per cent scored 0 as they provided incorrect responses to all the three items. The following is the analysis of the candidates' responses for items (a) to (c):

In item (a), the required response was that *the kingdom of God is like leaven/yeast which a woman took and hid in three measures of flour, till it was all leavened.*

A good number of candidates managed to summarise the parable of the leaven/yeast in their own words appropriately. For example, one of the candidates wrote, “The kingdom of God is like a leaven/yeast a woman used in making bread. Even though she put only a little yeast in the three measures of flour, it permeated every part of the dough and grew big.” Another candidate wrote, “A woman took three measured of wheat flour for bread and added a very small amount of yeast and mixed in the dough. After a short while, the dough raised and grew bigger and bigger.” These candidates were familiar with the parable of the yeast as they were able to summarise it well.

Conversely, some candidates failed to summarise the parable of leaven/yeast, as they were not familiar with it. Some of these candidates wrote different parables from the parable of yeast. For example, there was a candidate who wrote, “The kingdom of God is like a merchant in servant yield. Who on doing all sand and fall on the event and shall all stand and brought out.” Another candidate wrote, “The kingdom of heaven is like a mustard and they are many people in the field they are contain yeast and they are buying and selling in the cost money and take all money and give the church.” Another candidate wrote, “In this parable Jesus show there are people they do not like their friends when they have problems but they loved them when they have things that can help them.” The responses show the fact that the candidates lacked adequate knowledge of the parable of yeast. Most of them were not proficient in English language usage and failed to summarise the parable.

In item (b), most candidates wrote one of the following responses: (i) The parable represents the hidden but revolutionary power of the kingdom. (ii) The parable represents the kingdom of God as present but hidden from the people’s eyes until one day when it will be revealed. (iii) It represents the growing kingdom of God. (iv) It represents God’s work that it will grow gloriously and be fulfilled no matter how small it was in the beginning. (v) This parable represents the process of spread up of God’s word or kingdom and the gradual increase of believers in God’s word in the earth. These responses show that the candidates were knowledgeable about the parable and its interpretation.

In reverse, some candidates failed to explain what the parable of yeast represented. For example, one of them wrote, “This parable represent that people of this today is like a yeast because they have depend on two master such as God’s and satan.” Another candidate wrote, “This parable represents

the sins which the people are doing in the church.” Moreover, one of the candidates wrote, “The parable represent the word of God is our enemy.” Furthermore, one more wrote, “This parable is represent they happy there fellow to come from the Egypt the there Israel people.” These responses show that the candidates did not know what the parable of the yeast is all about.

In item (c), the implication of the parable of the leaven or yeast to the church today include the following: (i) *Christians should know that Jesus is the only way to the kingdom of God, so like the leaven/yeast they should do the will of God to perpetuate God’s kingdom.* (ii) *Christians should work to make the church grow* (iii) *Christians should have hope for the future external growth of the kingdom.*

An average number of the candidates were able to explain the implication of this parable to the church today. For instance, one of the candidates wrote, “The parable implies that the church or Christians should be like yeast. They should struggle to make sure that Christian faith grows.” Another candidate wrote, “The parable implies that, like the spoonful of yeast that makes the bread dough very big, the church has to spread the word of God or God’s kingdom until the whole world is changed.” These responses indicate that the candidates were able to interpret the parables of Jesus.

On the other hand, there were candidates who were unable to explain the implication of the parable to the church today. For example, one of them wrote, “The implication of this parable to the church today was the people in the church they did not take God spiritually. So this is not good for the God’s and all people.” Moreover, there was a candidate who wrote, “The implication of this parable to the church today is to respect the laws of God.” These responses reveal the candidates’ inability to understand the requirements of the question, and possession of inadequate knowledge of Jesus’ parable of yeast.

Generally, the performance in this question was good as most of them provided detailed responses indicating that they were familiar with the subject matter, as illustrated in Extract 7.1.

|      |   |  |
|------|---|--|
| 7.a/ | Jesus said that, to what should we compare the kingdom of God. The kingdom God is like a leaven which a woman took and hid in the three measures of flour untill it leavened.   |  |
| b/   | This parable represents the kingdom of God which is compared to a small thing (a leaven) and it was growing slowly while being hidden untill it can be known out to people.<br>Here Jesus tries to show us that the kingdom of God emerge from low level to high levels as we are joining the church now and then. The church is a kingdom of God.  |  |
| c/   | This parable implies that the kingdom of God was very small compared to a leaven and it has now grown or become leavened into a church with many believers worldwide.<br>As the kingdom of God was first hidden during the times of Jesus Christ and it has now grown largely (leavened), the church today has to go on being like a leaven to continue bringing the world into the kingdom of God. |  |

**Extract 7.1:** A sample of correct responses for question 7.

In Extract 7.1, the candidate clearly summarised the parable well, explained what the parable represents, and the implication of the parable to the church today.

On the other hand, 31.61 per cent of the candidates scored 0 marks because they responded to the question incorrectly. Although the stem of the question guided them to deal with the parable of the leaven/yeast, some candidates wrote about different parables. Extract 7.2 is a sample of such responses.

7: parable; This is the main process when /the God should be change /the parable It should be the process when the God It should be to educated the people to people. And also the following are the parable which should be to appear from the book of Luke.

fall the seed along the path; this is the main parable which should be to appear from the book of the luke and also the parable It should be to educated the people in the society about the name of God.

fall the seed of the rock; This is the main parable which should be to educated the people in the society of our human being but now the bible knowledge It should be to educated the people about the point.

fall the seed of the good soil; This is the main parable which should be to appear from the book of luke but now the good soil It should be to educated the people in the society of our human being.

feed; This is the main parable which should be to educated the people about the feed in the society of our human being and also the feed which should be to save the life of people.

Worship; This is the main parable of God which should be to educated the people in the society of our human being and also the which should be to educated the people.

power; This is the main parable which should be to educated the people in the society of our human being and also when the people which should be to development in the society of our human being.

|      |  |
|------|--|
| 7: ① | The parable represent  |
|      | The parable which should be represent life of people in our daily and parable which should represent the life of God and the people.   |
|      |  |
|      |  |
| ②    | Implication of church to day?  |
|      | The Implication of church to day which should be to educated the people from the God to church and from the people to people in our daily life in the society of our human being |
|      |  |
|      |  |

**Extract 7.2:** A sample of incorrect responses for question 7

In Extract 7.2, the candidate provided incorrect responses to all items of this question. Instead of the parable of the leaven, the candidate wrote about the parable of the sower.

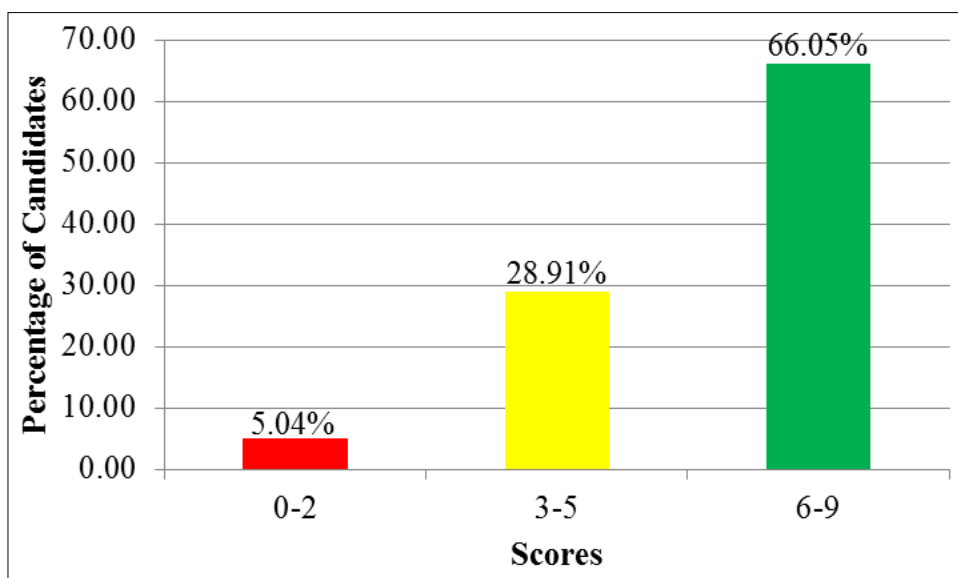
### 2.2.6 Question 8: Jesus' Preparation for Public Ministry

The candidates were supposed to recall that “In Luke 4:1-12 we read about the temptations of Jesus and the responses he gave to Satan which made him overcome all of Satan’s temptations.” Then they were required to respond to the following items:

- (a) *In the third temptation, Satan took Jesus to Jerusalem, setting him on the pinnacle of the temple and asked him to throw himself down from it, but Jesus answered: “It is said, ‘You shall not tempt the Lord your God.’” How do you interpret this answer using your own experience?*
- (b) *In the second temptation, Satan showed Jesus all the kingdoms of the world and promised to give it to him if He would worship Satan, but Jesus answered: “It is written, ‘You shall worship the Lord your God, and him only shall you serve.’” How do Christians today consider earthly riches in their life of serving God?*
- (c) *In the first temptation, Satan asked Jesus to turn stones into bread, but Jesus answered: “It is written, ‘Man shall not live by bread alone.’” How can Jesus’ answer be used in a situation of temptation today?*

This question was attempted by 89.41 per cent of the candidates who sat for the examination. About 66.05 per cent scored from 6 to 9 marks, 28.91 per

cent scored from 3 to 5 marks and 5.04 per cent scored from 0 to 2 marks. The general performance in this question was good as 94.96 per cent scored from 3 to 9 marks, as summarised in Figure 8.



