



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



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT FOR THE CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (CSEE) 2021**

BIBLE KNOWLEDGE



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014 BIBLE KNOWLEDGE

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FOREWORD

This report is the analysis of Candidates' Item Response on the Certificate of Secondary Education Examination (CSEE) 2021 in the Bible Knowledge subject. It provides feedback to the public, students, teachers, policy makers, curriculum developers and other stakeholders on how candidates responded on the examination items and their performance in this subject. In short, it intends to show what the candidates were able or not able to achieve in attempting the examination questions, and give some reasons of the respective performance.

Basing on the statistics of January 2022 by the National Examinations Council of Tanzania, the performance of candidates in CSEE 2021 for the Bible Knowledge subject was good. The analysis shows that 13,814 (95.01%) of the candidates who sat for the examination passed and 725 (4.99%) failed.

The candidates who passed demonstrated adequate knowledge of the topics from which the questions were set and good understanding of the concepts, events, key Biblical persons, places and stories. They correctly identified the requirements of the questions. They had also the skills in answering essay questions and above all they had good command of the English language. On the other hand, the candidates who had low scores lacked adequate knowledge of topics and understanding of concepts, events, key Biblical persons, places and stories. They also had poor English language proficiency which led to failure in answering questions properly as they were unable to identify the requirements of the questions.

The council expects that the feedback and the recommendations provided in this report will enable the educational stakeholders to take appropriate measures in order to improve candidates' performance in future examinations.

Finally, the council would like to express gratitude to all who in one way or the other, contributed on the preparation of this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents the analysis of the candidates' performance in Bible Knowledge subject for the Certificate of Secondary Education Examination (CSEE) conducted in November 2021. The Examination paper tested the candidates' competences attained in accordance with the Bible Knowledge syllabus of 2012, and the Examination Format of 2019.

The paper consisted of sections A, B and C with a total of thirteen (13) questions. Section A consisted of Multiple Choice and Matching Items, section B were Short Answer Items while section C comprised of Essay Questions. The candidates were required to attempt all questions in section A, five questions from section B and two questions from section C. Section A weighed twenty-five (25) marks, section B forty-five (45) marks and section C thirty (30) marks. The total weight for this paper was 100 marks.

The number of candidates who sat for Bible Knowledge in Certificate of Secondary Education Examination (CSEE) 2021 was 14,648. Among them, 13,814 (95.01%) candidates passed with grades A, B, C and D while 725 (4.99%) failed by obtaining an F grade. The results for 109 (0.74%) candidates were withheld for various reasons. The results on the performance of candidates indicate an increase by 5.41 per cent when compared to the performance in CSEE 2020 in which 13,291 (90.6%) candidates passed and 1,379 (9.4%) failed.

The CSEE results is analysed basing on the standard grading system categorized in five grades which are A, B, C, D and F in the following intervals: 75 - 100 (excellent), 65 - 74 (very good), 45 - 64 (good), 30 - 44 (satisfactory) and 0 - 29 (fail) respectively. Accordingly, the candidate is regarded to have passed the examination if scored from 30 to 100 marks of the total weight of the paper.

In this report, the analysis of the candidates' performance in each question has been presented in three categories which are good, average and weak. The performance is good, average or weak if the percentage of the candidates who attempted that particular question falls within the range of 65 - 100 per cent, 30 - 64 per cent or 0 - 29 per cent. These ranges are represented in figures by green, yellow and red colours.

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 prospective reasons for their performance. Sample extracts of candidates' correct and incorrect responses are presented in order to demonstrate how the candidates responded to each question. Figures are used to indicate the distribution of candidates' scores in each question.

Moreover, 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 2020 and 2021 is shown in Appendix II.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE FOR EACH QUESTION

In the CSEE 2021, the 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 (including compulsory questions 3 and 4) from Section B, and the candidates had to choose two questions from Section C.

2.1 SECTION A: Multiple Choice and Matching Items

This section comprised two (2) questions which were compulsory. Question 1 comprised twenty multiple choice items from various topics. Question 2 included five (5) matching items from the topic of *Israelites' Journey through the Desert*.

2.1.1 Question 1: Multiple Choice Items

This question was set from various topics in the Old Testament and the Acts of the Apostles which are *Creation, The Fall of Man and its Outcomes, The Life of Abraham and Sons of Isaac*. Other topics are *The Hebrews in Egypt, Israelites' Journey through the Desert, Israel under the Leadership of Joshua, The Book of Judges, Sons of Isaac*, and *The Community in Jerusalem*. The candidates were required to choose the correct answer for each item (i) to (xx) and write its letter in the booklet provided. Each item weighed one mark, making a total of twenty (20) marks.

The question was compulsory and all 14,648 (100%) candidates who sat for this examination attempted it. The analysis indicates that 7,466 (50.97%) candidates scored from 13 to 20 marks, 6,752 (46.10%) scored from 6 to 12 marks and 430 (2.94%) scored from 0 to 5 marks, as it is illustrated in Figure 1.

Despite the good performance in this question, 2.94 per cent of the candidates scored below average marks, of which 0.06 per cent scored zero out of 20 marks. They scored zero because they made incorrect choices to all 20 items. Their incorrect choices were attributed to different reasons including lack of knowledge of the topics from which items were derived and lack of skills of selecting the most correct responses among the *alternatives* given. The following is the analysis of candidates' responses to items (i) to (xx).

Item (i): *According to the Acts of the Apostles 6:1-7, what qualities were the deacons supposed to have?*

A Men full of the Holy Spirit and wisdom.

B Men from Jerusalem and Greek speaking Jews.

C Greek speaking Jews and wisdom.

D Good looking men and men full of the Holy Spirit.

E Men from Jerusalem and from missionary descent.

In this item, the candidates were tested on their ability to describe the qualities of the contestants to be elected deacons. Most of the candidates made the correct choice *A* as the qualities should include the Holy Spirit and wisdom. According to Acts 6:3, the apostles laid down the *qualification* for the deacons as "men of good standing, full of the Spirit and of wisdom." On the other hand, the candidates who failed in this item chose incorrect alternatives *B*, *C*, *D* and *E*. These alternatives were incorrect answers because they were based on external (physical) features rather than internal (spiritual) features stated in Acts 6.

Item (ii): *What were the common duties of both the major and minor judges of the Old Testament?*

A Activists, deliverers and priests. *B Leaders, activists and judges.*

C Rulers, deliverers and leaders. *D Leaders, scribes and prophets.*

E Judges, prophets and kings.

This item was set from the topic of *Israel under the Leadership of Judges*. The candidates were tested on their ability to explain the function of Biblical judges. A few candidates who chose the correct answer *C* were familiar with the concept of the major and minor judges and their functions in the Old Testament. Those who chose item *E* - *judges, prophets and kings* - did not realise that the title "kings" was not used for judges, because God was the King to the Israelites. Those who chose alternative *D* - *leaders, scribes and prophets* - were also incorrect because none of the judges was

identified with scribes (transcribers/clerks/book copiers). Moreover, those who chose alternatives A and B did not know that the judges of Israel did not act as campaigners (*activists*). Besides, the duties of judges of Israel were determined by God for a particular time and event.

Item (iii): *Esau said to Jacob, "I am about to die; of what use is a birthright to me (Genesis 25:32). What does this story teach?*

- A *We should be careful with what we eat.*
- B *We should be careful with whom we talk.*
- C *We should be careful with what we do.*
- D *We should be careful with our commitments.*
- E *We should be careful with what we desire.*

The item was obtained from the topic of *Sons of Isaac*. In this item the candidates were supposed to demonstrate the ability to reflect the reality of the story of Esau and Jacob in their life. The majority of candidates chose the correct answer **D** - *We should be careful with our commitments*. This shows that the candidates were familiar with the story of Jacob's cunning behavior and its consequences. They knew that it was out of reckless commitment that Esau lost his birthright (for a single meal of pottage). With the oath sworn by Esau, that his birthright was now his brother's, Jacob delivered his part of the deal (Genesis 25:29–31). He gave his brother Esau bread and a bowl of beans. Esau sold his birthright for a bowl of bean soup, and Jacob took that birthright as his own. However, there were few candidates who chose incorrect alternatives A, B, C and E, indicating that they had insufficient skills on the application of Esau and Jacob's story in their life. Their choices were wrong because the issue was not the type of food Esau ate (A), the one he talked to (B), what he was doing (C), his desire (E). Rather, it was Esau's reckless commitment and failure to foresee the future.

Item (iv): *Which description shows the reason for God to commend the life of baby Moses into the hands of the daughter of Pharaoh?*

- A *Pharaoh's daughter had been forced by her maidens to do so to save the baby.*
- B *Pharaoh's daughter had no child and God wanted her to have her own baby.*
- C *Pharaoh's daughter had pity for the baby and God used her to rescue the baby.*
- D *Pharaoh's daughter was afraid of people who were around and so she saved him.*
- E *Pharaoh's daughter was courageous to act contrary to her father who killed babies.*

The item was taken from the topic of *Hebrews in Egypt* and the subtopic of *The Birth, Call and Mission of Moses*. The item required the candidates to demonstrate the ability

to explain the birth and youth of Moses. Most of the candidates chose the correct description *C - Pharaoh's daughter had pity for the baby and God used her to rescue the baby*. The candidates who chose the incorrect answers had inadequate knowledge of the Birth of Moses and its implication. Alternative C was the soundest reason as it involved God's plan for the baby Moses. Other alternatives A, B, D and E are incorrect because they insist more on human initiatives for Moses rather than God's initiative. Therefore, alternatives A, B, D and E are not strong reasons enough to make God commend the life of baby Moses into the hands of the daughter of Pharaoh.

Item (v): *What did Joshua instruct his people to spare during the destruction of Jericho?*

- A To spare anything made of silver, gold and iron.*
- B To spare only the people of Jericho.*
- C To spare all except those who will fight them.*
- D To spare all the animals in Jericho.*
- E To spare Rahab and her household only.*

This item was from the topic of *Israel under the Leadership of Joshua* especially the subtopic of *the Conquest of Canaan*. The item tested the candidates' ability to describe how the Israelites conquered the Promised Land. A few candidates made the correct choice *A - To spare anything made of silver, gold and iron*. Most of the candidates opted for incorrect alternative *E - To spare Rahab and her household only*. They did not realise that the word "only" limited the sparing to human beings alone while there were other things that were to be spared. Alternative B is incorrect as it is the opposite of what was supposed to be done to the people of Jericho. Alternatives C and D are also wrong because the mission was to destroy everything, except that which God had ordered to be spared for special purposes. For example, silver and gold, and vessels made of bronze and iron, were put into the treasury of the LORD because they were consecrated to the LORD.

Item (vi): *"Rise and go to the street of straight, and inquire in the house of Judas for man of Tarsus named Saul" (Acts 9:11). Why was Ananias sent to Saul?*

- A To pray and worship with him.*
- B To lay hands and baptize him.*
- C To eat and celebrate with him.*
- D To worship and sing with him.*
- E To fast and adore with him.*

The topic from which this item was obtained is *Witnessing in Judea and Samaria*. The item was set to assess the candidates' ability to explain the role of Ananias and

Barnabas in the call of Saul. Most of the candidates chose the correct answer **B** - *To lay hands and baptize him*. These candidates knew that Saul was an enemy of Christianity and was feared by everyone, but Jesus disciplined him through blindness and made him become a messenger of Christianity by baptizing him through Ananias. This means, alternatives A, C, D and E are incorrect because they were not Jesus' priority for Ananias to be sent to Saul. Jesus' priority was not to send Ananias for worshipping (A and D), eating and celebrating (C), fasting and adoring (E), with a non-Christian. Therefore, those who chose the incorrect responses were not familiar with the story of the conversion of Saul of Tarsus who was later on called Paul.

Item (vii): *“Be fruitful, multiply and fill the earth and subdue it; and have dominion over the fish of the sea and over the birds of the air and over every living thing that moves over the earth” (Genesis 1:28). What do we learn from this quotation?*

- A We are valuable in God's eyes and we are more important than animals.*
- B We are valuable in the eyes of God but less important than animals.*
- C We are valuable in God's eyes but animals are more important than we are.*
- D We are neither valuable in God's eyes nor as important as animals,*
- E Animals are more valuable and important in God's eyes than we are.*

This item was from the topic of *Creation*. The item measured the candidates' ability to analyse and comprehend creation stories and to evaluate human beings' position among other creatures. The majority of candidates managed to choose the correct answer **A** - *We are valuable in God's eyes and we are more important than animals*. These candidates were able to evaluate themselves in relation to other creatures by showing that human beings are superior to other creatures. However, few candidates chose B, C, D and E which were wrong. This indicates that the candidates were unaware that they are superior to other creatures.

Item (viii): *The early church put more emphasis on communal life among believers which strengthened church. How was communal life practiced according to Acts 4:34-35?*

- A By breaking bread in the temple.*
- B By praying together in the temple.*
- C By listening to the apostles' teachings.*
- D By sharing what they had together.*
- E By living together in one house.*

The item was from the topic of *Witnessing in Jerusalem*, in the subtopic of *Sharing of Goods*. The candidates were tested on the ability to describe how the early church practised communal life. The majority of the candidates chose the correct answer **D** -

By sharing what they had together. These candidates were familiar with the structure and the characteristics of the early church in which members had everything in common. They were aware that in the community of believers at Jerusalem “no one claimed that any of their possessions was their own, but they shared everything they had” (Acts 4:32; compare with Acts 2:44-45). On the other hand, some of the candidates chose the incorrect alternatives A, B, C and E signifying that they did not know communal life consists in sharing of possessions. The distracters A, B and C attracted the candidates because they were part and parcel of the gatherings of early church, but did not imply communal life. Alternative E is also incorrect because everyone had a home, and living together in one house does not necessarily imply communal life.

Item (ix): *When Abram was 99 years old; God the almighty appeared to him and renewed his covenant. What happened when the covenant was renewed?*

A Abram’s name was changed to Abraham, Sarai his wife’s name to Sarah.

B Abraham’s name was changed to Abram, Sarai his wife’s name to Zirah.

C Abraham’s years were added to live longer and he was exalted.

D Sarai will bear a son and Abraham will be richer and richer.

E Abraham moved to Haran with his family to search for pasture.

This item was set from the topic of *Life of Abraham*; in the subtopic of *Call, Promise and Covenant*. The item tested the candidates’ ability to state the promises given to Abraham by God and narrate God’s covenant made to Abraham. The majority of the candidates managed to choose the correct answer *A - Abram’s name was changed to Abraham and Sarai his wife’s name to Sarah*. The candidates were aware that God declared Abram’s new name was “Abraham” – “a father of many nations” and Sarai’s new name was “Sarah” – the “mother of nations.” Abraham then received the instructions for the covenant of the pieces, of which circumcision was to be the sign. Those who chose B did not recognise that the names were reversed and Zirah was out of context. Alternative C is incorrect because Abraham’s years were not increased and the word “exalted” refers to the name Abram. Moreover, alternative D was incorrect since bearing a son and becoming rich did not happen as the covenant was renewed but as things expected in the future. Alternative E was also incorrect, and was chosen by some candidates who were attracted by the name Haran as one of stations during Abraham’s movement from Ur to Canaan. In general, the candidates who chose the incorrect answer did not have the skills required in the subtopic.

