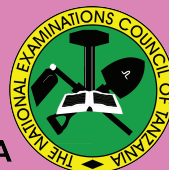




THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY  
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS  
REPORT ON THE CERTIFICATE OF SECONDARY  
EDUCATION EXAMINATION (CSEE) 2023**

**BIBLE KNOWLEDGE**



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**014 BIBLE KNOWLEDGE**

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## FOREWORD

The Certificate of Secondary Education Examination (CSEE) 2023 is a summative evaluation which intends to determine candidates' learning achievement in mastering of different topics and competences anticipated according to Ordinary Level Bible Knowledge Syllabus of 2012. A thorough analysis of the candidates' responses to each question is a good indicator of what the education system was able or unable to offer to the candidates in their four years of secondary education in terms of knowledge, understanding and skills intended to that level.

This Candidates' Item Response Analysis (CIRA) report on Bible Knowledge subject in CSEE 2023 was prepared to give feedback to candidates, parents, teachers, policy makers, curriculum developers and other educational stakeholders on how candidates responded to examination items in this subject in terms of their overall cognitive and practical knowledge progress.

The performance in the CSEE 2023 Bible Knowledge subject was good as 98.65 per cent of 16,100 candidates who sat for the examination passed. The analysis revealed that the performance of candidates increased by 3.03 per cent from 95.62 per cent in 2022 to 98.65 per cent in 2023. The candidates who passed the examination demonstrated ability to understand and adhere to the requirements of questions. They were also competent in expressing their points as they demonstrated proficiency in the English language. They demonstrated adequate knowledge of different topics and Biblical concepts, events, stories, places and persons. On the other hand, the candidates who had low scores had inadequate skills of tackling questions of different levels which covered various Biblical concepts, events, stories, places and persons. This suggests that the candidates had inability to understand the requirements of different questions as they were not competent enough to express their points in English language and lacked writing skills.

The National Examinations Council of Tanzania (NECTA) expects that the feedback and suggested recommendations in this report will enable educational stakeholders to take appropriate measures to improve candidates' performance in future examinations administered by the Council.

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



**Dr. Said A. Mohamed**  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

The Candidates' Item Response Analysis report on the Form Four Bible Knowledge examination provides an analytical evaluation on the performance of the candidates who sat for the examination in November 2023. The examination tested the competences intended for Form Four Bible Knowledge Syllabus (2012). It tested whether, in the teaching and learning process, teachers and students implemented the concept of competence-based learning or competence based education (CBE). Basically, CBE is an outcome-based approach to education to ensure proficiency in learning by students through demonstration of the knowledge, skills, values and attitudes required for dealing with real life situations.

Bible Knowledge examination consisted of three sections; A, B and C with a total of thirteen (13) questions. Candidates were required to answer all questions in Section A, five (5) questions in Section B and two (2) questions in Section C. Section A consisted of two questions (1 and 2). Question 1 had twenty (20) multiple choice items which weighed twenty (20) marks while Question 2 had five (5) matching items and weighed five (5) marks. Thus, section A had a total of twenty-five (25) marks. Section B consisted of eight short answers questions including one (1) question from the Old Testament (Question 3) and one (1) from the Acts of the Apostles (Question 4). Six (6) questions were set from the gospels of Matthew and Luke (questions 5 to 10). Each question in Section B carried nine (9) marks. Candidates were required to answer five (5) questions, including questions 3 and 4 which were compulsory. Therefore, this section had a total of forty-five (45) marks. Section C encompassed three essay questions, set from the Old Testament and the Acts of the Apostles. Each question carried fifteen (15) marks and candidates were required to answer two questions. Accordingly, section C had a total of thirty (30) marks.

The system used in grading the CSEE examination is categorised into five grades - A, B, C, D and F. Grade A is awarded to candidates who scored from 75 to 100 marks indicating excellent performance, grade B (65 – 74) very good, C (45 – 64) good, D (30 – 44) satisfactory and F (0 – 29) fail.

In this Candidates' Item Response Analysis report, the performance of candidates is categorised into three score ranges. The scores ranging from 65 to 100 marks show good performance, 30 to 64 marks is average performance while 0 to 29 marks indicates weak performance. These ranges are represented by colours in the figures

and appendix. The green colour represents good performance, yellow represents average and red represents weak performance.

There were a total of 16,249 registered candidates, of whom 16,100 (99.08%) sat for the examination and 149 (0.92%) candidates did not turn up for the examination. Of the 16,100 candidates who sat for the examination, 15,882 (98.65%) candidates passed the examination while 218 (1.35%) failed. This performance has increased by 3.03 per cent as compared to 2022 in which the candidates who sat for this examination were 15,272, of whom 14,592 (95.62%) candidates passed and 668 (4.38%) failed.

Furthermore, the report provides the analysis of each question by giving an overview of what the candidates were required to do, the general performance and the likely reasons for their performance. Samples of extracts of correct and incorrect responses from the candidates are presented in order to demonstrate the strengths and weaknesses of candidates' responses to each item. This is followed by the analysis of candidates' performance per topic, conclusion and recommendations. A summary of the candidates' performance per topic and a comparison for CSEE 2022 and 2023 performance have been appended.