**Figure 8:** *The Percentage of Candidates' Performance in Question 8*

The analysis shows that 94.96 per cent of the candidates scored from 3 to 9 marks. Among these, 7.39 per cent scored full (9) marks. Their responses were comprehensive and good. Those who performed averagely provided incomplete responses and most of them scored 4 or 5 marks. The remaining 5.04 per cent scored low marks ranging from 0 to 2 marks, and 1.68 per cent scored 0. The candidates who scored 0 provided irrelevant responses to all the three items. The following is the analysis of the candidates' responses for items (a) to (c):

In item (a), the candidates were required to interpret Jesus' response to Satan in the third temptation, *to throw Himself down from the pinnacle of the temple*, by using their own experience. The response was that, (i) tempting God is an act of unbelief and distrust toward God. People do not test the one in whom they have complete trust (God). (ii) The tempter wanted Jesus to show pride/arrogance. Jesus' answer means that human beings should not use their position or power to show arrogance.

Many candidates provided appropriate interpretation of Jesus' third temptation as required. One of the candidates wrote:

Christians differ in how they consider earthly riches in life of serving God. Some Christians today value earthly riches to the point of focusing their attention towards (worshipping) them more than focusing on God. Other Christians still value God over all else and believe that it is by faith in God they can be given everything they need.

Another candidate wrote, “Christians should not force God nor test him whether he can or cannot do something. So believers should avoid setting themselves in situations of temptation.” These responses show that the candidates had adequate knowledge of the temptations of Jesus and thus, were able to interpret Jesus’ response to the temptation into their own life experiences.

However, some of the candidates provided incorrect responses; therefore, they scored a zero mark. For example one of the candidates wrote, “In my experience is that when the Jesus to that is meaning that he shall not another experience temptation.” Another candidate wrote, “It is written you shall worship the Lord your God and only him you shall serve.” This candidate copied words from the item. Moreover, there was a candidate who wrote, “Christianity is the work of the apostles of Jesus through their own power.” This candidate copied from question 1(x) option E. These responses show that the candidates did not understand what to do with the question.

In item (b), given the scenario of the second temptation which based on worldly possessions, the candidates were required to explain how Christians consider earthly riches in their life of serving God. The response was supposed to be that *some Christians today tend to worship money and power as their gods. Little or no time is invested in the search for the kingdom of God; they are even ready to worship other people to obtain materialistic power.*

A substantial number of candidates correctly responded to this item. For example, one of them wrote, “Today’s Christians worship the earthly riches more than God. They have lost trust in God and trust in their possession like houses, cars and money. They even kill others to get earthly possessions.” Another candidate wrote:

Today many Christians consider earthly riches as more important than God the creator of the riches. They have turned the things created by God to be gods. Many of the Christians today favour the world riches and have forgotten God because of having a lot of money and other properties here on

the earth, which is against God. They do not think about the words of Jesus that “You shall worship the Lord your God, and him only you shall serve.”

These responses indicate that the candidates were able to reflect and relate the text with the contemporary church.

Conversely, some candidates failed to provide required responses because they were not familiar with the temptations of Jesus. For example, one of the candidates wrote, “a pride showing freedom of worship and personal standpoint. a means through which people search for and discover God.” This response was copied from question 1 item (ix) and options C and E. Another candidate wrote, “The Christians today they consider they worship God and Jesus only.” These responses show that the candidates were not conversant with the temptations of Jesus.

Item (c) referred to the first temptation of Jesus, where Satan told Jesus to turn stones into bread. The candidates were supposed to show that the response of Jesus to the devil reminds us about obedience to God, and avoiding anxiety over bodily needs, physical hunger and selfishness.

Most of the candidates were able reflect Jesus’ responses to the temptation into their own lives. One of the candidates wrote, “When Jesus said that man shall not live by bread alone, but by each word from God, it means to depend on the word of God. We must know and use the word of God against temptations.” Another one wrote, “Jesus’ answer shows that the life of an individual does not depend on the physical strength alone, but depends on faith. Life in spiritual state is better than life in flesh.” These responses denote that the candidates were familiar with Jesus’ temptations and their significance to the modern-day Christians.

On the contrary, few candidates failed to provide the required responses about the first temptation by writing irrelevant things. For example, one of the candidates wrote, “The answer of Jesus be used in a situation of temptation today as a things which don’t help the people who are needs also in temptation there other people.” Another one wrote, “Jesus can answer a man can eat through sweating.” The responses signify that the candidates were not familiar with the subject matter.

In general, the performance in this question was good as the majority responded well and scored high marks. Extract 8.1 is a sample of correct responses for question 8.

|        |  |  |
|--------|--|--|
| 8. (a) | "You shall not tempt the Lord your God". I can interpret this answer by saying that we should not do bad things or dangerous things to ourselves with the aim of testing God if he will help us since it is a big sin.   |  |
| (b)    | Some Christians today consider earthly riches in their life of serving God by worshipping Satan so that they may acquire earthly riches easily and worshipping God the Lord unfaithfully, only to be seen that they worship God but in real situation they worship Satan and all this is just only for easy acquisition of earthly riches. |  |
| (c)    | Jesus's answer can be used in a situation of temptation today by being faithful to God and struggling to overcome all temptations by being faithful to God and by correct use of the word of Lord God.   |  |

**Extract 8.1:** A sample of correct responses for question 8

In Extract 8.1, the candidate provided correct responses to all the items of this question.

Conversely, some candidates listed the Ten Commandments, while others described the test of Abraham as their responses for the question. Their responses showed that they did not understand the requirements of the question, and lacked the knowledge of the subject matter. Extract 8.2 is a sample of incorrect responses for question 8.

|   |   |  |
|---|---|--|
| 8 | a) because the jesus became to the world to take the abuse of human of in world the God say   |  |
|   | b) The jesus getting the being of yaud that is the big problem of your jesus and then jesus became to the world to gain the processing. |  |
|   | c) The belief teaching of the church today is God because is the first to create people in the world.                                   |  |

**Extract 8.2:** A sample of incorrect responses for question 8

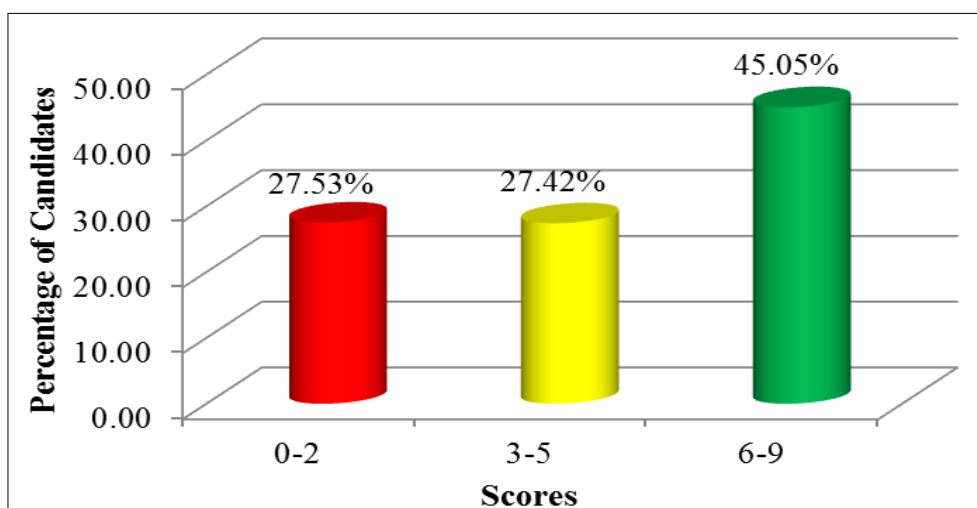
In Extract 8.2, the candidate wrote incorrect responses to all items. The responses provided have no connection with the temptations of Jesus. This shows that the candidate lacked knowledge of the topic of *Jesus' Preparation for Ministry*.