Item (x): *It is Philip who baptized the Ethiopian eunuch the minister of the Candace, queen of Ethiopians. Which of the following descriptions shows the way he baptized him (Acts 8:26-40)?*

- A The Eunuch went first into the water and Philip followed him and baptized him.*
- B They both went down into the water and Philip baptized him.*
- C Philip went down into the water and the Eunuch followed him.*
- D Philip remained in the water after baptizing the Eunuch.*
- E The Eunuch remained in the water after being baptized.*

This item was from the topic of *Witnessing in Judea and Samaria*, in the subtopic of *The Conversion of Simon Magus and the Ethiopian Eunuch*. The majority of candidates chose the correct answer which was **B** - *They both went down into the water and Philip baptized him*. This indicates that the candidates had sufficient knowledge about the event of the conversion of the Ethiopian eunuch to Christianity. They also understood the requirements of the item as to demonstrate the process of baptism whereby both went down into the water, and then Philip baptized the Ethiopian eunuch. In contrast, some of the candidates chose the incorrect alternatives A, C, D and E showing that they had inadequate knowledge of the event and did not understand about the conversion of the Ethiopian eunuch to Christianity.

Item (xi): *After the death of Joshua, the Israelites slowly started falling away from God's commandments. As a result, God punished them. What will happen if Christians fall away from God's commandments today?*

- A Their relationship with God will be strengthened.*
- B They will be excommunicated from the Church.*
- C They will be punished immediately.*
- D Their relationship with God will be damaged.*
- E They will hear the voice asking them to repent.*

This was taken from topic of *Israelites under the Leadership of Judges*, especially the subtopic of *The Concept of Judges in the Bible*. The candidates were tested their competence to describe the apostasy cycle. Most of the candidates revealed the expected skills by choosing the right answer **D** - *Their relationship with God will be damaged*. The candidates were able to apply the knowledge to the real Christian living in their relationship with God. They knew that if Christians fall away from God's commandments today, there will be enmity with God. They knew that the relationship between Christians and God is damaged by sin. This means that the candidates were competent enough to apply the acquired knowledge in their daily life. Few candidates

failed to make the correct choice. Most of them were attracted by distractor A - *their relationship with God will be strengthened*. This implies that the candidates were of the opinion that sin is not the end because there is a possibility to renew the relationship through repentance. Others were attracted by distractor B - *they will be excommunicated by the church*. This is incorrect because excommunication is just human punishment to exclude the sinner from church services. This implies that the candidates had insufficient knowledge of the subject matter.

Item (xii): *The Book of Exodus begins by referring to water as a means to limit the population growth of the Israelites by throwing all male Israelite children into the waters of Nile (Exodus 1:22). However, water was also used as a means to save life in the desert. Identify the waters used as a means to save the Israelites in the desert.*

A *The waters of Marah, Massah and Meribah.*

B *The waters of Meribah and Elim.*

C *The waters at Rephidim, Marah and Nile.*

D *The waters of Marah, Massah, Meribah and Rephidim.*

E *The waters in Rephidim, Elim and Succoth.*

The item was derived from the topic of *Israelites' Journey through the Desert*. It was based on the subtopic of *Apostasy and Punishment*. A considerable number of the candidates chose the correct answer A as they managed to identify the waters used as a means to save the Israelites in the desert. These candidates were conversant with events at Marah (Exodus 15:23-24), the water from the rock also known as Massah and Meribah (Exodus 17: 7; Numbers 20:13). This signifies that the candidates were familiar with the content and themes of the Book of Exodus and the topic in general. Conversely, the candidates who opted incorrect choice B - *the waters of Meribah and Elim*, did not know that Elim is a place between Marah and the Wilderness of Sin, near the eastern shore of the Red Sea. But there was no issue of water from there.

Others chose C - *the waters at Rephidim, Marah and Nile*. They did not realise that Nile was not among the water bodies in the desert during the Israelites' journey. Rephidim was just a stopping place of the Israelites on their journey from Egypt, situated between the Wilderness of sin and Sinai. It was a battle ground between Israel and the Amalekites. Those who opted for D - *the waters of Marah, Massah, Meribah and Rephidim* did not know that Rephidim was not among the places where Israelites got water to drink. By choosing E - *the waters in Rephidim, Elim and Succoth* it meant a serious lack of knowledge because none of them had events which involved water.

This indicates that the candidates were not familiar with names of important places and events in the Exodus.

Item (xiii): *Joshua sent spies to view the Promised Land, especially Jericho (Joshua 2:1). What report did these spies bring to Joshua after spying the land?*

A The enemies are very strong; we are unable to enter there.

B The Lord has given all the land into our hands.

C The land is very good for us to live, but dangerous for our lives.

D The inhabitants of the land are brave because of us.

E The inhabitants wanted to kill us when Rahab told the king about us.

This item was set from the topic of *Israel under the Leadership of Joshua* under the subtopic *The Conquest of Canaan*. The item tested the understanding of the candidates concerning the spies and the report they brought back to Joshua. The majority of candidates opted for **B** - *The Lord has given all the land into our hands* (which was correct). However, there were candidates who chose the incorrect options. Most of them chose A - *The enemies are very strong; we are unable to enter there*. This option attracted the candidates because in another event, where Moses sent spies, they brought back contradicting reports including the statement in A (Numbers 13:25-33). This means that the candidates misconceived the context of the item, and were not familiar with the story of Joshua sending the spies to the Promised Land. To them the two separate biblical events (Joshua 2:1 and Numbers 13:25-33) were confusing.

Item (xiv): *Jacob went to Padan-aram and worked for his uncle Laban for seven years in order to be given Rachel for he had loved her most; instead he was given Leah (Genesis 28:15-34). Which practice in the today's society is related to what Laban did to Jacob?*

A Female genital mutilation. B Forced marriage.

C Polygamous marriage. D Gender based violence.

E Early marriage.

This item was taken from the topic of *Sons of Isaac*. It tested the candidates' understanding of concepts related to the event of Jacob's marriage to two women against his will. Most of the candidates chose the correct answer **B** - *forced marriage* as the practice related to what Laban did to Jacob. Most of the candidates who opted for incorrect responses were attracted with C - *polygamous marriage*. Though there was some truth in the option, it was incorrect in relation to what Laban did to Jacob. Jacob was forced to marry both Laban's daughters after Jacob had complained for being

given to marriage a woman who was not of his choice. Actually, Jacob did not intend to marry two wives or practise polygamous marriage. Some of them chose E - *early marriage*, but the daughters were already grownups as was Jacob himself. The candidates who chose alternative A were out of context as *female genital mutilation* did not take place on that event. Moreover, the candidates who chose option D - *gender based violence* were incorrect because Leah was older than Rachel, and according to their custom, the younger was not supposed to get married before the elder. So, there was no violence on the part of the girls. In general, these candidates failed to relate Biblical context to the societies today.

Item (xv): *Imagine you were to address your fellow youths in regard to the prevention of HIV and AIDS, which two of God's commandments would you emphasise to be observed?*

A *You shall not commit adultery, and you shall not commit murder.*

B *You shall not commit adultery, and you shall not covet your neighbour's house.*

C *You shall not commit adultery, and you shall not covet your neighbour's wife.*

D *You shall not commit adultery, and you shall not steal.*

E *You shall not commit adultery, and you shall not bear false witness*

This was from the topic of *Israelites' Journey through the Desert*. It was taken from the subtopic of *Covenant at Sinai*. The majority of candidates were able to choose the correct answer C - *You shall not commit adultery, and you shall not covet your neighbour's wife*. There were few candidates who opted for incorrect alternatives. Almost every alternative was opted for by some. These candidates were attracted by the statement, "You shall not commit adultery." They failed to discover that words like murder, house, steal and false witness cannot cause someone to get HIV and AIDS. The candidates had inadequate skills in applying and reflecting Ten Commandments in their real-life situation.

Item (xvi): *In the story about the creation, on which day was man and woman created?*

A *On the first day.* B *On the second day.*

C *On the fifth day.* D *On the sixth day.*

E *On the seventh day.*

This item was from the topic of *Creation*, and the subtopic of *First Account of Creation*. This item was set to test the candidates' ability to identify what was created for each day and the meaning of orderly creation work. Most of the candidates chose the correct answer D - *On the sixth day*. These demonstrated that they had attained the

competences required by the topic, as they had adequate knowledge of the creation accounts. On the other hand, a very small number of the candidates chose the wrong answers A (on the first day), B (on the second day), C (on the fifth day) and E (on the seventh day). This indicates that these candidates were not knowledgeable about the creation stories.

Item (xvii): *Identify the common themes which make the Gospel of Luke and the Book of Acts of the Apostles to be attributed to the same author.*

A The universality of salvation and the fulfilment quotations.

B The universality of salvation and the Messianic secret.

C The universality of salvation and the concept of sin.

D The universality of salvation and the human free will.

E The universality of salvation and the works of the Holy Spirit.

This item was set from the topic of *Introduction to the Book of Acts*. The item was specifically taken from subtopic of *The Author, the Reader, the Purpose and Theme*. The item tested the candidates' ability to explain the purpose of the writer and the theme of the book. The majority of candidates identified the common themes which make the Gospel of Luke and the Acts of Apostles to be attributed to the same author by choosing the correct response E - *the universality of salvation and the works of the Holy Spirit*. This shows that the candidates were conversant with the common authorship of the Gospel of Luke and the Acts of the Apostles. In fact, in order to get the correct answer in this item, the candidates were supposed to have known that both the Gospel of Luke and the Acts of Apostles were written by one author – Luke (Acts 1:1-11; Luke 24:44-53). From there, they should understand about the work of the Holy Spirit in both the books. The common themes are based on the activity of the Holy Spirit in the Gospel of Luke and Acts of Apostles. Such activity is seen in the period of preparation for Jesus' ministry (Luke 1:1-3:20); Jesus' ministry (Luke 3:21-Acts 1:26); and the period of the church (Acts 2: 1-28:31). They could have also understood that in Luke the Holy Spirit was a promise that was fulfilled in the book of Acts. In fact, Luke was trying to relate the promise and the fulfillment. There were few candidates who chose incorrect responses A, B, C and D which are not common to both the Gospel of Luke and the Acts of Apostles. This indicates that they were not familiar with common themes in the Gospel of Luke and the Acts of the Apostles.

Item (xviii): *In Exodus 10:24, Pharaoh suggested that only Moses and his people should leave but their flock should remain behind. Moses insisted that they must go*

with their flock in order to sacrifice to their Lord. What lesson is learnt from this context?

- A All things are made for our achievement but important for God.*
- B Animals should be somehow recognised for worship by Egyptians.*
- C Clean animals should be used as food in accordance with God's will.*
- D Living things should not be neglected because they have feelings.*
- E Our possessions are for God's glory and part and parcel of our worship.*

This item was set from the topic of *The Hebrews in Egypt*, especially the subtopic of *The Birth, Call and Mission of Moses*. Most of the candidates chose the correct response E - *our possessions are for God's glory and part and parcel of worship* as the lesson from the context given. This implies that the candidates were familiar with the event in which Pharaoh was refusing to let the Israelites go to worship their Lord. By suggesting that only Moses and his people to go and leave behind their flock, it meant separating them from an important part of worship – the offerings. The candidates who chose alternatives A, B, C and D did not realise that the key issue in the quotation was about Israelites to go with their flock as sacrifice to God.

Item (xix): *Nod was the land where Cain dwelt when he departed from the face of the Lord. What is the meaning of the name Nod?*

- A The land of fleeting.*
- B The land of revenging.*
- C The land of punishment.*
- D The land of wandering.*
- E The land of settling.*

The item was obtained from topic of *The Fall of Man and Its Outcome* and the subtopic of *Cain and Abel*. It was in line with the specific objective that required the candidates to describe the effects of sin. A few candidates managed to choose the correct meaning of the name Nod as the land of wandering, which was option **D** - *The land of wandering*. This indicates that the candidates were familiar with the event which led to this name. The name was a result of Cain's sin against his brother Abel. Cain, the firstborn, was a farmer, and his brother Abel was a shepherd. The brothers made sacrifices to God, but God favored Abel's sacrifice instead of Cain's. Cain then murdered Abel out of jealousy, whereupon God punished Cain by condemning him to a life of *wandering* - which is the meaning of the name Nod (Genesis 4:8-16). Moreover, Nod was a place of exile after Cain being cast out by God. It might be a place of discomfort not in Eden. The candidates who chose alternatives A, B, C and E were unaware that the meaning of the name Nod was *wandering*. Most of them chose E - *The land of settling*, which attracted them because of the word "dwelt" in the stem, but that

was not the meaning. Thus, they lacked vocabulary skills to understand that fleeting (A) meant *lasting only a short time*; revenging (B) means *the act of taking vengeance for injuries or wrongs*, but God was not revenging, but punishing.

Item (xx): *Preparing special meals for special people is common in most of our societies as it is used to be during Abraham's time. What kind of food did Abraham prepare for his special guests who visited him at Oaks of Mamre (Genesis 18:8)?*

- A *Roasted meat and bitter herbs.* B *Milk and honey.*
C *Curds, milk, cakes and calf.* D *Bitter herbs and curds.*
E *Fruits, meat and milk.*

Item (xx) was obtained from the topic of *Life of Abraham* and the subtopic of *Call, Promise and Covenant*. The candidates were supposed to recall the event when Abraham was visited by the messengers of God and was promised a son. Majority of candidates chose the correct answer C - *Curds, milk, cakes and calf* as the kind of food prepared by Abraham for his special guests. This demonstrates that the candidates were familiar with the story of Abraham's hospitality to the guests. The candidates knew the kind of food that was prepared for his guests. Those who chose A - *Roasted meat and bitter herbs* and D - *Bitter herbs and curds* were attracted by the *bitter herbs* as they had in mind the exodus event in Egypt, where the Israelites were ordered to prepare such food. Those who chose B - *Milk and honey* and E - *Fruits, meat and milk* remembered God's promise to Abraham about the Promised Land (as reflected in Exodus 3:8). This can be attributed to lack of adequate knowledge of the subject matter.

Generally, a few candidates failed to choose correct answers to all the items indicating that they had inadequate knowledge and understanding of the requirements of the question. Extract 1.2 is a sample of incorrect answers.

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

Extract 1.2: A sample of incorrect responses to question 1

In Extract 1.1, the candidate failed to choose the correct choice to all the items.

2.1.2 Question 2: Israelites' Journey through the Desert

This question consisted of five (5) items (i) to (v) derived from the topic of *Israelites' Journey through the Desert*. Each item weighed one (01) mark, totaling five (5) marks. The question required the candidates to match the descriptions of people in **List A** with the names in **List B** by writing the letter of the correct day against the activity item number in **List A** in the answer booklet(s) provided. The items were as follows:

| List A | List B |
|--|---------------|
| (i) He led a rebellion, resisting Moses' civil authority. | A Caleb |
| (ii) He accompanied Moses up to the Mount Sinai. | B Reuel |
| (iii) He held up Moses' hands bringing victory to Israel. | C Hur |
| (iv) He advised Moses on how to set up his administration. | D Nadab |
| (v) He was sent by Moses to spy on the Promised Land. | E Gershom |
| | F Korah |
| | G Purah. |

This question was attempted by all 14,648 (100%) candidates who sat for the paper. Among them, 4,378 (29.89%) candidates scored from 4 to 5 marks and 6,619 (45.19%) scored from 2 to 3 marks. The remaining 3,651 (24.92%) scored from 0 to 1 mark. The overall candidates' performance in this question is summarised in Figure 2.