### 2.2.7 Question 9: Jesus' Ministry

Given the statement *"In Matthew 16:24-28, Jesus talked about the cost of being a disciple, asking His disciples what they would benefit if they got everything on earth and lose their soul forever,"* the candidates were required to respond to the following items:

- (a) *What was the cost that Jesus mentioned in this section?*
- (b) *Which of the costs given by Jesus seemed to bring conflict among people at that time? Give brief explanation.*
- (c) *Are the disciples (preachers) today really paying these costs? Elaborate your answer.*

The question was optional, and was attempted by 22.87 per cent. About 45.05 per cent of the candidates scored from 6 to 9 marks, 27.42 per cent scored from 3 to 5 marks and 27.53 per cent scored from 0 to 2 marks. The general performance in this question was good as 72.47 per cent scored from 3 to 9 marks. The overall performance in the question is summarised in Figure 9.



**Figure 9:** *The Percentage of Candidates' Performance in Question 9*

The candidates with good performance were 45.05 per cent. Among these, 2.94 per cent scored all 9 marks. These candidates were able to identify the cost that Jesus mentioned in Matthew 16:24-28. They were also able to identify the costs given by Jesus that seemed to bring conflict among people at that time. They also explained how the disciples (preachers) today really pay such costs. Those who performed averagely were 27.42 per cent, as they provided responses which were not exhaustive. Additionally, 27.53 per cent of the candidates scored low marks as they provided irrelevant responses to almost all the three items. The following is the analysis of the candidates' responses to items (a) to (c):

In item (a), most candidates correctly identified the cost for discipleship as *self-denial (leaving everything behind), carrying the cross and following Jesus*.

This showed that they had sufficient knowledge of Jesus' teachings about discipleship. For example, one of the candidates wrote, "Costs of being Jesus' disciple are (i) self-denial. This means leaving everything like house, properties and relatives behind, sell what you have and give to the poor. (ii) To carry the cross and to follow Jesus. This means to be ready to suffer." Another candidate wrote, "The cost that Jesus mentioned in this section was to leave their father, mother, their family and all properties they possess and follow Jesus." These responses indicate that the candidates understood the demands of the question, and had adequate knowledge of Jesus' teachings on discipleship.

On the other hand, most candidates who scored low or zero marks misconceived the cost of discipleship with financial terms. For instance, one of the candidates wrote, "The cost of discipleship was money for buying breads and fish." Another candidate wrote, "Disciple are needs cost to buying the need of journey for preach the word of the God." Furthermore, another candidate wrote, "Cost is the thing which people can't done because of very expensive." These responses signify that the candidates did not understand the context of the question, and that they had inadequate knowledge of Jesus' teachings about the cost of being a disciple.

In item (b), the cost which seemed to bring conflict among the people was self-denial. This is because it needed an individual to leave the family, wealth, jobs or a certain position in the society as a condition of following Jesus. For example, one of the candidates wrote:

The cost that seemed to bring conflict among the people was to deny everything and himself, to sell all properties and richness they have to give to the poor people. This is because most of the people were rich but were not ready to share with the poor. Many people disliked the idea, and thus, it led to conflict between those who leave and those who are left behind.

Another candidate wrote, “The cost that seemed to bring conflict among people was leaving all properties because they thought about where to sleep and what to eat; and leaving their families even if they were facing problems.” This denotes that the candidates were familiar with the subject matter.

On the contrary, a number of candidates did not understand the question, and responded incorrectly. For example, one of the candidates wrote;

The cost was bring conflict because many people they was seen the cost is the heavy things which cannot be been done in the our society to be rich. Also put people to done all work which is know if I done will be rich because is the work which will helped him than to done heavy work.

Another candidate wrote, “This cost given by Jesus to bring conflict among people at that time because Jesus was not a person who allowed to pay that cost.” These responses reveal that the candidates lacked knowledge of the cost of being Jesus’ disciple as taught by Jesus Himself.

In item (c), the candidates were required to elaborate if the preachers pay the costs or not. The expected response was either “Yes” or “No”. If the response was “Yes,” the explanations should reflect on the reality that *some preachers move from one place to another for preaching, leaving behind their families and properties. Some have completely offered their lives for serving God.* Equally, if the response was “No,” the explanations should reflect on the fact that some preachers are not ready to pay the cost as they are ready to leave (abandon) God’s work and go to deal with family matters. Some preachers are not ready to suffer by leaving their possessions and their loved ones.

Most candidates responded correctly according to the requirements of the question. For example, one of them wrote, “Not all preachers today pay the cost. Some preachers do not like to suffer. If they are sent to an area which is not conducive they don’t go. They want to serve luxuriously.” Another candidate wrote, “Yes. There are many disciples (preachers) who pay these costs. In the church today there are preachers who are ready to go anywhere even if there is suffering, especially in remote villages.”

Similarly, there was a candidate who wrote:

Yes. The disciples (preachers) today really pay these costs because the priests, especially the fathers as the leaders of the Roman Catholic Church are not allowed to marry. They are also not allowed to possess the properties and leave their parents and other relatives to go wherever they are ordered to go and preach the word of God.

In the same way, another candidate argued, “Yes, they are paying the cost because they preach the word of God even if they are not paid salary. The preachers go around the streets sometimes without eating and drinking.” These responses indicate that the candidates understood the requirements of the question, and they were aware of Jesus’ teachings concerning the cost of being a disciple.

Conversely, there were some candidates who did not understand the task of the question. For example, one of the candidates wrote:

My answer is don’t choose the work of doing. Do all works in order to get powerfully in our body also to be strength and carijeous and if we will do heavy work will gives a lot of money than worker which we like them to do we will give us small money. Which we can’t buying enough things for eating.

Another candidate wrote, “The issue of preachers to pay these costs it is not really because it is not God’s instruction which sayed to his disciples.” Additionally, one more candidate wrote, “The disciples (preachers) today do not paying these costs because the participant of the church they contribute so the preacher do not paying cost.” These candidates conceived the question as asking about paying money for discipleship. This might be due to inadequate knowledge of the topic of *Jesus’ Ministry*, and failure to understand the requirements of the question.

Basing on the analysis of the candidates’ responses, the general performance in this question was good as most candidates responded correctly, and scored high marks. Extract 9.1 is a sample of correct responses for question 9.

|       |   |  |
|-------|---|--|
| 9(a). | <p>i) The cost was that of Self denial, the disciple to be ready to leave all his family, sell all his properties and give to the poor and leave everything else that he has and follow Jesus.</p> <p>(ii) To love God more than the family and relatives.</p>  |  |
| (b).  | <p>Selling all properties that belonged to them and giving them to the poor was the cost that brought conflict among people at that time, that is Self denial.</p> <p>A man asked Jesus to allow him to follow him, Jesus told him to go home sell all his properties and give all the money and the rest of the things to the poor, the man was not ready, he hesitated, that's when Jesus told the people the cost of being a disciple.</p>                     |  |
| (c).  | <p>The disciples today are not paying the cost.</p> <p>Because not everyone (preacher) is ready to leave behind his/her family and relatives and all the people and riches that he/she has for a long time. It's only few disciples (preachers) today who are ready to pay the cost of being a disciple, e.g. the Roman Catholic church priests pay the cost of being disciples by not marrying and leave behind properties, riches and family and relatives.</p> |  |

**Extract 9.1:** A sample of correct responses for question 9

On the contrary, though most candidates performed well in this question, there were some who performed poorly. This is because they responded incorrectly due to misconception and lack of knowledge. Extract 9.2 is a sample of incorrect responses for question 9.

|   |  |
|---|--|
| 9. a)   |  |
| the death of Jesus Christ   |  |
| b)  |  |
| i) The cost of Jesus cause conflict between the disciples and Jews. This conflict started when the Jewish takes Jesus and started to gives the pain, so the death of Jesus it caused the conflict between disciples and Jewish. |  |
| ii) conflict between disciples and pirates.   |  |
| The Source of conflict it is why pirate punished - Jesus without any problem and says that Jesus to death, so the disciples gets pain why Jesus death - with any problem.   |  |
| c)  |  |
| The <del>best</del> disciples to day use the cost of Jesus to as an example when telling people about the world of God and they say the following way.  |  |
| i) Jesus he saved the world by death for their sin.   |  |
| ii) Jesus loved the world and all people.   |  |
| iii) Give Jesus all your problem in order him to help you because all your sins are ended at the cross.   |  |

**Extract 9.2:** A sample incorrect responses for question 9

In Extract 9.2, the candidate provided incorrect responses to all the items in question 9. The candidate wrote about the period of Jesus' passion and death, and the grievances of His disciples, instead of the cost of being a disciple of Jesus.