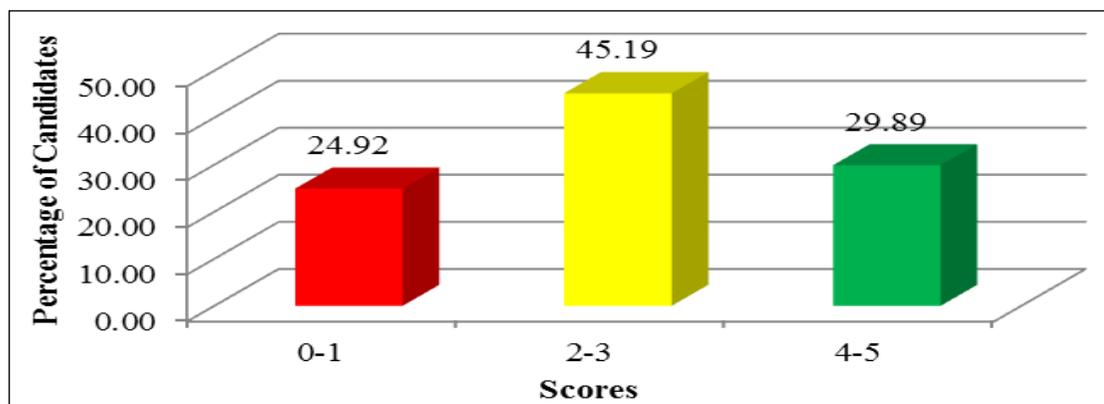


Figure 2: Percentage of the Candidates' Performance on Question 2

Based on Figure 2, the analysis shows that the general performance in this question was good because the candidates who scored 30 to 100 per cent of the marks allocated to this question was 75.08 per cent. The candidates who scored high marks (29.89%) matched the items correctly. They correctly matched item (i) with F – *Korah*, who led a rebellion resisting Moses' civil authority. This is according to Numbers 16:1-40. In item (ii), the candidates correctly matched with D - *Nadab* who accompanied Moses up to Mount Sinai, as written in Exodus 24:9. They also correctly matched item (iii) with C - *Hur* (with Aaron) held up Moses' hands in bringing victory to Israel (Exodus 17:12-14). Likewise, the candidates correctly matched item (iv) with B - *Reuel* – who advised Moses on how to set up his administration. This is in accordance with Exodus 18:17-27. Item (v) was correctly matched with A - *Caleb* – who was sent by Moses to spy on the Promised Land. The candidates were cognizant of the spies as written in Numbers 13:1-16. The high performance in this question was due to the candidates' adequate knowledge persons and their activities in the Bible. Extract 2.1 shows a sample of responses of a candidate who matched correctly all five (5) items.

| | | | | | | | |
|-----|--------|---|----|-----|----|---|--|
| 02. | List A | i | ii | iii | iv | v | |
| | List B | F | D | C | B | A | |

Extract 2.1: A sample of correct responses to question 2

In Extract 2.1, the candidate matched correctly all the five (5) items. The candidate showed competence in the subject matter tested.

However, 24.92 per cent of the candidates scored low marks (0-1), because they correctly matched only one item out of five, of which 7.89 per cent scored zero out of 5 marks. The items that were incorrectly matched by most of the candidates were (i), and (ii). Item (i), He led a rebellion resisting Moses' civil authority was incorrectly matched with E (Gershom). This indicates that the candidates were unaware of the event of rebellion in Numbers 16:1-40. Item (ii), He accompanied Moses up to Mount Sinai was matched with C (Hur). These candidates misconceived the event of climbing Mount Sinai (Exodus 24:9) with the event in which Hur and Aaron supported Moses' hands to lift the staff of the Lord during war with the Amalekites (Exodus 17:10-13). This implies that the candidates were not familiar with rebellion against Moses or the people who were involved in it. Moreover, the candidates missed the correct match because they had in their minds only common and influential names like Caleb and Reuel, other names like Hur, Nadab and Korah seemed to be new to them. Thus, the candidates were unable to recognise the persons in List B and their corresponding activities or events in List A as it is illustrated in Extract 2.2.

| | | |
|----|---------|--|
| 2. | (i) D | |
| | (ii) E | |
| | (iii) F | |
| | (iv) A | |
| | (v) B | |

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

In Extract 2.2, the candidate matched incorrectly all five (5) items. This candidate demonstrated lack of knowledge of the topic of *Israelites' Journey through the Desert* as he/she failed to match the names of persons in List B that correspond with the quotations in List A.

2.2 SECTION B: Short Answer Items

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

2.2.1 Question 3: Creation

This question was compulsory. The candidates were given a scenario, *In the second account of Creation, God charged Adam with conditions for living in the Garden of Eden, but the emphasis was on what to eat and what not to eat. Referring to the book of Genesis 1:28-30 and 2:16-17;*

- (a) *Why do you think it was important for God to put that condition to Adam?*
- (b) *What is Adam's action against the fulfillment of this condition termed? Give reason for your answer.*
- (c) *What conclusion can you draw from what God did in relation to the state of human life today?*

This question was composed from the topic of *Creation* and the subtopic "Second Account of Creation." It was attempted by 14,648 (100%) candidates. The analysis showed that 29.46 per cent of the candidates scored from 6 to 9 marks and 39.22 per cent scored from 3 to 5 marks. The candidates who scored from 0 to 2 marks were 31.31 per cent as shown in Figure 3.

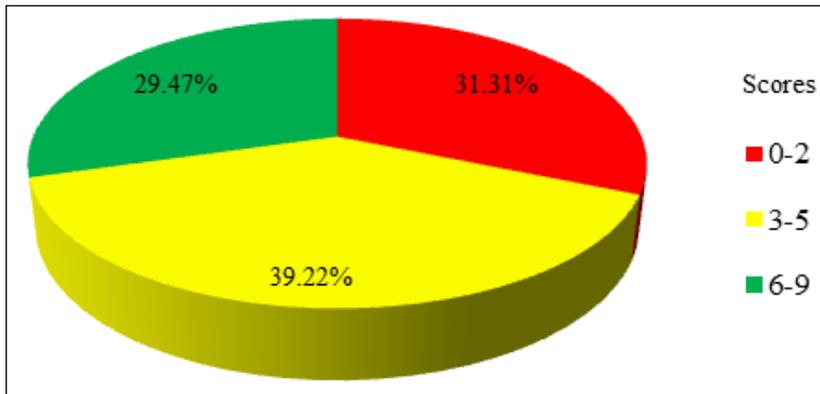


Figure 3: *Percentage of the Candidates' Performance on Question 3*

Figure 3 shows that the general performance of candidate in this question was good since 68.69 per cent passed by scoring 30-100 per cent of all marks allocated to this question). However, most of the candidates (39.22%) scored average marks. Their performance was average because, though they were knowledgeable about the topic, they provided incomplete responses to most of the items deserving only 3 to 5 marks. During the analysis of responses, it was found that most of the candidates answered well in item (a). In this item, they were able to explain the reason for God to put the

condition for living in the Garden of Eden. They provided relevant information which deserved 2 to 3 marks. These candidates were unable to score marks or scored only one mark from items (b) and (c).

The candidates with high marks (6-9) in this question answered correctly most of the items. Among these candidates 1.81 per cent scored full 9 marks. The analysis of their responses found that the candidates had sufficient knowledge and had the required competences in the topic of *Creation*. These candidates also had good command of the English language as displayed in the presentation of their points. Extract 3.1 illustrates the correct responses to question 3.

| | |
|----|---|
| 3a | God put that condition to Adam and Eve so that they can use their power of decision. God created them with the conscience which will lead them to decid to chose between good and evil. |
| 3b | Adam's action is termed as disobedience against God. Because Adam and Eve did not act as God instructed them but they did against the order of God. |
| 3c | The conclusion I can draw from what God did is that the wage of sin is punishment. We human beings of today suffer because of God's punishment for disobedience against him. The world is suffering from diseases like AIDS and corona because of human bad decision. Even when we donot protect our environment we end up suffering ourselves. |

Extract 3.1: A sample of correct responses to question 3

In Extract 3.1, the candidate managed to provide correct responses to all three (3) items and hence scored all the 9 marks.

It was explained earlier that the general performance of the candidates in this question was good. However, 31.31 per cent scored low marks ranging from 0 to 2 marks. Among these candidates, 10.94 per cent scored zero because they wrote incorrect answers to all three items. In item (a), they were supposed to give reason to why it was important for God to put the conditions to Adam for living in the Garden of Eden. The condition was on what to eat and what not to eat. These candidates failed by writing responses which were not related to the given condition. Some of the candidates explained the dialogue of Eve and the serpent. Others explained God's punishment to Adam, Eve and the Serpent. Additionally, there were candidates who wrote about the trees of the garden. For example, one of the candidates wrote, *Because in Eden all fruit is good But tree of midst was evil.* Another candidate wrote, *Because the fruits of the middle tree was allowed to be eaten early before God's order.* These responses are wrong because they are the opposite to the requirements of the question. The correct response was supposed to be that *it was important for God to put that condition to Adam and Eve so as to allow their willpower to work. They were given ability to make decisions, so it was upon them to choose.*

In item (b), the candidates failed to identify the terminology (sin or disobedience). They were not aware that Adam's action against the fulfilment of God's instruction in the Garden of Eden was going against God's command, which is, sinning. In response to this item, one of the candidates wrote, *"Adam follow these condition because adam before was alone without any other person so it lead to follow that condition."* Another candidate wrote, *God is help and gaid Adam on what he support to do on the garden.* Another one wrote, *To work on the garden of Eden because God wanted Adam to protect the garden of eden.* These candidates did not understand the requirements of the question. The candidates were expected to write that *the action is termed as sin (disobedience) because Adam and Eve did not do according to what they were charged before, despite the consequences revealed to them in advance.*

In item (c), the correct response was that *Human beings today suffer a lot of consequences due to disobedience to biblical, health, and socio-economic conditions because of the ability to exercise willpower; as a result, early deaths, pains, suffering, conflicts, and poverty have become part of daily life.* Instead, there were candidates who responded incorrectly by writing things not related to the requirements of the question. For example, one of them wrote, *In the God we are equality in adam and eva.* Another candidate wrote, *Yes. Because God was forgive heart and human of today God*

is forgiven to all wrongdoings of human against God. Extract 3.2 shows one of the samples of incorrect responses to question 3.

| | | |
|-----|--|--|
| 03. | a) It was important for God to put that condition to Adam because Adam (living human living thing) has been created by the image and likeness of God, and so Adam was given conditions so as he could super super-vise all other organisms. | |
| | b) Adam's action against the fulfilment of this condition termed was positively since he named all the organisms in the garden of eden and conserved all the environment of the Eden. | |
| | c) Conclusion I can draw from what God did in relation to the state of human life today is that human beings are so valuable under God's power since we are created by his likeness and image. | |

Extract 3.2: A sample of incorrect responses to question 3

In Extract 3.2, the candidate provided irrelevant points to all three items and hence scored zero out of 9 marks.

2.2.2 Question 4: Paul's Missionary Journeys

This question was compulsory and the candidates were given a text from Acts; *"It was necessary that the word of God should be spoken first to you."* (Acts 13:46) Thereafter, the candidates were required to give responses to the following items;

- (a) Describe the occasion of the statement.
- (b) What was the reaction of the people after hearing what was spoken to them?
- (c) What lesson can you draw from the context of the quotation?

It was taken from *Paul's Missionary Journeys* in the subtopic of *The First Journey*. One of the specific objectives in this subtopic requires the candidates to be able to

analyse Paul's speech at Pisidian Antioch and the reaction of the Jews. It is in this context that the question was set.

The question was attempted by 14,639 (99.94%) candidates who sat for the examination; and 19.45 per cent scored from 6 to 9 marks. About 40.05 per cent of the candidates scored from 3 to 5 marks, 40.44 per cent scored from 0 to 2 marks. The remaining 0.06 per cent did not attempt the question although it was compulsory. Figure 4 illustrates of this performance.

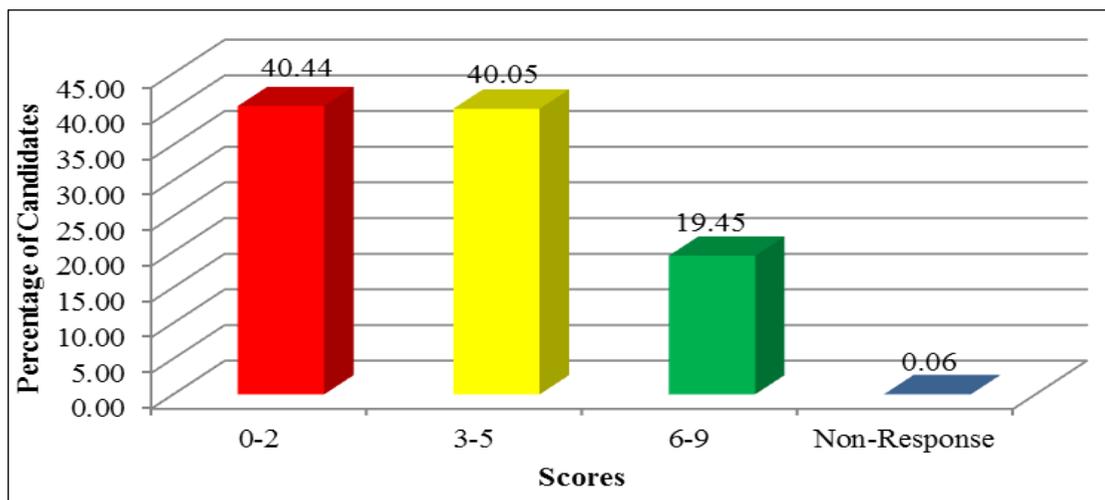


Figure 4: *Percentage of the Candidates' Performance on Question 4*

The analysis in Figure 4 shows that the candidates' performance in this question was average because 59.50 per cent of the candidates scored from 30 to 100 per cent of marks allocated for the question. Most of the candidates who scored average marks gave responses which indicated that they had knowledge of the topic and understood the requirements of the question. However, they did not write their responses exhaustively, hence scored between 3 and 5 of the marks for the whole question.

The percentage of the candidates with high marks (6-9) was 19.45, of which 1.31 per cent scored all 9 marks. These candidates described correctly the occasion of the statement that it was necessary that the word of God should be spoken first to you. They correctly explained the reaction of the people after hearing what was spoken to them by Paul, and were able to derive the lesson from the context of the quotation correctly. Extract 4.1 is a sample of correct responses.

| | | |
|------|---|--|
| 4 a) | <p>The occasion of the quotation was in Antioch of Pisidia where Paul and Barnabas went to preach. The words were spoken to the Jews who were jealous after they saw that many people including Gentiles and Jews followed Paul to hear the Word of God. The Jews caused all the people to change their mind not to listen to the teaching. That is why they said those words.</p> | |
| b) | <p>The reaction of the people was that they were happy to hear the Word of God from Paul. They gave God the glory, especially the Gentiles. But the Jews were unhappy and started to persecute Paul and Barnabas.</p> | |
| c) | <p>The lesson I can draw from the context of the quotation is that Paul and Barnabas had double experiences. In one side they were accepted well by people, but in another side they were rejected and tortured for the sake of the Gospel. Even today we have to know that to do the work of God needs patience, because not always there will be joy but there will be suffering.</p> | |

Extract 4.1: A sample of correct responses to question 4

In Extract 4.1, the candidate responded correctly to all items showing that he/she had mastered the topic of *Paul's Missionary Journeys*.

On the other hand, the category with the biggest number (40.44%) of candidates was that of the weak performers. This category involves those who scored from 0 to 2 marks and those who did not respond to the question which was compulsory (0.06%). Thus, their total number is 40.50 percent. Next is the analysis of candidates' responses to items (a) to (c).

In item (a), the candidates were required to describe the occasion of the statement “it was necessary that the word of God should be spoken first to you.” The candidates were supposed to identify the speakers of the statement (Paul and Barnabas), their audience (the people of Antioch) and the event in brief. However, most of the candidates failed to identify key persons in the Paul’s missionary journey. Most of them explained about mission of Peter and John. For example, one of the candidates wrote, *This happened when Peter and John wanted to preach the word of God to the people of lidya the marnured and then said to him these word because they though the lowman a person like Peter who were seen as fisher man and John were seen poor person.* Another candidate wrote, *The occasion of the statement it is when Peter he was with the Israelites and he want to provide a speech to them.* Moreover, there was a candidate who wrote, *The occasion when Peter want the word of God also to be preached to the Gentiles. So he told the people that the word it shall be first preached to them and also to the other people.* Others narrated the story of Peter and Cornelius instead of describing the occasion at Antioch which involved Paul, Barnabas and those who were against the Gospel preached. Furthermore, there were candidates who wrote about Jesus’ ministry. For example, *The occasion was when Jesus teaching and preaching the good news.* This shows that the candidates were not familiar with Paul’s first missionary journey and had inadequate knowledge of Biblical important persons, places and events. They also had the perception that most of the speech from the book of Acts came from Apostle Peter.

Item (b) required the candidates to explain the reaction of the people after hearing what Paul was teaching. They were expected to show the Gentiles’ joy at the message from the apostles and what the Jews did in opposition. Instead, some of the candidates failed by answering the item in the context of Adam and Eve in the Garden of Eden. For example, one of the candidates wrote, *Adam sayed Yes.* Other responses were such as *they not understand about the news of the living of Jesus who they killed himself and the people were stamaling to each other after hearing that word.* In these responses, the candidates depicted incompetence in the English language. Therefore, they failed because they did not understand the requirements of the item, and at the same time unable to express themselves clearly. Moreover, there was a candidate who wrote:

Reaction of the people some people asked. What to do, and they were told that they were to be baptized and to be filled with the Holy Spirit. And some were baptized and they were filled with Holy Spirit after baptism, but some did not. And they were following them so as to listen to their teachings.

Other candidates explained about the story of Stephen the martyr instead of providing the reaction of people to Paul's teaching. This shows that the candidates were not familiar with Paul's first missionary journey and had inadequate knowledge of biblical places, events and persons.

In item (c), the candidates were required to derive the lesson from the context of the quotation; "*It was necessary that the word of God should be spoken first to you*" (Acts 13:46). They were supposed to write about Paul and Barnabas experiencing both acceptance and rejection, and what such situation meant. Instead of providing the lesson that can be drawn from the context of the quotation, some of them wrote about the advice of Gamaliel to the council. The following is one of the responses:

Gamaliel was a teacher of the law and respected by all the people. He advised the members of the Sanhedrin to not stop the apostles of Jesus to preach the gospel. Gamaliel said that they should keep away from the apostles and leave them; because if the plan of preaching is of human origin, it will fail; but if it is of God, it is impossible to stop it. He said that by stopping the apostles they may be fighting against God himself.

The other candidates wrote about the healing miracle done by Peter and John at the Beautiful Gate in Acts 3. They wrote that after the lame man was healed by Peter and John he rejoiced and went in the synagogue to worship God. One of the candidates added that *I learn that we need to send sick people to the church and will be healed*. There was a candidate who wrote, *the lesson I can draw from the context of the quotation is that God loved too much people through Adam*. This suggests that the candidates failed to understand the requirements of the question. Extract 4.2 shows a sample of responses of a candidate who provided incorrect responses to all the three (3) items.

| | |
|-------|---|
| 4 (a) | This statement was spoken with Jesus to the Pharisees how was not believes the word of God. |
| (b) | After Jesus spoken that word people of that area was not be need to hit him with stone but Jesus pass through them and go way because was were not believes in the word of God. |
| (c) | Even these days have people th like that but the lesson is to obey the rules of God and to have faith with God because God is salvation of the earth. |

Extract 4.2: A sample of poor responses to question 4

In Extract 4.2, the candidate failed to describe the occasion of the statement, the reaction of the people to Paul's teaching and lesson from the context of the quotation.

2.2.3 Question 5: General Introduction: Jewish Institutions and Sects/Parties

This question was optional. The question was as follows: *During Jesus' ministry there was the existence of Jewish groups/sects.*

- (a) *Mention three Jewish sects which existed during Jesus' time.*
- (b) *Identify three groups which formed the group of the Sanhedrin.*
- (c) *Differentiate between the teachings of the Pharisees and those of the Sadducees by giving one point.*

The question was set from the topic of *General Introduction: Jewish Institutions and Sects/Parties*. It included all subtopics about sects/parties, which are *the Scribes, the Pharisees, the Sadducees, and the Samaritans*. It was attempted by 6,549 (44.71%) candidates out of 14,648 who sat for the paper. The analysis shows that 57.58 per cent of the candidates scored from 6 to 9 marks, 31.3 per cent scored from 3 to 5 marks and 11.12 per cent scored from 0 to 2 marks. This performance is summarised in Figure 5.

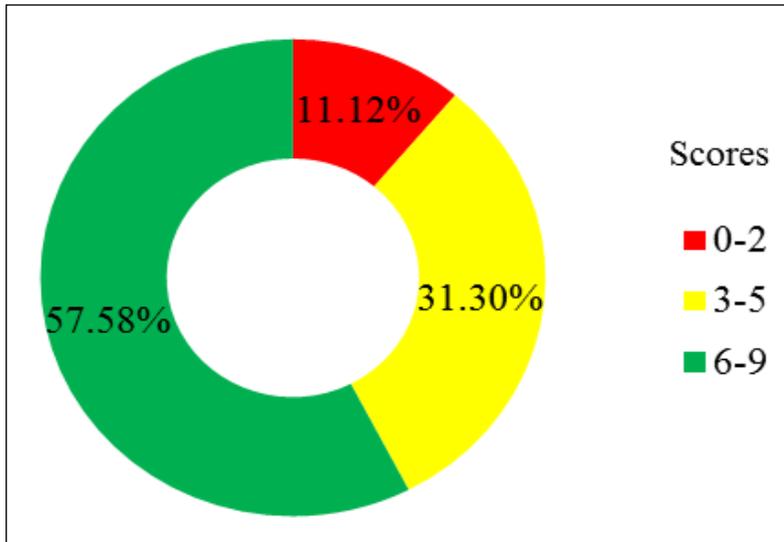


Figure 5: *Percentage of the Candidates' Performance on Question 5*

As shown in Figure 5, the performance of the candidates in this question was good, given that that 88.88 per cent scored from 3 to 9 marks. The analysis of candidates' responses shows that 57.58 per cent of the candidates who scored from 6 to 9 marks responded correctly to most of the items. Among these, 16.09 per cent scored all 9 marks. These candidates scored 9 marks because they were familiar with Jewish institutions and sects/parties. They were able to mention the three Jewish sects which existed during Jesus' time correctly. They were also able to identify three groups which formed the group of the Sanhedrin. The candidates differentiated between the teachings of the Pharisees and those of the Sadducees correctly. Extract 5.1 is a sample of correct responses to question 5.

| | | |
|---|--|--|
| 5 | (a) Three Jewish groups which existed during Jesus' time were, - Pharisees - Sadducees - Scribes. | |
| 5 | (b) Three groups which formed the group of the Sanhedrin: - Pharisees - Sadducees - Scribes. | |
| 5 | (c) The Pharisees believed in the resurrection of the dead and the coming judgement while the Sadducees did not believe in the resurrection and final judgement. | |

Extract 5.1: A sample of correct responses to question 4

In Extract 5.1, the candidate responded correctly to all the three items, and expressed their points in good English language.

Further analysis showed that 31.3 per cent of the candidates scored average marks in this question. The responses showed that candidates had knowledge of the topic of *General Introduction: Jewish Institutions and Sects/Parties*, but failed to provide sufficient responses. Most of them answered item (a) correctly and scored all 3 marks but failed to score full marks for items (b) where they were supposed to identify the *three groups which formed the group of the Sanhedrin*. It seems it was difficult for the candidates to identify and differentiate the Jewish sects which formed the Sanhedrin from the other sects. Furthermore, most of the candidates did not score marks for item (c). This signifies that the candidates had partial knowledge of the topic.

On the other hand, 11.12 per cent of the candidate failed by scoring from 0 to 2 marks. Out of these candidates, 5.47 per cent scored zero because they gave unsatisfactory responses. In item (a), instead of mentioning the *Pharisees, Sadducees, Scribes and the Samaritans*, they mentioned names which are not among the Jewish religious groups. For example, some of them mentioned the Gentiles, orphans, women and disabled people. One of the responses was, *three groups which existed during Jesus' time are*

(a) Jewish, (b) disciple of Jesus, (c) Greeks. This indicates that the candidates were not familiar with Jewish institutions and sects.

In item (b), they were required to identify the three groups which formed the Sanhedrin. However, instead of mentioning the Pharisees, Sadducees and Scribes, some of them mentioned the Samaritans, Herodians and Gentiles. Others mentioned women, disciples and tax collectors as the groups which formed the Sanhedrin. There was also a candidate who wrote, *Three groups which formed the group of the Sanhedrin include (i) Samaritans, (ii) Apostles (iii) Disciples*. These responses denote that the candidates were not familiar with Jewish sects and parties, especially those which formed the Jewish council.

In item (c), the candidates were required to differentiate between the teachings of the Pharisees and those of the Sadducees. Most of the candidates failed to differentiate them. For instance, one of the responses was, *the teachings of the Pharisees are teaching of pretending and hypocrite who likes to showoff for themselves, while Sadducees teachings are teachings of God's Good words in transmitting and also to be taken into consideration*. This implies that they had inadequate knowledge and insufficient skills to provide the differences between the teachings of the Pharisees and Sadducees.

In general, the candidates who failed to score marks in this question because of English language barrier while others demonstrated insufficient knowledge of the topic of *General Introduction: Jewish Institutions and Sects/Parties*, as it is illustrated in Extract 5.2.

| | | |
|----|--|--|
| 5. | a) To mention three Jewish groups which existed during - | |
| | Jesus time. | |
| | (i) Deacons | |
| | (ii) Disciples of Jesus. (12) disciples. | |
| | (iii) Judges. | |

| | |
|---|--|
| 5b) Three groups which formed the group of the scribes - | |
| i) Apostles | |
| ii) Follower of God | |
| iii) Deacons. | |
| | |
| c. The difference between teachings of pharisees and sadducees. | |
| - Pharisees - this were the good teachers of the Gods word - | |
| and they used to spread it in different way WHILE the | |
| sadducees this are bad teacher of Gods word they - | |
| are not spreading good the word of God. | |

Extract 5.2: A sample of incorrect responses to question 5

In Extract 5.2, the candidate incorrectly responded to all the items by identifying names not among the sects that are indicated in the syllabus.

2.2.4 Question 6: The Death and Resurrection of Jesus

This question was also optional, derived from the topic of *The Death and Resurrection of Jesus*. The candidates were given a scenario as follows: *The soldiers who were guarding the tomb of Jesus reported to the people that his body was stolen from the tomb (Matthew 28:13)*. Then the candidates were required to answer the following questions.

- What caused them to deny such undeniable fact?
- What fact would you refer to counteract their false report?
- What conclusion can you draw from the incident evaluated above as a warning to the society today?

The candidates who attempted this question were 4,783 (32.65%) out of 14,648 who sat for Bible Knowledge examination. The analysis shows that 717 (14.99%) candidates scored from 6 to 9 marks and 1,406 (29.4%) scored from 3 to 5 marks. The candidates who scored from 0 to 2 marks were 2,660 (55.61%) as summarised in Figure 6.

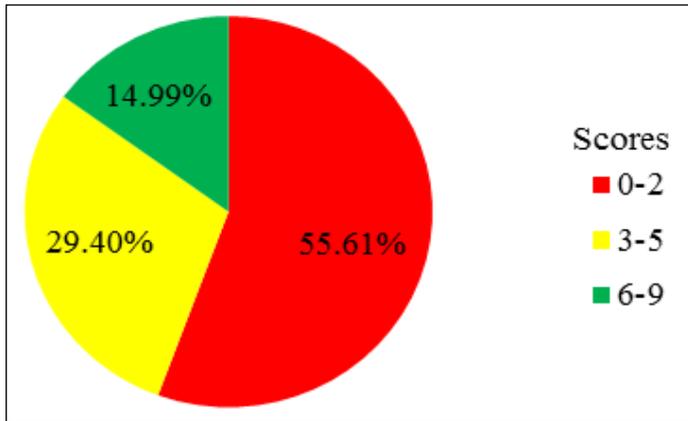


Figure 6: *Percentage of the Candidates' Performance on Question 6*

As shown in Figure 6, the general performance for this question was average as only 44.39 per cent of the candidates scored from 3 to 9 marks. Among the candidates who passed, 29.40 percent scored average marks. The analysis of their responses noted that most of them had responses which deserved a maximum of 4 marks because they provided partial responses.

Further analysis shows that only 14.99 per cent of candidates scored high marks deserving 65 to 100 per cent of the total marks allocated for the question. These candidates provided relevant responses to almost all the three items. These candidates responded correctly by writing correct reason for the soldier to deny such undeniable fact that Jesus truly rose from the dead. They also managed to identify the facts they would use to refer to counteract the soldiers' false report. The candidates were also able to draw conclusion from the incident as a warning to the society today. Extract 6.1 shows a sample of correct responses to question 6.

| | |
|-----|--|
| 6a) | What caused the soldiers to deny the such undeniable fact was the bribes which they received from the high priests. The high priests gave them money so that they could report to the people that the body of Jesus was stolen when the soldier soldiers were sleeping. |
| 6b) | The fact I would refer to counteract their false report is the appearance of Jesus to the women who went early in the morning to see the tomb and to the eleven disciples who were in Galilee. |
| 6c) | The conclusion from the event/incident as a warning to the society today can be that bribery is bad and enemy of truth. The soldiers accepted bribes and did not say the truth. Even today to take bribes can make you cause great harm to the society like perverting justice/ false witness. |

Extract 6.1: A sample of correct response to question 6

In Extract 6.1, the candidate provided relevant responses to all the three items.

On the other hand, 55.61 per cent of the candidates scored low marks ranging from 0 to 2 as most of them provided irrelevant responses. Among them, 1,565 (32.72%) candidates scored zero out of 9 marks. Most of the candidates in this category lacked knowledge of the topic. In response to item (a), it was found that most of them were not able to correctly answer this item. Instead of writing about what caused the soldiers to deny the undeniable fact that Jesus had risen from the dead, they wrote ideas that were totally immaterial. For example, some of them wrote about women and children being deprived of their rights in the society. One of the responses was, *They denied because in their society women and children was not believed and were seen as people who have no authority and cannot talk anything.* Another one wrote, *A cause of them to deny such undeniable fact was they afraid to be punished or killed by the court.* Others wrote that soldiers had no faith. That is why they denied such undeniable fact. These responses suggest that the candidates were not knowledgeable about the event of Jesus'

resurrection and the plan of the priests to stop people from spreading the good news that Jesus was alive.

In item (b), most of candidates were not able to explain what fact they would refer to counteract their false report. For example, some of them wrote that the stone was heavy and the soldiers could not roll it away while others said that the soldiers were trying to find out the one who had stolen the body of Jesus. Moreover, one of the candidates wrote, *So as to believe some men went to the tomb so as to see if it was true report and when they went they found that the body of Jesus was not there.* This suggests that the candidates had superficial knowledge on Biblical important events like the Death and Resurrection of Jesus Christ.