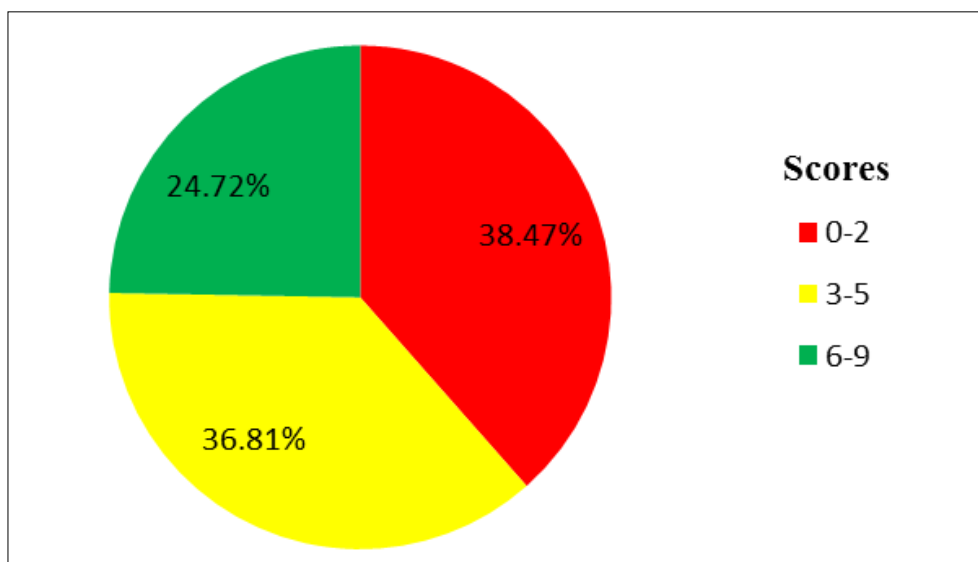
### 2.2.8 Question 10: General Introduction; Jewish Institutions and Sects/Parties

Given the scenario "*The Pharisees added many rules to the Law of Moses. However, they insisted more on three laws about how people should behave in their community*", the candidates were required to answer the following items:

(a) Briefly explain who the Pharisees were.

- (b) *Mention three laws which insisted how the people should behave in their community.*
- (c) *Identify one belief and teaching of the Pharisees which is similar to the belief and teaching of the church today.*

The question was optional, and was attempted by 43.33 per cent, of which 24.72 per cent scored from 6 to 9 marks, 36.81 per cent scored from 3 to 5 marks and 38.47 per cent scored from 0 to 2 marks. The general performance in this question was average as 61.53 per cent scored from 3 to 9 marks, as shown in Figure 10.



**Figure 10:** *The Percentage of Candidates' Performance in Question 10*

The analysis shows that 24.72 per cent of the candidates scored from 6 to 9 marks. Among these, 0.70 per cent scored 9 marks. Their responses were complete and in good English language. Those who performed averagely provided partial responses which deserved 2 to 5 marks. The remaining 24.72 per cent scored low marks as they provided irrelevant responses to all the items. The following is the analysis of the candidates' responses for items (a) to (c):

In item (a), the response was supposed to be that the word *Pharisees* refers to a group of people who are regarded as “the separated ones” or “pious ones.” The Pharisees was a group of people who separated themselves from the ordinary people and called themselves the righteous or pious ones.

An average number of the candidates were able to explain the meaning of the word “Pharisees”. Their responses demonstrated that they had adequate knowledge about the Pharisees. For example, one of the candidates wrote, “Pharisees was a religious group in the New Testament time. They justified themselves as righteous people”. Another candidate wrote, “Pharisees were members of a Jewish group who followed religious laws very strictly.” These candidates understood the requirements of the question.

On the contrary, some candidates failed to explain correctly the meaning of the word Pharisees. This indicates that they were not familiar with the concept of Pharisees. For example, one of the candidates wrote, “Pharisees is the king of Egyptian he was make the Esrails to slavery.” This candidate mistook the name “Pharisees” with Pharaoh the king of Egypt. Another candidate wrote, “The Pharisees these are the people who did not believe on the life after death and on resurrection.” This response is incorrect because the Pharisees believed in the resurrection, but the Sadducees did not.

In item (b), the three laws which insisted how the people should behave in their community include: *(i) observance or keeping of the Sabbath (ii) observance of the ritual of purity and (iii) payment of tithes and dues to the temple.*

There were candidates who were able to mention correctly the three laws. The response from one of them was:

- (i) They were strict on offering the tenth part of the income for every Jew and temple tax. (ii) They observed issues of purity, though not spiritual, especially washing of hands and feet. (iii) They put emphasis on keeping the day of Sabbath.

The responses of the candidate demonstrate the understanding of the demands of the question, and competence in the topic of *General Introduction: Jewish Institutions and Sects/Parties.*

Contrary to that, a number of candidates failed to mention the three laws as required by the question. For example, one of the candidates wrote, “They were opposing the issue of paying tax in the temple. They also refused the people to follow the oral tradition.” This was incorrect because the Pharisees held both written and oral traditions of the elders. Those who refused oral traditions were the Sadducees.

In item (c), the responses were such as: (i) *belief in the existence of angels, Satan and evil spirits is similar to the teachings of the church today.* (ii) *The belief in the coming of the Messiah at the end of time to judge the world as the church also teaches believers that the Jesus Christ who was crucified, died and rose from the dead, ascended in heaven and will come at the end of time to judge the world.* (iii) *The Pharisees believed in the resurrection of the dead, which the church also teaches believers that the death is not the end of life.*

There were candidates who correctly identified the belief and teaching of the Pharisees which is similar to teaching of the church today. Their responses signified that the candidates had sufficient knowledge of the subject matter. For example, one of the candidates wrote, “One belief of the Pharisees which is similar to the belief of the church today is the belief in the life after death or the resurrection.” Another candidate came up with the response, “The Pharisees like the church today believed that the Christ (Messiah) will come to judge the living and the dead.” These responses show that the candidates were conversant with the beliefs and teachings of the Pharisees, and were able to relate the Pharisaic beliefs and teachings to the faith of the present-day church.

Although many candidates got it right, there were some candidates who wrote irrelevant information about the Pharisees. For example, one of them wrote, “The Pharisee worship in the mountains of Gerizim.” This was incorrect response because the Pharisees worshipped in the synagogues and the temple of Jerusalem. The people who worshipped on Mount Gerizim were the Samaritans (compare Joshua 8:33 Deuteronomy 11:29; John 4:20). By giving these responses, it implies that the candidates were not familiar with the beliefs and teachings of the Pharisees.

The general performance in this question was average. However, there were 24.72 per cent who scored from 6 to 9 marks. Extract 10.1 is a sample of correct responses of a candidate who scored 9 marks for question 10.

|    |  |  |
|----|--|--|
| 10 | (a) Pharisees means the separated or the pious ones. They are among the Jewish groups which existed during Jesus time. They counted themselves righteous.  |  |
|    | (b) The laws which Pharisees insisted to the community   |  |
|    | (i) The law of the Sabbath. They insisted observing or keeping the Sabbath holy.   |  |
|    | (ii) The law of purit. The Pharisees insisted on ritual purit like washing before eating.  |  |
|    | (iii) Paying tithe and temple tax. The Pharisees insisted all Jews to give ten percent of their income to the priests, and to pay tax for the temple.  |  |
|    | (c) The Pharisees believed in the existence of angels, Satan and evil spirits. In the Church today also we believe that Satan, angels and bad spirits exist. The Pharisees believed in the resurrection of the dead as the Church today believe and confess. |  |

**Extract 10.1:** A sample of correct responses for question 10

In Extract 10.1, the candidate was able to explain correctly about the Pharisees, their laws that insisted on how people should behave in their community, and their beliefs.

Conversely, there were also candidates who failed to correctly respond to the question. This indicates that they were not familiar with the Pharisees and their teachings. Extract 10.2 is a sample of incorrect response for question 10.

|       |  |  |
|-------|--|--|
| 10(a) | The Pharisees:   |  |
|       | This were the small group of people during the period of Moses.                          |  |
| (b)   | (i) The people should make idoom and they worship before it.                             |  |
|       | (ii) Not keeping the Saboth day  |  |
|       | (iii) Breaking the law which says that I am the father who moved from the land of Egypt. |  |
|       |  |  |
| (c)   | Preaching the word of God to every creature to come to the church.                       |  |
|       |  |  |

**Extract 10.2:** A sample of incorrect responses for question 10

In Extract 10.2, the candidate provided irrelevant points in all the items of this question. It seems he/she confused the Pharisees with the priests.