In item (c), the candidates were required to draw conclusion from the incident as a warning to the society today. Most of candidates failed to provide meaningful responses to the item. For example, instead of telling what conclusion that could serve as a warning to the society today; some of them wrote that nothing was impossible in the world. One of the candidates wrote, *people should believe the facts going on despite the facts that are impossible.* In addition, one candidate wrote, *The society today should put of the idea of not believing women because women re like another people in the society so they should be listened and trusted.* This candidate was of the opinion that the society embraced a system of gender imbalance in which women were denied position in decision making. However, this was not the requirement of the question. Another candidate answered, *People should be faithful to their works which are given by their leaders and in front of God so as to avoid unnecessary punishments.* This implies that the candidates were not familiar with the topic of *The Death and Resurrection of Jesus*. Extract 6.2 is a sample of the weak responses to question 6.

| | |
|---|--|
| 6 | <p>a) They denied such fact because when the time jesus has risen they were not awake and they were asleep thus why that thing made them denying such fact just because they did not saw him while he was risen. Also they did not see a person who roll the stone on the tomb -since it was very heavy to roll it made them to deny that fact of jesus resurrection.</p> <p>b) The facts that could be referred is; where were they to do not see all things that happened is that they are lazy to do their work effectively as it was their works to take care of the tomb and all things found on that tomb.</p> <p>c) Conclusion that can be drawn is that; We should not be lazy at our working places and we should not dare to say lying on false facts to people are taught to avoid lazy work.</p> |
|---|--|

Extract 6.2: A sample of the incorrect responses to question 6

In Extract 6.2, the candidate wrote as if the soldiers were innocent because they did not see when Jesus rose instead of bribery. He/she wrote that the soldiers were lazy, because were asleep when Jesus rose from the dead, and concluded that people should not be lazy at their working places.

2.2.5 Question 7: Jesus' Ministry

This question was taken from the topic of *Jesus' Ministry*. It is from the event which took place during Jesus' ministry in Judea. The question began with a scenario as follows: *In Luke 19:1-10, Jesus entered Jericho and as he was passing through, a man named Zacchaeus, a chief tax-collector who was rich wanted to see Him. However, on account of the crowd he could not see Jesus because he was short in stature. So he ran and climbed a sycamore tree. Jesus saw him and went to his place. There Zacchaeus was converted by promising to give half of his possession to the poor and if he had*

defrauded anyone of anything he could pay back four times. Then the candidates were required to answer the following three items:

- (a) Show how the church calls people to serve God by giving one point.
- (b) In one point, show how people ignore the call of God in their daily life.
- (c) Show the significance of rich people in spreading the word of God to different people and places.

The question was optional and was attempted by 12,235 (83.53%) candidates out of the 14,648 who sat for the Bible Knowledge examination. Based on analysis, 67.95 per cent scored from 6 to 9 marks, 24.58 per cent scored from 3 to 5 marks and 7.47 per cent from 0 to 2 marks as is indicated in Figure 7.

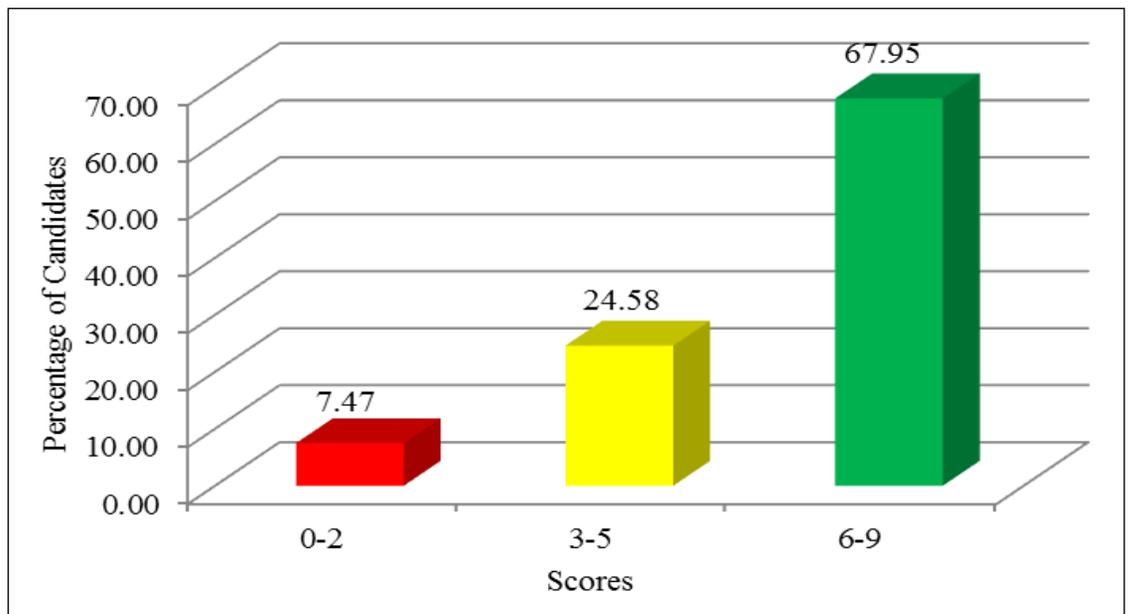


Figure 7: Percentage of the Candidates' Performance in Question 7

The analysis in Figure 7 shows that the general performance in this question was good as 92.53 per cent of the candidates scored from 3 to 9 marks. The item-response analysis showed that 67.95 per cent of the candidates answered the question well and merited 6 to 9 marks, among them, 1,289 (10.54%) candidates scored 9 out of 9 marks allocated for the question. The candidates' responses were correct and had good command of the English language. These candidates demonstrated their competence in the topic *Jesus' Ministry*. They had adequate knowledge about Zacchaeus and the event of his conversion. They knew that Zacchaeus' conversion and repentance was a turning

point to the service of the Lord. His struggle to make sure that he was able to see Jesus regardless of his stature being short, by climbing a tree, was triggered by inner desire to be saved and serve the Lord. That is why when Jesus went into Zacchaeus' home, he repented and instantly he began serving Jesus by giving the poor half of his wealth and returning what he stole to the owners fourfold. Zacchaeus played a role model for true calling to serve God. It is in this context that the question was set. Extract 7.1 is a sample of the correct responses to question 7.

| | | |
|------|---|--|
| 7(a) | To show how the church calls people to serve God. | |
| | The church calls people to serve God by looking at the spiritual life of a person, or talents. Then the church decides to train those who have the qualifications. Sometimes the people are called through public assemblies where various teachings are conducted. And many people are attracted to become servant of God. | |
| 7(b) | People ignore the call of God in their life by spending most of their time and life in earthly pleasures and the influence of false teachings of the word of God through mass media. When this happens even those with the call to serve God they backslide. | |
| 7(c) | The significance of rich people in the preaching of the word of God to different people and place is that they can contribute funds for the work of God like to build churches, to buy music system for use in church services and in public assemblies. | |

Extract 7.1: A sample of correct responses to question 7

In Figure 7, it was seen that 24.58 per cent of the candidates scored average marks (3-5). The analysis done on these candidates' responses revealed the fact that they were knowledgeable about the topic and understood the requirements of the question, but they were unable to provide detailed information in their answers and deserved 2 to 5 marks.

The remaining 7.47 per cent scored low marks ranging from 0 to 2. Among them, 3.06 per cent scored zero because they provided incorrect responses to all the three items. The following is the analysis of the candidates' responses to items (a) to (c).

In item (a), the candidates were required to show how the church calls people to serve God. Most of the candidates in this category did not understand the requirements of this item and so they provided improper responses. For example, instead of showing how the church calls people to serve God, one of them wrote, *...by committing sin and they tend to change hearts of evil people*. Another incorrect response was, *Church is not able to call people to serve God, but God calls people to serve in the church*. This response was not to the purpose in the sense that God uses people (church) in calling people to serve him. The candidate considered only internal call in which approaches an individual in the spiritual realm. He/she did not consider external call whereby another person or a body of persons can facilitate the calling. This suggests that the candidates were not competent in making application of the knowledge they acquired during teaching and learning process.

In item (b), the candidates were required to show how people ignore the call of God in their daily life. As it was in (a), some of candidates answered this item incorrectly because they did not understand its requirements. Instead, some of them listed the qualification for someone to be a minister of God. Another candidate wrote, *He must be of good character, full of the Spirit and of wisdom*. This is according to Acts 6 about the election of the deacons. Another one wrote, *To be good Christians like who accompanied the disciples of Jesus in his life time from the baptism of John to the day when Jesus ascended to heaven*. This response is in the context of the election of someone to take the place of Judas Iscariot in Acts 1:21-26. Such responses imply that the candidates failed to understand the requirements of the question.

In item (c), the candidates were required to show the significance of rich people in the spreading of the word of God to different people and places. Likewise, the candidates in this category failed to provide the required responses. Instead of showing the significance of rich people in the mission of spreading the Good News, one of the candidates wrote, *It some people like Zakayo there was see Jesus that of tax-collector. God said that if want follow me divide you thing give poverty people and follow me*. Another candidate wrote, *To inherit the kingdom of God*. This shows that the candidates were not competent in reflecting the word of God to their daily life. Extract 7.2 is a sample of incorrect responses.

| | |
|---|--|
| 7 | i/i/ It help to solve different problem |
| 7 | b/i/ People ignore the call of God in order to help for the issue or for the life that we live |
| 7 | c/i/ It help to be are humble |
| | ii/ It help to promote Love and peace for each other |
| | iii/ It help to make good relationship between you and God |

Extract 7.2: A sample of incorrect responses to question 7

In Extract 7.2, the candidate supplied incorrect responses to all items. Instead of describing ways the church uses to call people to serve God, the candidate wrote about helping to solve people's problems. The response was off the subject matter.

2.2.6 Question 8: The Beginning: Birth, Childhood and Preparation of Jesus Ministry

The question was from the topic of *The Beginning: Birth, Childhood and Preparation of Jesus Ministry*. It was set in accordance with the subtopic of *John the Baptist*. It was in line with the specific objective which requires the candidates to be able to analyse the message of John the Baptist. The question was as follows:

In Matthew 3:1-6 we read about the life of John the Baptist and his ministry. Imagine you are the servant of God.

- (a) *How can you apply his way of living in your life despite the change of life values today?*
- (b) *Show how you can use the isolation method of John the Baptist to win non-believers to God today.*

(c) *What do you think will happen in people's lives, if preachers of today preach about bearing fruit of repentance as John the Baptist did?*

This question was optional and it was attempted by 5,372 (36.67%) candidates out of 14,684 who sat for the examination. In this case about 60 per cent of the candidates did not opt for this question. Data indicated that 39.3 per cent scored from 6 to 9 marks, 42.35 per cent scored from 3 to 5 marks and 18.35 per cent scored from 0 to 2 marks as indicated in Figure 8.

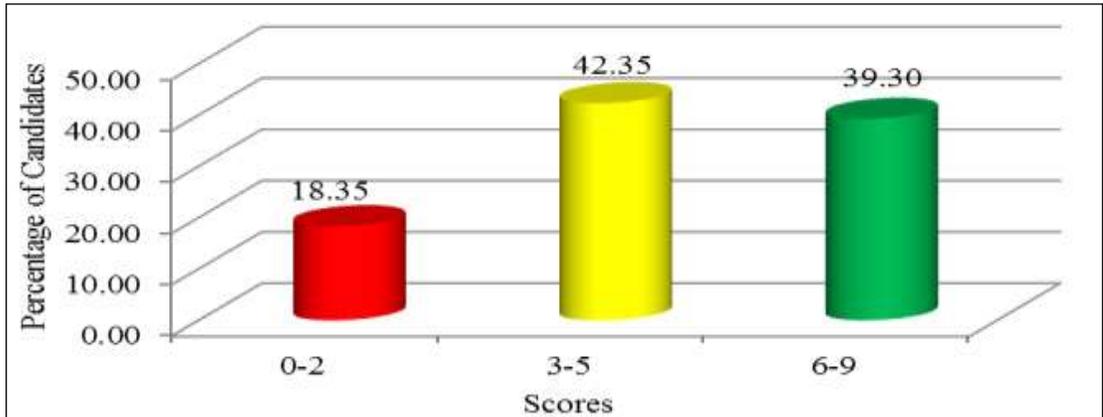


Figure 8: *Percentage of the Candidates' Performance on Question 8*

The analysis in Figure 8 shows that the general performance was good as 81.65 per cent scored from 3 to 9 marks. In this question, most of the candidates (42.35%) scored average marks. The candidates had average performance because, though they had knowledge, they provided incomplete responses deserving 3 to 5 marks. Nevertheless, 39.3 per cent of the candidates scored high marks in this question, demonstrating the skills attained during the teaching and learning of the topic. They gave responses that proved knowledge and understanding of the life of John the Baptist and his ministry. Their answers were exhaustive as a result they scored from 6 to 9 marks. Extract 8.1 is a sample of correct response to question 8.

| | | |
|------|---|--|
| 8(a) | How to apply the life of John the Baptist in my life is by practising what is good and according to the will of God. I will do my best not to engage in things of the world. John the Baptist lived his own style so that he could not sin against God. | |
| 8(b) | The life of John the Baptist was a life of self-denial. I can use that life style of self denial and dressing well and behaving well before all the people. This can help non-believer to be attracted to join Christianity. | |
| 8(c) | Peoples lives will be changed to good behaviour, good relationship between God and man. Therefore, harmonious life and renewal of hope for everlasting life. | |

Extract 8.1: A sample of correct responses to question 8

In Extract 8.1, the candidate provided appropriate responses to all the items as per requirements of the question.

Additionally, 18.35 per cent scored two marks and below. Of these, 6.03 per cent provided incorrect responses to all the three items and scored zero out of 9 marks. Next is the analysis of responses of the candidates for items (a) to (c):

In item (a), the number of candidates who failed to provide the required responses was 986 (18.35%) out of 5,372 who attempted the question. From these, 6.03 percent scored zero because they provided wrong responses to all the three items. For example, instead of showing how they can apply the life style of John the Baptist in their life, some of them explained about the imprisonment of John the Baptist and his death by being beheaded by the king. One of the candidates wrote;

... John the Baptist was imprisoned because he had publicly rebuked King Herod for divorcing his first wife and unlawfully taking Herodias, the wife of his brother Philip. On King Herod's birthday, Herodias' daughter danced before the king and his guests.

Her dancing pleased the king who was in drunkenness and promised to give her anything she wanted, even half of his kingdom. The daughter asked for the head of John the Baptist on a plate and Herod agreed and ordered his soldiers and John was killed by beheading in the prison.

These responses indicate that the candidates were familiar with ministry of John the Baptist but did not understand the requirements of the question. Thus, they failed to apply John's life style as a role model in their society. They only provided inapplicable responses.

In item (b), some of the candidates explained about sexual misconduct instead of showing how the isolation method of John the Baptist can be used to win people to God. Others explained the teaching of John the Baptist to various groups who came to hear him as he preached. In this direction, one of the candidates wrote, *(i) To do not collect more charge than had arranged. (ii) To do not accuse someone false. (iii) By providing something if you have two to a person who have no.* Another response was, *By isolating the places that may lead to conduction of sins places like bars also by isolation of all bad activities that may lead to sin.* This suggests that the candidates failed to apply the acquired knowledge in their life situation.

In item (c), some of the candidates failed to provide relevant responses to show what happens in people's life, if preachers preach about bearing fruits of repentance as John the Baptist did. One of the candidates who did not understand the requirements of the question wrote, *People will not understand because that word stayed as a parable so will preaching them bearing fruit of repentance to bearing fruit of life to God kingdoms.* Another candidate wrote, *Conflicts will happen between people and preachers since people cannot do as how John the Baptist did. Since John the Baptist had acts of faith in God and he believed in God but today people are not taking God first.* Furthermore, a candidate wrote, *hey will ignore them and abusing them.* These responses exhibit that the candidates did not understand the question. Extract 8.2 is a sample of incorrect responses to question 8.

| | |
|---|---|
| 8 | a) The way of living ourselves without any changes of live. This may lead a person to be thinking about the way God does do them in daily live of today. |
| | b) John baptist isolated the way who was non-believer about the salvation of God upon us and other thing to our daily life of living. |
| | c) People shall live when the preacher can bearing fruits of repentance as John baptist did to Jesus so they can be non-believers, since they are the people who going against to preach the word of God. |

Extract 8.2: A sample of incorrect response to question 8

In Extract 8.2, the candidate incorrectly responded to all the items by writing that John isolated non-believers, an assertion which was not true.