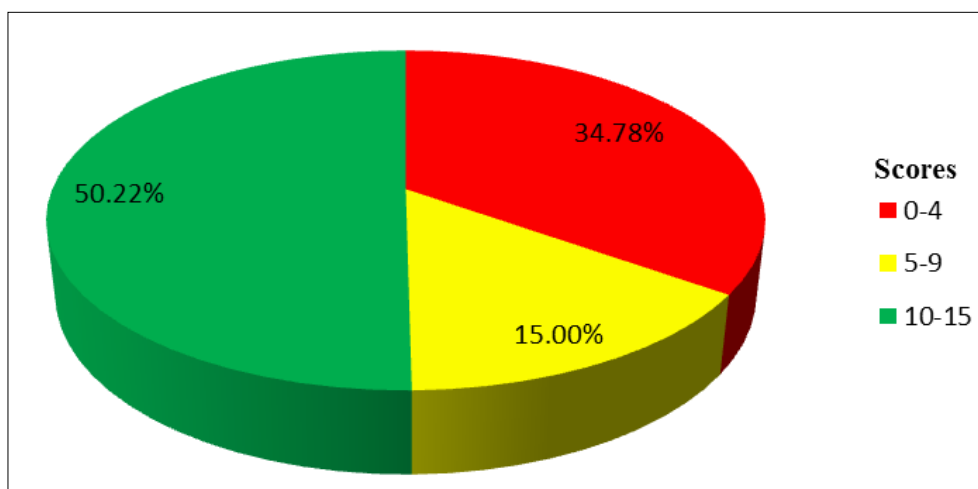
## 2.3 SECTION C: Essay Questions

This section comprised three (3) essay questions. The candidates were required to attempt any two questions. Each question carried fifteen (15) marks.

### 2.3.1 Question 11: Witnessing in Jerusalem

In this question, the candidates were asked to refer to Acts 4:34-35 and show how communal life has become inapplicable in our society today.

The question was optional, and was attempted by 56.70 per cent of the candidates. Of all, 50.22 per cent scored from 10 to 15 marks, 15.00 per cent scored from 5 to 9 marks and 34.78 per cent scored from 0 to 4 marks. The general performance in this question was good as 65.22 per cent of the candidates scored from 5 to 15 marks, as summarised in Figure 11.



**Figure 11:** *The Percentage of Candidates' Performance in Question 11*

The candidates who scored higher marks in this question were 50.22 per cent out of which 2.87 per cent scored 15 marks. The candidates who scored higher marks had good responses with strong points, and well organised essays. They explained how communal life has become inapplicable in our society today referring to the early church. The church emphasised on communal life among believers and this strengthened their community. They wrote about egocentrism, the behaviour of loving and caring for oneself over others, and the sense of jealousy if other persons prosper. Communal life today is also hindered by privatisation whereas some public resources are placed in the hands of few individuals; hence, equal distribution of resources is limited. Communal life seems to be the primitive way of living because people are now used to capitalism; where surplus ownership is entertained by the majority and communal life is taken as the sign of total poverty. It is hard to practice it under this notion without facing obstacles from the society. Regional imbalance in development is one of the major reasons why communal life cannot be practiced. Their responses were exhaustive and written in good English language, showing that the candidates were familiar with the topic and understood the requirements of the question. Extract 11.1 is a sample of correct response for question 11.

|    |  |
|----|--|
| 11 | Communal life is the life which involves sharing the little or much that one has with all the members of the community. Even the little or much material is gotten from the struggles of all the people in the community, that's why it must be shared among all the people in the community. The following are the points which show how the communal life has become inapplicable in our society today.  |
|    | There are classes (the rich and the poor) in our society. In our societies, there are two classes which are the rich and the poor. The rich are those people who have some riches making their lives with no hardships while the poor are those people who live in harsh conditions and they are segregated from the rich or sometimes they segregate themselves from the rich due to the belief that 'rich people associates with the rich and poor people associates with the poor in the society' that is in the mind of majority of people in our society. The classes present prove without doubt that communal life has become inapplicable. |
|    | There is 'Self reliance' policy which is highly emphasise in our society. This policy emphasise every one to depend on himself or herself and not to depend on any one else in this world at large. People now depend on themselves unlike the apostles and the believers who had everything in common and none was in need of anything. Having the needy people in our societies shows vividly that there is no any kind of communal life which is applicable in our society.   |

|     |   |
|-----|---|
| 11. | Every family lives in its own fortified house.  |
|     | Now days even the number of extended families or living as a clan has reduced. People do not want to live even one area per clan. Every family wants to live itself far from other related families.  |
|     | Long time ago people lived together according to their tribes and others according to their clans but nowadays people live together majority according to their families, personally enough they build boundaries which bound their houses and neighbour's houses.  |
|     | Today's people own their properties according to groups or individually. Long time ago people used to own properties communally but nowadays every one wants to own his or her property alone.  |
|     | Example of properties which were owned by people communally long time ago are land and farms. Today people pay for their own lands and cultivate in their own farms not regarding communal way of living but only considering private ownership of properties.  |
|     | Conclusively, nowadays communal life has become inapplicable completely as the above points have shown and proved. People can not agree to make their life time living communally. Perhaps communal life can not be adapted in our society today because of the crime rates, that is people being afraid to live together in a large population due to theft and other crimes which may happen among large populations living together. Perhaps it is due to laziness and dependency of some people. Nevertheless, all that is needed is love for one another in our societies. |

**Extract 11.1:** A sample of a correct response for question 11

In Extract 11.1, the candidate was able to show how communal life has become inapplicable in our society, referring to the early church which emphasised on communal life among believers which strengthened their community.

Those who performed averagely failed to observe the rules for essay writing and provided insufficient points. Most of them provided irrelevant introduction and conclusion. Others wrote only two points instead of four points, while others provided points without details. This connotes that the candidates understood the question, but had inadequate knowledge about the communal life in the early church and its relevance to the believers today.

On the contrary, there were also some candidates who failed to provide the required responses in relation to the question. Some candidates failed to get the correct meaning of “*inapplicable*”. Instead of showing how communal life is not practised today, they showed how communal life should be practised. They also mentioned some criteria for a successful communal life in the society. Some wrote that the Church today should practise unity, love and cooperation. Others listed down the importance of communal life in the society. Some candidates responded in the opposite direction of the requirements of the question. For example, one of the candidates wrote:

...The following are things which shows on how communal life has become inapplicable in our society today:- Through sharing different churches as a place of praying. People now days of different tribes like the Gentiles and the Jews now days we are praying on the same church as the same community. The movement of people from one place to another without being interfeared, this shows on how people they have become a same community because one can move from his home place to another place for different purposes like trading activities. Through intermarriages. Now days people they live as a same community this is because there is no tribalism among the people thus one person can marry in any tribe he or she likes out of his tribe or nation as well as community...

The response of this kind indicates that the candidate did not understand the requirements of the question. Several candidates fell in this category of responses. It might be that they did not read the question carefully; thus, they misread the word *inapplicable* as *applicable*. Extract 11.2 is a representative sample of responses of candidates from this category.

|     |   |
|-----|---|
| 11. | <p>The early Church put much emphasis on communal life among believers which strengthened their community. The following are importances of communal life in Our Society today:</p> <p>It create strong unity in Our Society:- Through the communal life nowadays people have united together and participating in different social activities.</p> <p>It's a source of peace :- Due to communal in Our Society today there is peace, people are living without any worry due to the presence of good relationship between people in Our Society today.</p> <p>It create the heart of helping each other:- through the communal life, many people in our society they have a heart of helping each especially when someone get a problem, for example in Burial, when someone lose his/her Relative.</p> <p>It's a source of happiness or joy:- The communal life it create joy and happiness to the most of the people in Our Society today, through helping each other can bring happiness and joy to the members of Our Society today.</p> <p>By concluding:- Through the communal life nowadays people have good relationship in their societies.</p> |
|-----|---|