2.2.7 Question 9: The Parables of Jesus Christ

The candidates were given the following scenario: *A parable is an utterance which comprises some teachings which at the same time have a hidden meaning, thus requiring unveiling of the actual meaning for better understanding.* Then they were asked: *Basing on the parable of the ten pounds (Luke 19:11-27);*

- Analyse the teachings of Jesus on the person who traded and got ten pounds more.
- How were the persons who got ten pounds more and the one who hid the pound under the making treated by the giver of the talent?
- How should the people use their gift/talents given by God nowadays?

This question was optional and was attempted by 6,897 (47.08%) candidates out of 14,648 (100%). Among these candidates, 69.97 per cent scored from 6 to 9 marks and

22.46 per cent scored from 3 to 5 marks. The remaining 7.57 per cent scored from 0 to 2 marks. Their performance is summarised in Figure 9.

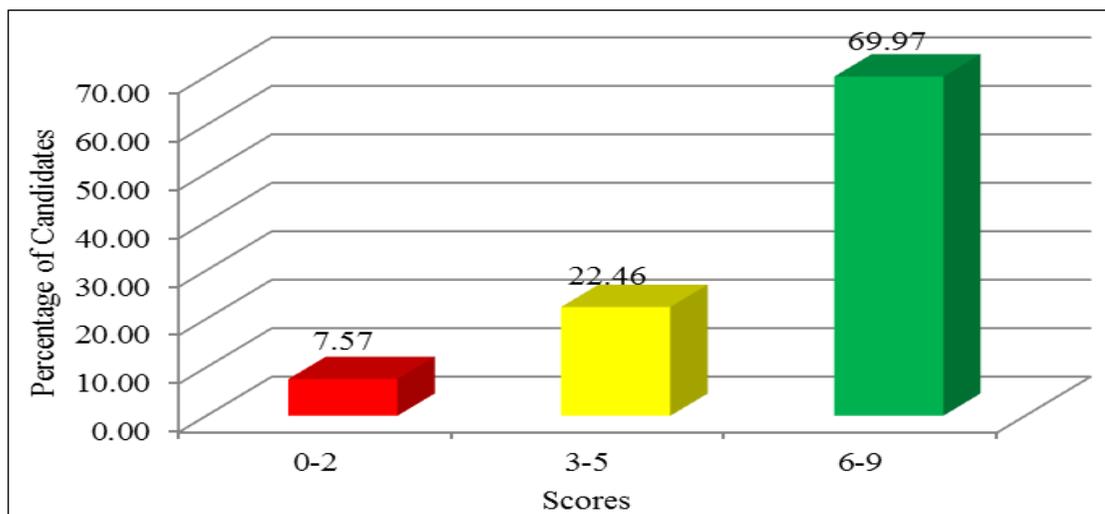


Figure 9: *Percentage of the Candidates' Performance on Question 9*

As illustrated in Figure 9, the general performance of the candidates in this question was good as 92.43 per cent scored from 3 to 9 marks; equivalent to 30-100 per cent of the marks allocated for the question. The candidates who scored high (6-9) marks were 69.97 per cent. From among these, 17.62 per cent scored full 9 marks as they responded correctly to all the three items. These candidates exhibited ability to analyse the teachings from the parable of the ten pounds and apply them in their daily lives. The candidates were able to use Jesus' parable of the pounds to demonstrate that God gives gifts and talents to serve God and take risk for the sake of the kingdom of God. Indeed, they used the knowledge gained through teaching and learning to the purpose.

Examples of correct responses provided by candidates were such as (a) *Those who faithfully and diligently make the most of the opportunities given by God to serve God's cause will be richly rewarded and those who have been faithful and diligent to a lesser degree will also be rewarded but in a similar measure.* In item (b), the example of the response was: *The one with ten pounds received the reward of making use of the given opportunity while the one who hid the pound missed the reward and the one with ten pounds more became richer and got more opportunity while the one with one pound was discredited.* In item (c), the response provided by candidates was that *people should use the gifts from God for the betterment of people of God. They should use the opportunities they are given to facilitate development (and not to abuse them) knowing*

that at any time they can be taken away. The candidates provided detailed responses indicating that they were familiar with the subject matter as shown in Extract 9.1.

| | | |
|----|---|--|
| 9a | <p>The person who traded and got ten pounds more represents the people who are faithful to use the opportunities they get profitably. Also everyone has talents or gifts from God like the one with ten pounds. By using faithfully and developing our talents we will be rewarded like the person with ten pounds.</p> | |
| b | <p>The person who was given ten pounds and produced ten more pounds was rewarded because he showed faithfulness but the one who hid the pound under the napkin was not rewarded instead he lost even the one he hid. The person who produced ten more pounds was given more chances/opportunities while the one who hid the one pound lost even the honour from his boss.</p> | |
| c | <p>The people are supposed to use their talents from God for serving the purpose of God. They should use the chances given to them as stewards of God, knowing that the owner of the talents will one day need us to account for what we did with the talents.</p> | |

Extract 9.1: A sample of correct responses to question 9

On the other hand, there were 22.46 per cent who had average performance. These candidates were knowledgeable about the topic, but provided insufficient responses and scored from 3 to 5 marks. These candidates provided incomplete responses to most of the items. During the analysis of responses, it was found that most of the candidates answered well in item (c). In this item, they were supposed show the extent to which they were able to apply the parable of the ten pounds in our context. They wrote relevantly how the people should use their gift/talents given by God nowadays and scored 2 to 3 marks. However, they scored either one mark or two from the rest of the items. This is because they were able to understand and explain only one part of the question. They had superficial knowledge on the subject matter.

Although the general performance of the candidates in this question was good, 7.57 per cent scored low marks ranging from 0 to 2. Among them, 3.06 per cent scored zero

because they provided incorrect responses to all the three items. In item (a), they were supposed to write what Jesus intended to teach through the parable of pound, using the person who was given ten pounds and earned ten pounds more through trade. The candidates failed to analyse the teachings of Jesus about the parable of the ten pounds. Most of the responses were not even related to the topic and the item. Instead of analysing the teaching of Jesus about the parable of the ten pounds, some of them provided the Ten Commandments. For example, one of them wrote, *I am your God don't worship another god. You shall not kill. You shall not commit adultery. You shall not steal.* Moreover, one of the candidates wrote, *(i) It teach us attending to Christian was Jesus. (ii) It teach us about people Samaritans was keep the parable in the tree soil.* Another candidate wrote, *(i) Teaching of Jesus, (ii) faithful teachings, (iii) techniques used in teaching, (iv) obedience and love of God, (v) love and caring of God's mercy.* Further, there was a candidate who wrote, *the parable is concerning about the trade which they exchanged.* This shows that the candidates were not familiar with the teachings of the parable of the ten pounds. They had ungrounded information about Jesus' parables.

In item (b), the candidates were required to compare the one who produced ten more pounds with the one who hid the pound. The candidates were tested on the ability to analyse things. However, the candidates failed to provide the required comparison. Instead, some of the candidates narrated the parable of the sower. Other candidates listed various parables. For example, one of them wrote, *parable of the sower, parable of the lost coins, parable of the trees, parable of the son, parable of the rich mam, parable of the Samaritans.* Furthermore, a candidate wrote, *He was not faithful to his follows.* This connotes that the candidates had inadequate knowledge of the parable of the ten pounds.

In item (c), the candidates were required to explain how the people should use their gifts/talents given by God nowadays. Instead, one of the candidates wrote, *we should be proud and memorize and blessing nor rejoice and thank God without God could not able to archieve.* Another candidate wrote, *Characteristics of a person who hid the pound under the napkin (i) they were falsefull to God. (ii) They bear false witness (iii) they had no faith in God.* These failed to make application of knowledge on how people should use gifts given to them by God because did not understand the requirements of the item. Therefore, their responses given were inapplicable to the context of the question.

In general, the factors for the candidates' failure in this question include lack of sufficient knowledge on the parable of the ten pounds, failure to understand the requirements of the question and lack of English language proficiency. Extract 9.2 is a sample of incorrect responses to question 9.

| | |
|--|--|
| 9 a) Preaching and teaching the word of God. | |
| b) They don't use their talents that God gave them | |
| c) Person in the world of God | |

Extract 9.2: A sample of incorrect response to question 9

In Extract 9.2, the candidate provided insignificant responses to all items of this question. In (a), he/she mentioned preaching and teaching instead of analysing Jesus' teaching in the parable of ten pounds. In (b), the candidate wrote about what they did not do instead of "how" they were treated by the giver of the talents. Likewise, in (c), the candidate wrote about a person in the world of God instead of showing how people should use the talents given by God.

2.2.8 Question 10: The Commission of the Twelve and Jesus' Authority and Power

This question was set from the topic of *The Commission of the Twelve and Jesus' Authority and Power*, and the subtopic of *Training for the Twelve*. The question states that: *In Luke 9:1-9 Jesus called the 12 Apostles and gave them power and authority over all demons and to heal diseases. He commissioned them and gave them instructions on how to go about it.*

- What were the apostles commissioned to do?*
- One of the instructions given to the apostles in their commission was not to take anything with them in their journey. What do you think was the reason for it?*
- As a today's Biblical reader, how can the church help preachers to follow these instructions given by God in their ministry?*

This question was optional and it was attempted by 54.01 per cent out of 14,648 (100%) of the candidates who sat for the examination. Analysis shows that 51.52 per cent of the candidates scored from 6 to 9 marks, 32.35 per cent scored from 3 to 5

marks and 16.13 per cent scored from 0 to 2 marks. The performance in this question is illustrated in Figure 10.

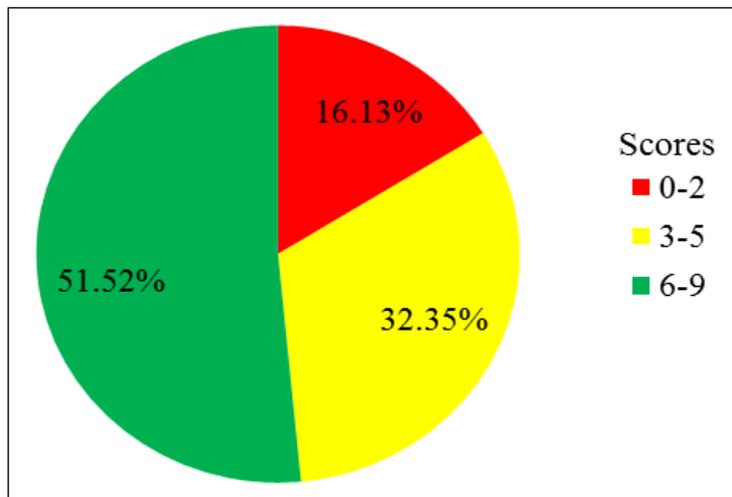


Figure 10: *Percentage of the Candidates' Performance on Question 10*

The analysis in Figure 10 indicates that the general performance in this question was good as 83.87 per cent of the candidates scored from 30-100 per cent of the 9 marks. The candidates who scored high marks (6-9) were 51.52 per cent, of which 8.79 per cent scored full 9 marks. These candidates responded correctly to all the three items (a) to (c). They were able to describe the commission of the apostles in (a), and to give reason behind Jesus instruction that his apostles should not take anything in their commission. In (b) they managed to apply the knowledge acquired in classroom to daily life by explaining how the church can help preachers to follow the instructions given to the apostles. They wrote responses that indicated that the candidates had adequate knowledge and understood the requirements of the question. Most of them provided the detailed responses to all items and in good English language. Generally, the candidates understood well the concept of commission given by Jesus to the apostles and the church in general as stated in Luke 9:1-9. Extract 10.1 is a sample of correct responses.

| | |
|--------|---|
| 10 (a) | To preach the the kingdom of God and to heal the sick people in the name of Jesus Christ. |
| (b) | The reason for the instruction was to remind the people to whom the apostles were sent that they had the responsibility to provide them with various needs. Or the apostles were supposed to know that God is their provider of all they needed. |
| (c) | The church can help the preachers to follow these instructions by making sure that they receive or accept them and their message that they bring. The church or Christians are supposed to take care of their daily needs so that the preachers can use more of their time to serve us. |

Extract 10.1: A sample of correct response to question 10

In Extract 10.1, the candidate answered all three items by giving appropriate information as required.

On the other hand, 32.35 per cent of the candidates performed averagely as they provided responses which deserved a maximum of 3 to 5 marks out of 9 marks. Although the candidates had knowledge of the subject matter, some of their responses lacked clarity and were inappropriate.

As shown in Figure 10, further analysis showed that 16.13 per cent scored low marks ranging from 0 to 2. Among them, 6.28 per cent scored zero because they incorrectly responded to all three items. These candidates failed to show the commission of the apostles and were unable to give reason behind Jesus instruction that his apostles should not take anything in their commission. They also failed to apply the knowledge on how the church can help preachers to follow the instructions given to the apostles. They actually were off the subject matter.

In item (a), the candidates were supposed to write that *the apostles were commissioned to preach the kingdom of God and to heal people by the power and authority given to them*. Instead of explaining what the apostles' commission was, some of the candidate

listed the names of the twelve apostles including Peter, John, James Andrew and Judas Iscariot and others. Some of the candidates wrote the great commission found in Matthew 28:20 while the question was from Luke. For example, one of them wrote,

The apostles were commissioned to go and make disciples of all nations by baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to observe all that I have commanded you; and behold, I am with you always, to the end of time.

These responses indicate that that the candidates did not understand the requirements of the item or they interchanged the information with what the commission in Luke contains.

In item (b), the candidates were required to give the reason for Jesus' instruction to the Apostles not to take anything with them in their journey. Some of the candidates who failed in this item collected some Biblical phrases and verses and made them to be their answers. There were other candidates who understood that they were supposed to give reasons, but they wrote reasons out of context. For example, one of the candidates wrote, *the reason for it was to show that to God there is no any cost*. Another candidate wrote, *the reason is that the Apostles they were fasting at that time so they didn't take anything in their journey*. There was also a candidate who wrote,

The reason is because they can take anything which is not good for their life and health. For example if they will take food at eat you can find in that food there is poisons which can cause for them death. Also and others people they do not have good thinking to them.

These responses imply that the candidates were not conversant with subject matter and they had superficial information on the topic.

In items (c), the majority of candidates were able to provide the correct responses that the church can help preachers today *by receiving them and their message which they preach to us and taking care of their needs so that they may concentrate in their ministry*. Instead some of the candidates wrote about the Promised Land while others provided responses which were not related to the item. For example, one of the candidates wrote, *in order to avoid bad things to the people such as witch. Because other people they have bad situations to preachers and also they know that they will destroy their plan of doing superstition*. Another candidate wrote, *Church help a preachers through the help of having faith and trust in every thing that God says also*

being obedient. This indicates that the candidates were not familiar with Jesus commissioning the twelve apostles. Extract 10.2 is a sample of incorrect responses.

| | |
|-----|---|
| 10. | (a) The commissioned to the apostles is that 'do not take every thing'. |
| | (b) The instruction given to the apostles in their commission not to take every everything in order to understand their reaction and their behaviour. |
| | (c) As a today's "biblical reader the church can be helped me through prayer to God. |

Extract 10.2: A sample of incorrect response to question 10

In Extract 10.2, the candidate provided incorrect response to all the items. In (a), the candidate wrote the condition for the mission instead of the commission itself. In (b), the reason given by the candidate was for Jesus to test the apostles' reaction and behaviour which was not the case.