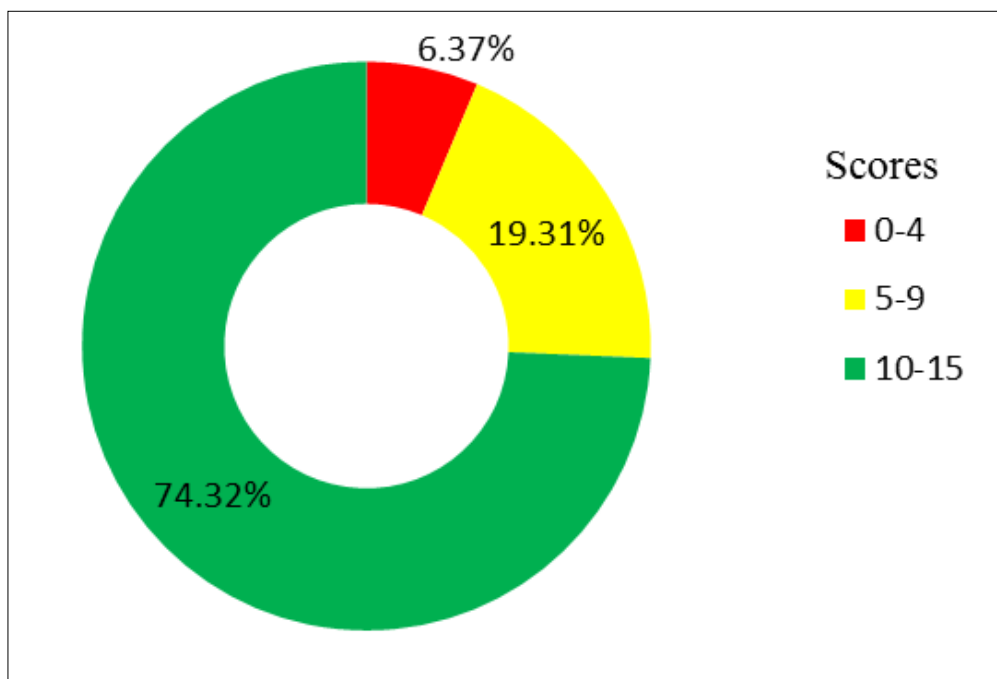
**Extract 11.2:** A sample of incorrect response for question 11

In Extract 11.2, the candidate showed the importance of communal life instead of showing how communal life has become inapplicable in our society with reference to the early church which emphasised such a kind of life.

### 2.3.2 Question 12: Hebrews in Egypt

With reference to Exodus 2:11-15, the candidates were required to assess the participation of the church in protecting the lives of the underprivileged people, as Moses intervened to protect the life of the Hebrew slaves.

The question was optional, and was attempted by 57.49 per cent of the candidates, of which 74.32 per cent scored from 10 to 15 marks, 19.31 per cent scored from 5 to 9 marks and 6.37 per cent scored from 0 to 4 marks. The general performance in this question was good as 93.63 per cent of the candidates scored from 5 to 15 marks, as summarised in Figure 12.



**Figure 12:** *The Percentage of Candidates' Performance in Question 12*

The analysis shows that 93.63 per cent of the candidates scored from 5 to 15 marks. Among these, 74.32 per cent scored higher marks ranging from 10 to 15 marks. Those who scored 15 marks wrote good essays with introductory remarks, main points and concluding remarks. They assessed the participation of the Church in protecting the lives of the underprivileged people correctly. Generally, their responses were exhaustive and written in good English language which enabled them to express their points clearly. The responses suggest that the candidates understood the requirements of the question, and were able to apply the knowledge acquired in classrooms into their life situation. Extract 12.1 is a sample of relevant responses for question 12.

|     |   |
|-----|---|
| 12. | <p>Moses was a servant of God, he was a son to Amram and Jochebed. God called Moses to liberate the Israelites from the Egyptian slavery. He protected their lives though he lived in the palace of Pharaoh. The following are the ways on how the church shows participation in protecting the lives of underprivileged:-</p> <p>The church visits patients in homes and hospitals. Sick people more especially victims with permanent diseases like HIV/AIDS are underlooked in the society and even not taken care of but through the church services of visiting the orphans also get hope that God loves and cares for them. Moses visited his fellow Jews in the brick work field.</p> <p>Also, the church preaches the good news about Christ to the underprivileged. There are scriptures used in giving hope and comforting. The leaders and followers of the church preach and teach the underprivileged people that God, Jesus died on the cross and he came for both the rich and the poor people.</p> <p>The church participates in forming organizations for the orphans and widows. There are several organizations some being given names like St. Paul orphan centre which are established by churches so as to give shelter and care for the orphans like providing them with food, clothing and education hence the church helps in controlling the increase of the number of street children.</p> <p>Moreover, the church collects contributions in form of alms-giving. The church collects money, material things like soaps, exercise books, clothes and shoes to help the people living under harsh conditions, the same to Moses as he could obey the call to liberate the Israelites from the Egyptian slavery where they were living under harsh conditions.</p> |
| 12. | <p>Generally, as Moses tried hard to make sure that he protects the lives of the Hebrews (slaves) though he lived in Pharaoh's palace, the same to the church today it also makes sure that whatever it gets it is shared with the underprivileged people in society hence gives them hope.</p>   |

**Extract 12.1:** A sample of relevant responses for question 12

In Extract 12.1, the candidate was able to assess the participation of the Church in protecting the life of the underprivileged people.

On the one hand, 19.31 per cent of the candidates who performed averagely showed insufficient skills in essay writing. Many responded to the question without introduction and conclusion. Besides, they provided a mixture of correct and incorrect points. Some of them provided irrelevant introduction and conclusion with a body of less than two correct points. Others highlighted points without the required details. As a result, they ended scoring 5 to 9 marks. This means that the candidates knew the event of Moses trying to defend his fellow Jews who were being tortured, and they understood the question. Nevertheless, they were unable to show comprehensively its applicability to the church today.

Furthermore, 6.37 per cent of the candidates failed to assess the participation of the Church in protecting the life of the underprivileged people. Most of them did not understand the requirements of the question, and therefore, wrote irrelevant information. For example, one of the candidates wrote:

This are some of participation of the church in protecting the lives of the underprivileged the following are the point...To protect people from sin; this mean that we should make sure that no sinful to God. To believe Satan is our major enemy that is due to the presence of Satan was made Pharaoh's heart to be bad so through satan we can fear but in the name of Jesus we shall not worship another God exept our God...

Similarly, another candidate wrote:

The church is used for different prayers, fasting and also worshiping God. The following are the points that show participation of the church in protecting the lives of the underprivileged:- Through using parable to teaching the Jesus teaching. This is people can make people to get lessons through parables. All sinners to repentance to God. This is through church people can repentance to God in order to clean heart to be son of God...In general church is a very important because it helps people to love God, to live with holy spirit...

These responses indicate that the candidates had inadequate knowledge on the asked question. That is why they failed to respond correctly. Extracts 12.2(a) and 12.2(b) illustrate the incorrect responses for question 12.

|     |  |
|-----|--|
| 12. | <p>Moses: mean that the leader who helped the Israel people the following are intervened to protect the lives of the Hebrew slave through he lived in the place of Pharaoh's blood. Through this God punished the Pharaoh and his people of Egypt. Blood comes in water and other things so that Moses tell Pharaoh to live the people of Israel to move the land of Egypt but Pharaoh refuse so that God give the punishment.</p> <p>Fog: Through also this is second punishment which God give the Pharaoh in order to lived the people of Israel to the place which God promise the people of Israel and Moses of the leader who lead the people and taken them in the Canaan. but also Pharaoh refuse to give the Moses the people of whom they support to go the way lived to them.</p> <p>Death of animals: This is where by was the punishment which God gave Pharaoh and his people to the Egypt so all animals of Egypt were death because Pharaoh refuse to give the Moses his people of Israel to the go to the land which God give them. Heart of Pharaoh was every refuse to give Moses the Israel people so that sit punished the Pharaoh and his people.</p> <p>Death of first born: This is where by God punished the Pharaoh kill all first born children to the Egypt because Pharaoh refuse to lived the Israel people to go away to the good land which God promised the Israel to should go Canaan so that God kill all children who were the first born because of Pharaoh. Also the son of Pharaoh of the first born in order Pharaoh to feeling the pain about that in order to lived the people of Israel to go away the land of Egypt.</p> |
|-----|--|

Extract 12.2(a): A sample of incorrect response for question 12

In Extract 12.2(a), the candidate wrote about the plagues with which God afflicted Pharaoh and his people instead of assessing the participation of the Church in protecting the lives of the underprivileged people.

|     |  |  |
|-----|--|--|
| 12. | <p>Moses, Was a people of God and Moses follow which God said. In Exodus 2:11-15, Moses intervened to protect the lives of the Hebrew slaves though he lived in the palace of pharaoh. The following are the participation of the Church in protecting the lives of the underprivileged.</p> <p>Speechless, This is the most of the spee participation of the Church in protecting the lives of the underprivileged. Many said to God I speechless. So people cannot understand the word.</p> <p>fearing, Church of to day they think fear to protect the lives of the underprivileged because he or she think that when they spread the word of God other people will unsupport them.</p> <p>Death, Also Church of to day think that when will spread the word of -</p> |  |
| 12  | <p>God they can get death because other people they do not understand what God said to us. So many church think when will spread the word of God is the source of death.</p> <p>They will closed at the Court, Many peoples to the church they think when some body wanted to protect the lives of the underprivileged, the government can closed to the Court of the policy.</p> <p>In short, from the explanation above assessed the particia participation of the church in protecting the lives of the underprivileged for example death. So we should listern what God tell us and then to fello follow the word of God.</p>  |  |

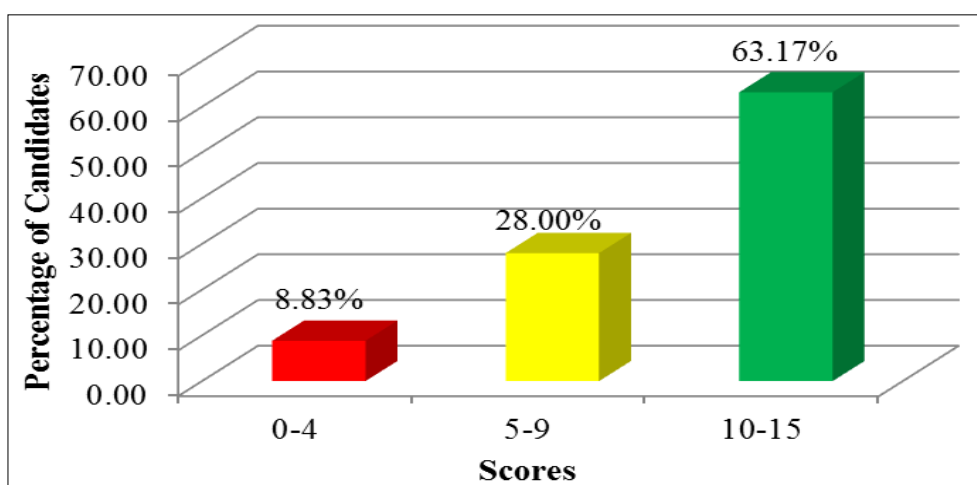
**Extract 12.2(b):** A sample of incorrect response for question 12

In Extract 12.2(b), the candidate wrote about various reasons for the people not taking part in protecting the underprivileged instead of adhering to the requirements of the question.

### 2.3.3 Question 13: Creation

In this question, the candidates were required to describe four teachings which Christians today can learn from the two creation stories presented in the book of Genesis Chapter 1-2.

The question was optional, and was attempted by 80.43 per cent. About 63.17 per cent scored from 10 to 15 marks, 28.00 per cent scored from 5 to 9 marks and 8.83 per cent scored from 0 to 4 marks. The general performance in this question was good as 91.17 per cent of the candidates scored from 5 to 15 marks, as summarised in Figure 13.



**Figure 13:** *The Percentage of Candidates' Performance in Question 13*

The analysis shows that 63.17 per cent of the candidates with higher marks in this question had scores that ranged from 10 to 15 marks. Among these, 1.63 per cent scored 15 marks. Those who scored 15 marks described four relevant teachings which the Christian today can learn from the two accounts of creation as recorded in Genesis 1-2. Their responses were detailed and well explained. The candidates introduced their work, provided the main points with regard to the lessons one can learn from the creation stories, and concluded it. The points provided include: (i) God is the origin of everything on Earth. (ii) Human beings are responsible to take care of the environment for their own survival. (ii) Human beings as social beings that require companionship. (iv) Both men and women are equal in the eyes of God; therefore, their relationship is complementary. Men and women are equally loved, blessed and rated by God. (v) Human beings are superior to the rest of God's creation as they were the climax of God's creative activities. God

blessed them and put them to be in charge of the creation because they are superior to the rest of God's creation. These responses suggest that the candidates understood the requirements of the question, and they had adequate knowledge of the creation stories which enabled them to derive teachings from them. Extract 13.1 is a sample of relevant responses.

|     |  |  |
|-----|--|--|
| 13- | <p>It is true that creation stories are told in two different stories which are similar in some aspects. The two stories are told in Genesis chapter 1 and 2. The following are the lessons which modern Christians can learn.</p> <p>God is the source of everything. He created the living and non living creatures including human beings. Without God nothing could be existing on earth. Even if science says has a different stand point about the origin of different creatures, the Bible proves that God created the universe and all that is in it. This is one of the lessons.</p> <p>Christians of today can also learn that all human beings are equal before God. When God created human beings (Adam and Eve), he created them in his own image. Because they were both created in God's image none of them is superior to the other. They are to consider themselves equals because both were blessed equally. Thus Christians today should learn that being in God's image means to honour and trust God and to love one another</p> <p>Christians of today can learn to the importance of caring for their environments. When God created man he placed him in the Garden of Eden to keep and till it. He was given plants and animals for food.</p> |  |
|-----|--|--|

|    |  |  |
|----|--|--|
| 13 | <p>So human beings were given the responsibility to care for the environment and to use the things they were given responsibly. So Christians of today should learn to be responsible for protecting and for developing creation for God's glory and for their benefit.</p> <p>Christians of today also can learn that marriage was initiated by God himself. When God created Adam and Eve he blessed them and said Be fruitful and multiply and fill the earth. In another place God created Eve from the rib of Adam and brought her to Adam. Adam said Eve was bone of his bones and flesh of his flesh and God said that man shall leave his father and mother and unite with his wife and they become one flesh. So marriage should be honoured because it is God's plan, not man's plan.</p> <p>Conclusively, the two creation stories teach us about the origin of things on the earth, that is God. Human beings were created in God's image so as to behave like God in relation with other creatures—to make sure the creation is protected and developed and used responsibly. So we must honour God's creation including ourselves.</p> |  |
|----|--|--|

**Extract 13.1:** A sample of correct responses for question 13

In Extract 13.1, the candidate was able to describe the teachings which the Christian today can learn from the two stories of creation.

Those who performed averagely provided partial responses. Some of them provided irrelevant introduction and conclusion; others wrote less than two points instead of four points, while others provided points without details. This connotes that the candidates understood the question but had insufficient knowledge of the teachings that can be learnt from the two creation stories.

On the contrary, there were candidates who failed to correctly respond to the question. Some of them described the creation activity, instead of the teachings that Christians can learn from the creation stories. For example,

one of them wrote, “In the Beginning God creates heaven and earth. The earth was dark and God created light in the sky and then other creatures including human beings who were created on the sixth day. On the seventh day God rested...” Another candidate wrote:

God created everything by using the word. He said that let it be land or water or tree and it was. But he created man from the soil and breathed the breath of life in the nostrils of the man and the man was a living being. God told Adam to give names to the other creatures...But Eve was created from the rib of Adam.

These responses indicate that the candidates did not understand the requirements of the question, as they responded to a question that they were not asked. Extract 13.2 is sample of incorrect response.

|     |   |  |
|-----|---|--|
| 13. | The book of Genesis has two stories about the process of creation which similar in some aspects but different in others - from the information you have read both stories of creation, describe the four teachings which the children of today can learn. |  |
|     | Christianity is the work of humans and not of God through the Holy spirit.  |  |
|     | Christianity is the work of humans but of God through the Holy spirit.  |  |
|     | Christianity is the work of persecutors and of the apostles of Jesus.   |  |
|     | Christianity is the work of persecutors through the Holy spirit that filled to them.  |  |
|     | Christianity is the work of the apostles of Jesus through their own power.  |  |
|     | also creation is the ability of God to make all kinds in large and earth and sea the sky and also created all creatures under water;  |  |

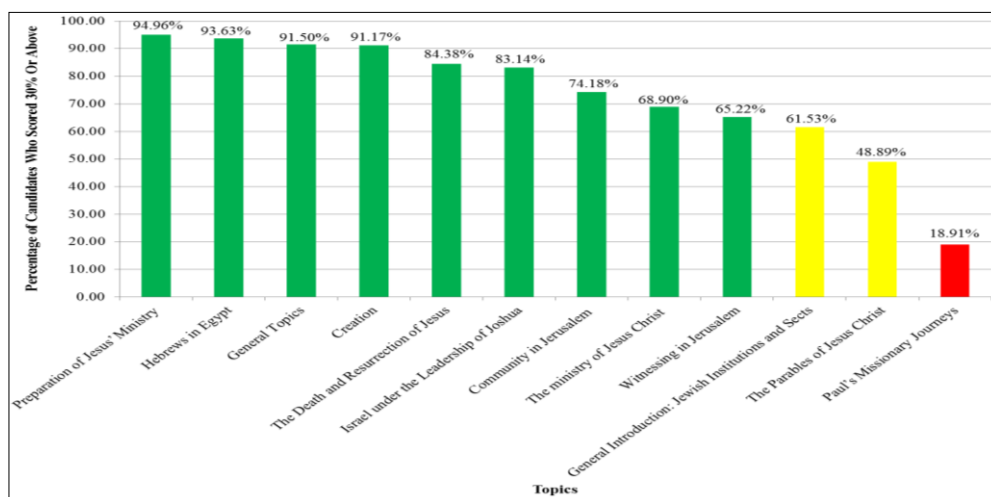
**Extract 13.2:** A sample of incorrect response for question 13

In Extract 13.2, the candidate was unable to meet the requirements of the question. The candidate’s responses were copied from the multiple choice question 1 (xv), options A to E. This reveals that the candidate was incompetent in the topic of *Creation*.