2.3 SECTION C: Essay Questions

This section consisted of three optional essay questions, from which the candidates were required to attempt two questions. They were required to demonstrate their skills in essay writing. Each question carried fifteen (15) marks.

2.3.1 Question 11: Sons of Isaac

The question was set from the topic of *Sons of Isaac*. The question tested the candidates' ability to use the knowledge learnt concerning Dinah, the daughter of Jacob to their own context. The question began with a scenario as follows: *One day Dinah the daughter of Jacob went to visit some of the Canaanite women. Shechem the son of Hamor the Hivite took Dinah and raped her (Genesis 34:1-2). Basing on what happened to Dinah, suggest four measures girls should take so as to avoid being victims of sexual abuse in the today's society.*

This question was attempted by 96.77 per cent of the candidates who sat for the Bible Knowledge examination, among them, 73.16 per cent scored 10 to 15 marks, 19.35 per cent scored from 5 to 9 marks and 7.49 per cent scored from 0 to 4 marks as illustrated in Figure 11.

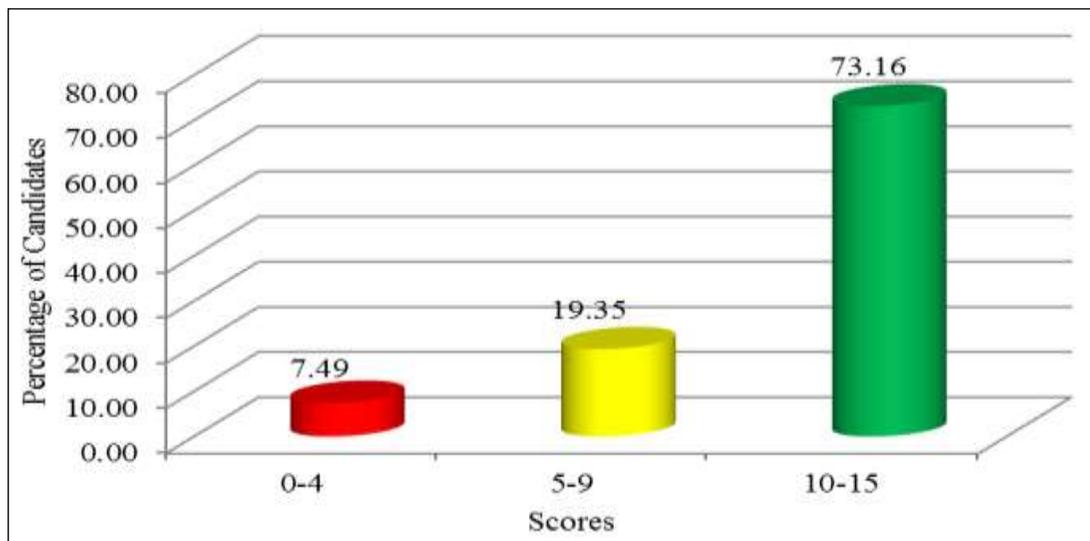


Figure 11: *Percentage of the Candidates' Performance on Question 11*

Figure 11 indicates that the general performance in this question was good as 92.51 per cent of the candidates scored from 30 to 100 per cent of the 9 marks allocated to the question. The analysis showed that these candidates with high performance scored from 10 to 15 marks, and among them, 8.8 per cent scored full 15 marks. They were able to provide meaningful responses. These candidates demonstrated good skills of essay writing as they provided introductory part, the body and concluding remarks. They wrote good introduction, they suggested four measures girls should take to avoid being victims of sexual abuse in the society and finally they provided relevant conclusion. The candidates' responses exhibited their familiarity with what happened to Dinah as a victim of sexual abuse by a man called Shechem. The candidates demonstrated ability to relate the knowledge they acquired in the classroom to normal life and ability to express their points in good English language. Extract 11.1 is a sample of correct responses from one of the candidates.

11. Rape : Refers to the forced sexual action to an unwilling woman or a man for sexual abuse. This is mostly done by men to abuse women and most of these are caused by Sex Curiosity, Globalization and peer pressure.

The following are the suggested measures to be taken by girls so as to avoid being the victims of sexual abuse in the today's society.

Wearing decent clothes : Through the wearing of good clothes which are tight will reduce the sex curiosity of the men towards women which will help them to avoid being victims of sexual abuse in the today's society and that will be one of the measures to be taken by women.

Avoid bad usage of drugs : This can cause or can force a man to rape a girl because he knows that she is not aware of doing the sexual intercourse so women or girls should avoid bad usage of drugs so as to avoid chances for them to be raped.

Avoid walking yourself at night : This will be among the best measures/steps which a woman or a girl should take care of because this can tempt women to be raped by men because of the darkness and that is one of the measures which should be taken by a girl so as to avoid sexual abuse in the today's society.

The girls should avoid bad relationship with men. This will help the

| |
|---|
| girls not to be the victims of sexual abuse |
| in the today's society. This is one of |
| the measures girls should take to avoid being |
| victims of sexual abuse in the today's society. |
| Therefore there are effects of |
| sexual abuse because it can lead to |
| psychological torture. Also it can lead to the |
| spread of HIV-AIDS and also can lead to |
| spreading of other diseases such as syphilis |
| and even Gonorrhoea. |

Extract 11.1: A sample of correct response to question 11

In Extract 11.1, the candidate suggested four relevant measures girls should take to avoid being a victim of sexual abuse in the society.

On the other hand, 7.49 per cent of the candidates scored low mark ranging from 0 to 4. Among them, 1.37 per cent scored zero out of 9 marks. Those who scored zero were incompetent in essay writing as they failed to answer the question as were required. For example, instead of suggesting measures girls should take to avoid being victims of sexual abuse in the society, some of them explained about the measures that the government should take to protect girls from being raped while others wrote about the effects of sexual abuse and harassment. There were candidates who wrote about faithfulness to God, respect of elders and girls to be respected in the society instead of writing what the girls themselves should do to avoid being victims of the abuse. For example, one of them wrote;

...they should be faithful to God; many girls now they are not very interested to the church of God as the Sodom and Gomorah did to Jesus so the girls in the society/community they have to be humble to God. ...They should believe to God only; As you have seen the story in Genesis 34:1-2 about Dinah was believing another God of that people...

This response is incorrect because even faithful believers are among the victims of sexual abuse. Some girls are raped when they attend religious services or as they are on the way to or from the church. In general, the failure of these candidates was due to the fact that they did not understand the requirements of the question and had inadequate knowledge of the subject matter. They also failed to match the story of Dinah in

Genesis 34:1-2 and today's real life/situation. Extract 11.2 shows a sample of incorrect responses to question 11.

| | | |
|----|---|---|
| 11 | <p>A Girl is a female human being. She has other rights like the other person also. She is of great importance in the society since she performs her duties well more even than men. The society of nowadays have to take some measures in girls to not be a victim of sexual object as it was done to Dinah daughter of Jacob. The following are the measure to be taken.</p> <p>Youth Girls have to been taken to school so as to avoid be used as sex object; The young girls have to be taken to schools since most of the societies of today are not taking girls to schools trusting that they are wast of time and they wont bring the money at home. Endup be married.</p> <p>Forced marriage in girls should be eradicated; Most of the girls are married with small age this its because most of men believes that marrying a girl with small age its good for sexual purpose hence such behavior should be eradicated.</p> <p>The culture of Early marriage should be stopped to avoid use of girl as sex object. Most of the cultures prefer early marriage in girls this its one of making women as a sex tool hence such culture should be eradicated to save little girls.</p> <p>Girls should be empowered to avoid them selves. Using their bodies as sex object or for commercial purpose; girls should be supply with basic need and different needs like work this will help them abstain in selling the bodies for money.</p> <p>Finally; girls they a able in deed when are sending to school given their works which will keep the busy they can perform it better because what a man can do a women can do also better.</p> | ; |
|----|---|---|

Extract 11.2: A sample of incorrect response to question 11

In Extract 11.2, the candidate wrote about girls being sent to school, forced marriage to be eradicated, early marriage to be stopped and being empowered, instead of what measures the girls should take to protect themselves from sexual abuse.

2.3.2 Question 12: Paul's Missionary Journeys

This question was set from the topic of *Paul's Missionary Journeys* and the subtopic of *The First Journey*. It measured the candidates' ability to explain Paul's encounter with paganism at Lystra and its outcome. The question started with a scenario as follows: *Being persuaded by the Jews from Antioch of Pisidia and Iconium, the people of Lystra stoned Paul and dragged him out of the city, thinking that he was dead (Acts 14:19). In two points, explain how Christians today are persecuted and give two measures the Church should take to reduce the persecution.*

The question was attempted by 10,460 (71.41%) out of 14,648 candidates who sat for the examination. Analysis showed that 60.76 per cent scored from 10 to 15 marks, 25.83 per cent scored from 5 to 9 marks and 13.41 per cent scored from 0 to 4 marks. This is illustrated in Figure 12.

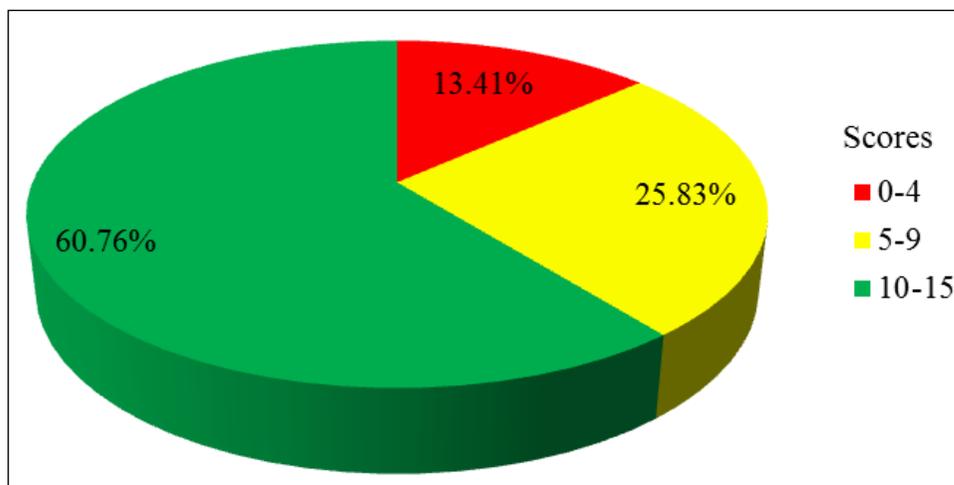


Figure 12: Percentage of the Candidates' Performance on Question 12

As shown in Figure 12, the general performance in this question was good as 86.59 per cent passed this question by scoring from 30-100 per cent of the total marks allocated to this question. The candidates who performed well were 60.76 per cent. Among them, 4.18 per cent of the candidates managed to score full 15 marks because they provided relevant points. They were able to explain how Christians today are persecuted and

gave two measures the church should take to reduce the persecution. The candidates had also good English language command which enabled them to express their points well. In addition, they arranged their work in good logical manner. They demonstrated skills of essay writing appropriately. This signifies that the candidates were competent in the subject matter. Extract 12.1 is a sample of correct responses which enabled them to express their points clearly.

| | |
|-----|---|
| 12. | Persecute means to make someone not enjoy his or her rights as Paul was persecuted by the Jews from Antioch of Pisidia and Iconium by biting the Paul that means was against the right of Paul due to persecution of Paul in Lystra also now days the church is persecuted and today's Christians are persecuted from other people. The following is how today's Christians are persecuted. |
| | By burning the churches of Christians; This means the Christians are persecuted where by their churches are burn with fire due to the bad mind of other people from another religion through burning their church. It means that Christians are persecuted as |
| 12. | Example the Christian church which was burnt by other people Nigeria as the result of a group who had jealousy with Christians who decided to burn the church of Christians. |
| | Through forcing Christians to believe other gods and leaving the Christianity; This means the Christians are forced to believe in other God's gods. Example Saint Kintirid who was forced by his king to leave Christianity but he was not ready to worship other gods as the result king decided to burn him with fire and also in our society there are Christians who are forced to believe in other gods. The following are the measures that the church should take to reduce the persecution. |

| | | |
|--|--|--|
| | Avoiding conflict with other religions; | |
| | This means as the Christians church should avoid conflict with other religion which may result into persecution of the Christians' church and the conflicts may be avoided through forming friendship with other churches which are non Christians and assembling together with other religious matters which may built good relationship. | |
| | Praying hard: This means as the church | |
| | should pray hard in order to avoid the persecution of Christians due to some of the Christians are persecuted by the people who have got no conflict with the church but they do such things for their will so the church should pray for that in order them to stop persecuting Christians through the power of God. | |
| | Therefore the church should maintain | |
| | unity that all persecution may pass away as the work of each Christians must pray hard praying to those who are persecuted without reason and through that persecution will be reduced in the church | |

Extract 12.1: A sample of correct response to question 12

In Extract 12.1, the candidate explained two points, on how Christians today are persecuted and provided two measures the church should take to reduce the persecution to Christians.

The analysis indicates that 25.83 per cent of the candidates scored average marks ranging from 5 to 9. These candidates had knowledge of the topic and understood the requirements of the question, but they provided points which were not exhaustive as required. Some of them lacked essay writing skills or wrote irrelevant introduction and conclusion. Others wrote only one point explaining how Christians today are persecuted and one measure the church should take to reduce the persecution instead of two. To some candidates, following the requirements of the question was a difficult task.

On the other hand, the analysis indicates that 13.41 per cent of the candidates who attempted the question scored low marks ranging from 0 to 4. Among them, 4.4 per cent scored zero out of 9 marks. These candidates failed to provide two relevant points

on how Christians today are persecuted and could not provide relevant measures the church should take to reduce the persecution to Christians. Instead, some of the candidates wrote about Christians violating and disobeying God’s commandments. Some explained about God’s Trinity and others wrote about worshipping other gods (idols). Other candidates narrated the event of stoning Paul and dragging him out of the city instead of explaining about the persecution of the church and the measures the church should take to reduce the persecution as demanded by the question. There were candidates who did not understand the word “persecution” and, therefore, they wrote meaningless information. For example, one of the responses was,

Persecution is the action of going against the God words. The following points show on how today's Christians are persecuted to the churches...Through believing in false miracles. The Christianity now tend to believe the false miracles...Through spending their many time in the world things and not for God, bad things like using mass media...The following are the measures that should be taken...The Christians they should believe in true miracles...They should spend their more time to read and discuss about the word of God...

These responses show that the candidates failed to understand the requirements of the question, which might be due to inadequate knowledge of the subject matter. Extract 12.2 is a sample of incorrect responses.

| | |
|-----|--|
| 10. | persecution is a way of human being or anything to wakeup after being died. The following is how christians are persecuted. |
| | A persecuted by being pretending to die; others people they tend to be being said I want to die and after that tend to pretend by using different way. |
| | A per-secuted by being using any medication which is badly; that make an a human to died and then after few day tend to become in a world or an a people. The following is how they should do to avoid |

persecution.

By being checking human body before putting to the tomb; Many christian and they tend to spend a time to put an a died people to an a tomb.

Before putting human body to an a tomb they should wait for a few hours; Because another they do not waiting they just tend to put an a body directly because they have liven have already die.

Therefore; persecution can make an a human being to be believing other way by being conducted and marked people to do not believing directly by all people.

Extract 12.2: A sample of poor response to question 12

In Extract 12.2, the candidate misinterpreted the word “persecution” and took it to mean “resurrection.” Therefore, he/she explained about resurrection of the dead instead of explaining how Christians are persecuted today and the measures the church should take to reduce persecution.