### 3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH TOPIC

The analysis of the candidates' performance in each topic indicates that the performance was good in all the topics tested, except the topic of *General Introduction: Jewish Institutions and Sects* and *The Parables of Jesus Christ* which were average and *Paul's Missionary Journeys* whose performance was weak.

The highest performance was in the topic of *Preparation of Jesus' Ministry* with 94.96% candidates scoring 30 percent or above, followed by the topic of *The Hebrews in Egypt* with 93.63 per cent. The general topics (comprising of *Creation*, *The Fall of Man and its Outcome*, *The Life of Abraham*, *The Sons of Isaac*, *Hebrews in Egypt*, *Israelites' Journey through the Desert*, *Israel under the Leadership of Judges*, *General Introduction: Jewish Institutions and Sects* and *Witnessing in Judea and Samaria*) came third with 91.50 per cent, followed by *Creation* with 91.17 percent. Other topics were *Death and Resurrection of Jesus* (84.38%), *Israel under the Leadership of Joshua* (83.14%), *The Community in Jerusalem* (74.18%), *The Ministry of Jesus* (68.90%) and *Witnessing in Jerusalem* (65.22%). The topics with average performance were *General Introduction: Jewish Institutions and Sects/Parties* (61.53%) and *The Parables of Jesus Christ* (48.89%). The topic with weak performance was *Paul's Missionary Journeys* (18.91%), as summarised in Figure 15.



**Figure 14:** The Performance of the Candidates per Topic

Further analysis of the candidates' performance in each topic is summarised in the Appendix I. By comparison, the general performance of the candidates shows that in CSEE 2019, the average of the candidates who scored above 30 per cent was 87.94 per cent, whereas in CSEE 2020 it was 90.60 per cent. Therefore, the performance of the candidates in CSEE 2020 is higher by 2.66 per cent. The Appendix II summarises this analysis.

#### **4.0 CONCLUSION**

The general performance of the candidates in Bible Knowledge Subject in the CSEE 2020 was good as 90.31 per cent of them scored from average to high marks. The candidates' strengths which led to good performance include the ability to identify the requirements of the questions, following instructions and having adequate knowledge of the subject matter, competences and skills in the topics. Most of them were able to express themselves clearly in English language with appropriate Biblical words. Despite the strengths demonstrated by most candidates, there were also weaknesses that other candidates had in responding to the questions. The candidates failed to score high marks in question 2 which was set from the topic of *Paul's Missionary Journeys*, question 7 from the topic of *The Parables of Jesus Christ* and question 10 from the topic of *General Introduction: Jewish Institutions and Sects/Parties*.

#### **5.0 RECOMMENDATIONS**

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

- (a) During the teaching and learning process, teachers and students should adhere to the teaching/learning strategies emphasized in the syllabus for better students' acquisition of knowledge in the given topics. Attention is needed to remedy the performance in the topics such as *Paul's Missionary Journeys*, *The Parables of Jesus Christ* and *General Introduction: Jewish Institutions and Sects/Parties*.

- (b) Students should be engaged in numerous exercises, and provided with immediate feedback for them to improve their ability to understand the requirements of the questions. This will improve their performance in the national examinations.
- (c) School administrations and subject teachers should encourage students to read the Bible, and related literatures and make necessary revision in various topics, biblical texts, concepts, themes and events covered in classrooms. This can be attained by ensuring availability of books, access to internet and organising regular group discussions or debate programmes.
- (d) Since English language was a contributing factor (positive and negative) to candidates' performance in the Bible Knowledge subject, students should practice the use of English language by writing and reading, listening and speaking so as to improve their English language proficiency.

## Appendix I

### Summary of Analysis of the Candidates' Performance in Each Topic

| S/N | Topic   | Type of Question | Percentage of Candidates Who Scored 30% or Above | Remarks | Average Percentage of Candidates Who Scored 30% or Above | Remarks |
|-----|---|------------------|--|---------|--|---------|
| 1.  | Preparation of Jesus' Ministry  | Short answers    | 94.96  | Good    | 94.96  | Good    |
| 2.  | Hebrews in Egypt  | Essay            | 93.63  | Good    | 93.63  | Good    |
| 3.  | Creation, The Fall of Man and its Outcome, The Life of Abraham, The Sons of Isaac, Hebrews in Egypt, Israelites' Journey through the Desert, Israel under the Leadership of Judges, General Introduction: Jewish Institutions and Sects and Witnessing in Judea and Samaria | Multiple Choice  | 91.50  | Good    | 91.50  | Good    |
| 4.  | Creation  | Essay            | 91.17  | Good    | 91.17  | Good    |
| 5.  | The Death and Resurrection of Jesus   | Short answers    | 84.38  | Good    | 84.38  | Good    |
| 6.  | Israel under the Leadership of Joshua   | Short answers    | 83.14  | Good    | 83.14  | Good    |
| 7.  | Community in Jerusalem  | Short answers    | 74.18  | Good    | 74.18  | Good    |
| 8.  | The ministry of Jesus Christ  | Short answers    | 72.47  | Good    | 68.90  | Good    |
|     |   | Short answers    | 65.33  | Good    |  |         |
| 9.  | Witnessing in Jerusalem   | Essay            | 65.22  | Good    | 65.22  | Good    |
| 10. | General Introduction: Jewish Institutions and Sects   | Short answers    | 61.53  | Average | 61.53  | Average |
| 11. | The Parables of Jesus Christ  | Short answers    | 48.89  | Average | 48.89  | Average |
| 12. | Paul's Missionary Journeys  | Matching Items   | 18.91  | Weak    | 18.91  | Weak    |

**Comparison Summary of the Candidates' Performance per Topic for CSEE 2019 and 2020**

| S/N | Topic   | CSEE 2019  |         | CSEE 2020  |         |
|-----|---|--|---------|--|---------|
|     |   | Percentage of Candidates Who Scored 30% or Above | Remarks | Percentage of Candidates Who Scored 30% or Above | Remarks |
| 1.  | Preparation of Jesus' Ministry  |  |         | 94.96  | Good    |
| 2.  | Hebrews in Egypt  |  |         | 93.63  | Good    |
| 3.  | Creation, The Fall of Man and its Outcome, The Life of Abraham, The Sons of Isaac, Hebrews in Egypt, Israelites' Journey through the Desert, Israel under the Leadership of Judges, General Introduction: Jewish Institutions and Sects and Witnessing in Judea and Samaria | 92.73  | Good    | 91.50  | Good    |
| 4.  | Creation  |  |         | 91.17  | Good    |
| 5.  | The Death and Resurrection of Jesus   | 69.16  | Good    | 84.38  | Good    |
| 6.  | Israel under the Leadership of Joshua   | 78.85  | Good    | 83.14  | Good    |
| 7.  | Community in Jerusalem  |  |         | 74.18  | Good    |
| 8.  | The ministry of Jesus Christ  | 75.80  | Good    | 68.90  | Good    |
| 9.  | Witnessing in Jerusalem   | 57.88  | Average | 65.22  | Good    |
| 10. | General Introduction: Jewish Institutions and Sects   | 34.41  | Average | 61.53  | Average |
| 11. | The Parables of Jesus Christ  |  |         | 48.89  | Average |
| 12. | Paul's Missionary Journeys  | 72.24  | Good    | 18.91  | Weak    |
| 13. | The Life of Abraham   | 92.29  | Good    |  |         |
| 14. | Jesus in Jerusalem  | 85.05  | Good    |  |         |
| 15. | The Fall of Man and Its Outcome   | 84.10  | Good    |  |         |