2.3.3 Question 13: The Community in Jerusalem

The question required the candidates to analyse the four main contents of Peter’s speech on the day of Pentecost (Acts 2:14–36). This question was derived from the topic of *The Community in Jerusalem* in the subtopic of *The Early Church*.

The question was attempted by 4,556 (31.1%) out of 14,648 candidates who sat for the examination. The analysis shows that 51.12 per cent scored from 10 to 15 marks, 33.34 per cent scored from 5 to 9 marks and 15.54 per cent scored from 0 to 4 marks. This is illustrated in Figure 13.

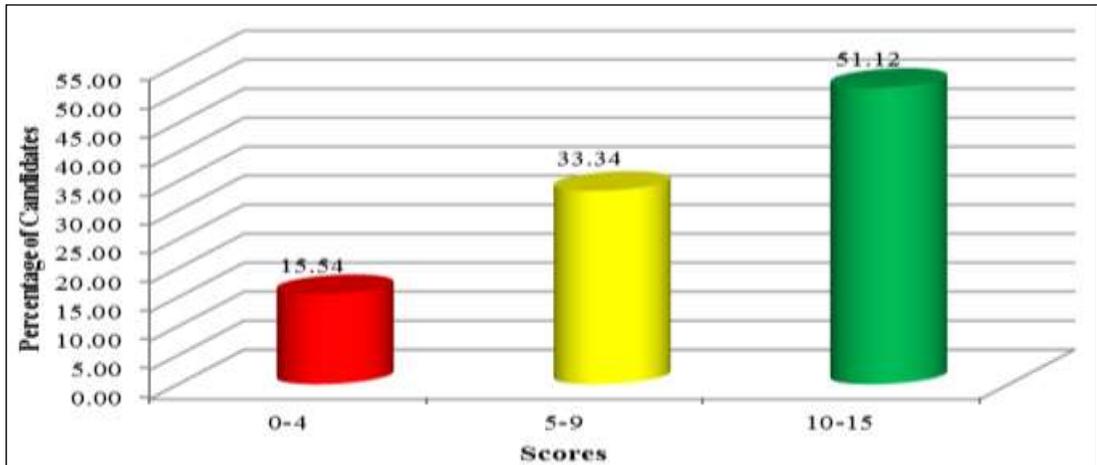


Figure 13: *Percentage of the Candidates' Performance on Question 13*

The analysis in Figure 13 shows that the candidates' performance in this question was good since 84.46 per cent of the candidates scored from 30-100 per cent of the 15 marks allocated to this question. The candidates who had good performance were 51.12 per cent, of which 4.59 per cent scored 15 marks. These candidates analysed clearly the content of Peter's speech on Pentecost. Among other things, the candidates demonstrated the skills by adhering to the rules for writing essays. The introduction of their work, the main body and conclusion were clearly presented. The responses show that the candidates were familiar with the Pentecost event and its related matters, and that they understood the demand of the question. Extract 13.1 is a sample of correct responses to question 13.

13. Peter's speech on the day of Pentecost was the speech after the descending of the Holy Spirit to the Apostles whom people nearby their building including gentiles and Jews thought that the apostles and disciples were drunk because they spoke in tongues of different languages from different countries. Peter came and spoke to the what it was about. The following are contents of Peter's speech on the day of Pentecost.

Peter proved that Jesus was the innocent man and they have killed him out of their ignorance. Peter showed them by referring to the Holy scriptures until the day of resurrection that Jesus had no mistake but he was the saviour who came to save human beings.

Peter proved to people that they were not drunk. Peter told the people that it is still ninth hour of the day therefore they cannot have drunk wine. Peter told them that it is by the power of the Holy Spirit that they are able to utter those words.

Peter explained about the resurrection of Christ that it was truth. Peter quoted some verses in the book of David which had the theme of Man of God shall not be left in Hades or to hell and let his body corrupt. By saying so he proved to the Jews that truly Jesus resurrected.

Peter told the Jews who were there about the issue of repentance and baptism in the name of Jesus Christ. Peter explained to them that

| |
|---|
| <p>in order for them to be saved they are required to be baptized by the baptism of Jesus. And many believed and were baptized in Jesus name. And about three thousand people were converted to the church.</p> <p>Therefore, the result and the gifts of the Holy spirit are seen today in our communities because there are some preacher and priest who speak well and connect well the scripture plus interpreting them well. This make people to continue loving God. Thus, it is our role as Christians to study hard the holy scripture, including asking the Holy spirit to help us in interpreting them. By doing so we can make a good christian community.</p> |
|---|

Extract 13.1: A sample of correct response to question 13

Moreover, 33.34 per cent of the candidates scored average marks. These were 1,519 candidates out of 4,556 who attempted the question. Most of them provided three correct responses which deserved 2 or 3 marks each and scored 6 or 9 marks. This implies that the candidates had adequate knowledge and understood the requirements of the question, but were unable to provide the responses in full or the responses lacked clarification and relevant examples to deserve full marks.

On the other hand, 15.54 per cent of the candidates failed to analyse the main contents of Peter's speech on Pentecost. To be correct, the candidates should have included the issues of introduction to the speech, foundations of proof for his speech, and the issues of Jesus' greatness, the cross and the resurrection, repentance and baptism. Not forgetting forgiveness and the gift of the Holy Spirit. Among them, 3.12 per cent score 0 because they provided incorrect points throughout their responses. For example, some of the candidates wrote about the attributes of God such as God is good, God is faithful, God is everywhere, God is powerful, God is Alpha and Omega and God knows everything. Additionally, there were candidates who narrated parables like the prodigal son and the lost coin, which were not the requirements of the question. These responses show that the candidates did not understand the question. Other candidates narrated the Pentecost event like the following:

Pentecost day is the special day that Peter's speech is used to spread the word of God by using different word of God. The following are main content of Peter's speech on the day of Pentecost....Speaking with different language. This is due to when due to

have many people it was Peter speak with different language in order to understand each other... Tongue of fire: this is due to when during the Peter's speech on the day of Pentecost it was the fire that are may be led near the preaching the word of God...

These responses imply that the candidates failed to understand the requirements of the question and were not familiar with Peter's speech on the day of Pentecost. Extract 13.2 is a sample of incorrect response to question 13.

| | |
|-----|--|
| 13. | <p>His tree that raises Peter's speech on the day of pentecost the hard contents to be followed in order to celebrate the day peacefully. The following are the contents:</p> |
| 13. | <p>Abstain from idols: This was one of the contents of Peter's speech where by he advised the people not to practice idols and the day to be celebrated well without misunderstanding among the people.</p> <p>Abstain from blood. This was another contents which was given by Peter to the people where he advised people not to eat anything with blood or anything which can make you belong to that kind of field and the people should not eat anything of blood on that day of pentecost.</p> <p>Abstain from sex or women. This was another contents where by males were advised to sit near women until the day to celebrate is have passed and the people obeyed these rules by not sitting near the women.</p> <p>Abstain from murder. This was another contents which was given to the people where by the people were not allowed to murder in that they were allowed only to pray and worship to the lord their God as he is a saviour of the people on the earth.</p> <p>By conclusion the early church had factors which lead to the growth of the church where by the factors of the way or how socialites lived are as follows: prayerful life, fellowship, sharing of materials and teaching which were provided by the people.</p> |

Extract 13.2: A sample of incorrect response to question 13

In Extract 13.2, the candidate's responses were about the resolutions which were reached at the Jerusalem Council concerning circumcision as a condition for salvation

(Acts 15:19-29) instead the major contents of Peter's speech on the Pentecost Day in Acts Chapter two.

3.0 ANALYSIS CANDIDATES' PERFORMANCE IN EACH TOPIC

Nineteen (19) topics were assessed in Bible Knowledge subject in CSEE 2021 and the candidates' performance in this examination was good in eighteen (18) topics and average in one (01) topic. The topics which had good performance were in multiple choice questions from different topics (97.06%). Other topics were *Jesus' Ministry* (92.53%), *Sons of Isaac* (92.51%), *The Parables of Jesus Christ* (92.43%), *General Introduction: Jewish Institutions and Sects/Parties* (88.88%), *Paul's Missionary Journeys* (73.05%) and *The Community in Jerusalem* (84.46%). Also, *The Commission of the Twelve and Jesus' Authority and Power* (83.87%), *The Beginning: Birth, Childhood and Preparation of Jesus Ministry* (81.65%), *Israelites' Journey through the Desert* (75.08%) and *Creation* (68.69%) had good performance. The topic with average performance was *The Death and Resurrection of Jesus* (44.39%). This is summarised in Appendix I.

The good performance in the stated topics was attributed to the reason that most of the candidates had adequate, appropriate and meaningful knowledge of the respective questions. This means they clearly understood the demands of the questions and were able to present the responses using correct English language.

On the other hand, the decrease in performance to some of the topics was an indication that the candidates had inadequate knowledge, inappropriate answering skills, poor language proficiency and lack of essay writing skills. Nevertheless, the general performance of the candidates in the CSEE 2021 was higher than that of CSEE 2020. This comparison is shown in the appendix II.

4.0 CONCLUSION

The performance of candidates in the CSEE 2021 Bible Knowledge examination was good as 13,814 candidates, which equals to 95.01 per cent passed the examination and only 725 (4.99%) failed. This performance indicates an increase by 5.41 per cent when compared to the CSEE 2020 performance in which 13,291 (90.6%) candidates passed and 1,379 (9.4%) failed. This is a noteworthy improvement which might be attributed to the recommendations for improvement in performance given in the 2020 report. The candidates who passed had adequate knowledge of the topics, concepts, events, key

biblical persons, places and stories. They were able to identify and adhere to the requirements of the questions. They also had the skills in answering questions and above all they had good command of the English language. On the other hand, the candidates who had low scores lacked adequate knowledge of topics, concepts, events, key biblical persons, places and stories. They also had poor English language proficiency which led to failure in answering questions properly as they were unable to identify the requirements of the questions.

5.0 RECOMMENDATION

Although the general performance of the candidates in the Bible Knowledge subject was good, there were candidates who failed in answering questions from various topics, and one topic had average performance. In order to improve the performance of candidates, it is recommended that:

- (a) Students should be given enough exercises, assignments, quizzes, tests and internal examinations so as to measure the learning outcomes attained by students and equip them with the knowledge of interpreting the requirements of questions.
- (b) Since English language is the medium of instruction for the Bible Knowledge subject, teachers should put more emphasis and encourage students on the use of English language by exercising it through writing, reading, listening and speaking so as to improve their English language proficiency.
- (c) More emphasis should be put in the topic of *The Death and Resurrection of Jesus* in order to help future candidates perform well in the examination. More reading and exercises on the topic would increase the performance. Therefore, teachers are urged to put more emphasis on this area and make sure that the topic is well covered.
- (d) Teachers should adhere to the teaching and learning strategies as directed in the syllabus for better students' acquisition of knowledge in the given topics.
- (e) Since many candidates depicted incompetence in various biblical texts, concepts, themes, events, persons and places; they should be encouraged to read the Bible and related literatures and make necessary revision in order to familiarize themselves with the content. The use of extra study materials like concordances and commentaries would serve the best of understanding.

Summary of Analysis of the Candidates' Performance in Each Topic

| S/N | Topic | Type of Question | Question Number | Total Number of Question per Topic | Percentage of Candidates who Scored 30% or Above | Average Percentage of Candidates who Scored 30% or Above | Remarks |
|-----|--|------------------|-----------------|------------------------------------|--|--|---------|
| 1. | General Topics: Creation, The Fall of Man and its Outcomes, The Life of Abraham, Sons of Isaac, The Hebrews in Egypt, Israelites' Journey through the Desert, Introduction to the Book of Acts Israel under the Leadership of Joshua, The Book of Judges, Witnessing in Jerusalem and Witnessing in Judea and Samaria. | Multiple Choices | 1 | 1 | 97.06 | 97.06 | Good |
| 2. | Jesus' Ministry | Short Answers | 7 | 1 | 92.53 | 92.53 | Good |
| 3. | Sons of Isaac | Essay | 11 | 1 | 92.51 | 92.51 | Good |
| 4. | The Parables of Jesus Christ | Short Answers | 9 | 1 | 92.43 | 92.43 | Good |
| 5. | General Introduction: Jewish Institutions and Sects/Parties | Short Answers | 5 | 1 | 88.88 | 88.88 | Good |
| 6. | The Community in Jerusalem | Essay | 13 | 1 | 84.46 | 84.46 | Good |
| 7. | The Commission of the | Short | 10 | 1 | 83.87 | 83.87 | Good |

| S/N | Topic | Type of Question | Question Number | Total Number of Question per Topic | Percentage of Candidates who Scored 30% or Above | Average Percentage of Candidates who Scored 30% or Above | Remarks |
|-----|---|------------------|-----------------|------------------------------------|--|--|---------|
| | Twelve and Jesus' Authority and Power | Answers | | | | | |
| 8. | The Beginning: Birth, Childhood and Preparation of Jesus Ministry | Short Answers | 8 | 1 | 81.65 | 81.65 | Good |
| 9. | Israelites. Journey through the Desert | Matching items | 2 | 1 | 75.08 | 75.08 | Good |
| 10. | Paul's Missionary Journeys | Essay | 12 | 2 | 86.59 | 73.05 | Good |
| 11. | Paul's Missionary Journeys | Short Answers | 4 | | 59.50 | | |
| 12. | Creation | Short Answers | 3 | 1 | 68.69 | 68.69 | Good |
| 13. | The Death and Resurrection of Jesus | Short Answers | 6 | 1 | 44.39 | 44.39 | Average |

Comparison Summary of Candidates' Performance per Topic for CSEE 2020 and 2021

| S/N | Topic | CSEE 2020 | | CSEE 2021 | |
|-----|---|--|---------|--|---------|
| | | Percentage of Candidates who Scored 30% or Above | Remarks | Percentage of Candidates who Scored 30% or Above | Remarks |
| 1. | General Topics: Creation, The Fall of Man and its Outcomes, The Life of Abraham, Sons of Isaac, The Hebrews in Egypt, Israelites' Journey through the Desert, Introduction to the Book of Acts, Israel under the Leadership of Joshua, The Book of Judges, Witnessing in Jerusalem and Witnessing in Judea and Samaria. | 91.50 | Good | 97.06 | Good |
| 2. | Jesus' Ministry | 68.9 | | 92.53 | Good |
| 3. | Sons of Isaac | | | 92.51 | Good |
| 4. | The Parables of Jesus Christ | 48.89 | Average | 92.43 | Good |
| 5. | General Introduction: Jewish Institutions and Sects/Parties | 61.53 | Average | 88.88 | Good |
| 6. | The Community in Jerusalem | 74.18 | Good | 84.46 | Good |
| 7. | The Commission of the Twelve and Jesus' Authority and Power | | | 83.87 | Good |
| 8. | The Beginning: Birth, Childhood and Preparation of Jesus Ministry | 94.96 | Good | 81.65 | Good |

| S/N | Topic | CSEE 2020 | | CSEE 2021 | |
|-----|--|--|---------|--|---------|
| | | Percentage of Candidates who Scored 30% or Above | Remarks | Percentage of Candidates who Scored 30% or Above | Remarks |
| 9. | Israelites' Journey through the Desert | | | 75.08 | Good |
| 10. | Paul's Missionary Journeys | 18.91 | Weak | 73.05 | Good |
| 11. | Creation | 91.17 | Good | 68.69 | Good |
| 12. | The Death and Resurrection of Jesus | 84.38 | Good | 44.39 | Average |
| 13. | Hebrews in Egypt | 93.63 | Good | | |
| 14. | Israel under the Leadership of Joshua | 83.14 | Good | | |
| 15. | Witnessing in Jerusalem | 65.22 | Good | | |