## **2.0 ANALYSIS OF CANDIDATES' RESPONSES TO EACH QUESTION**

### **2.1 SECTION A: Multiple Choice and Matching Item Questions**

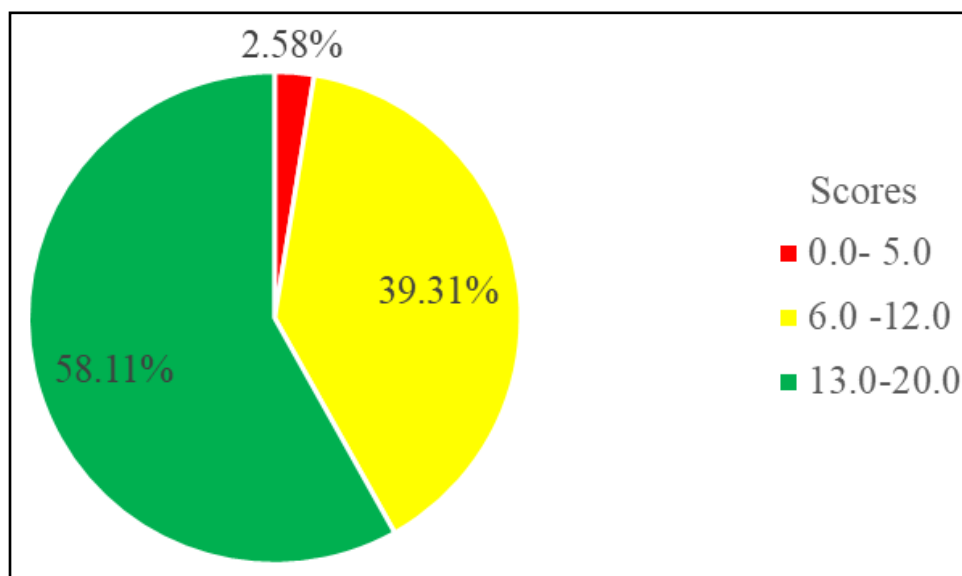
The significance of multiple choice and matching item questions is to assess the status of higher order thinking brain development in the candidates in terms of explanations, descriptions, analysing, identification, recognition and recollection of competence skills in specific themes, contents and context areas.

This section had a total of twenty-five (25) marks and it consisted of two questions (1 and 2). The candidates were required to answer both questions. Question 1 required the candidates to provide the best choice from the five alternatives given. This question had twenty items and each one carried one mark, making a total of twenty (20) marks. Question 2 required the candidates to match the meaning of names in List A with their corresponding names of Jacob's sons in List B, by writing the letter of the corresponding name besides the item number in the answer booklet(s) provided. The question had five items each of which carried one (01) mark, making a total of five marks.

### 2.1.1 Question 1: Multiple Choice Items from Various Topics

Question 1 was a multiple choice items (i) to (xx). The items were set from various topics including *Creation, The Fall of Man and its Outcome, The Life of Abraham, The Sons of Isaac, The Hebrews in Egypt, Israelites' Journey through the Desert, Israel under the Leadership of Joshua and Israel under the Leadership of Judges, Witnessing in Jerusalem, Witnessing in Judea and Samaria and Paul's First Missionary Journey*. The skills which were tested in this question included remembering, understanding, applying, analysing, evaluating and creating.

This question was compulsory and, therefore, it was answered by 16,100 (100%) candidates. Among them, 9,355 (58.11%) scored from 13.0 to 20.0 marks, 6,329 (39.31%) from 6.0 to 12.0 marks and 416 (2.58%) scored from 0.0 to 5.0 marks. This is shown in Figure 1.



**Figure 1:** *Candidates' Performance on Question 1*

The data indicate that the candidates with high scores ranging from 13.0 to 20.0 were 15,684 (97.42%). These candidates responded according to the requirements of the question. They chose correct answers from 13.0 to 20.0 items of the question. The 6,329 (39.31%) candidates with average performance had correct choices on 6 or 12 items while 416 (2.58%) who scored below average marks had less than 6 correct answers. Among the lower scorers, 4 (0.02 %) candidates scored a zero mark. The following is the analysis of the question per item.

Item (i) asked:

- (i) *According to Acts 13:1-3 who do you think sent Paul and Barnabas to preach the gospel in their first missionary journey?*
- A *The apostles in Jerusalem.*      B *The Christians who prayed.*  
C *The elders of the Church.*      D *The prophets in Antioch.*  
E *The Spirit of God.*

Item (i) required the candidates to demonstrate their ability to recall important Biblical persons, events and places. The correct response was E (*The Spirit of God*). The majority of the candidates chose the correct answer, indicating that they were familiar with the first missionary journey of Paul.

Those who provided incorrect choices (A, B, C and D) were not conversant with the beginning of Paul's missionary journey, especially the event in Acts 13:1-3.

Item (ii) asked:

- (ii) *With reference to the stories of creation (Genesis 1:1-2:25), which one is **not** the shared characteristic of a man and a woman?*
- A *Both have ability to think logically and act logically.*  
B *Both have consciousness and humanness.*  
C *Both have reasoning and speaking abilities.*  
D *Both have the same roles given by God and similar ways of acting.*  
E *Both have ability to control their thoughts and actions.*

This item required the candidates to demonstrate their ability to evaluate the statements provided referring to the stories of creation. Most of the candidates chose the correct response D (*Both have same roles given by God and similar ways of acting*). The candidates made the correct choice indicating that they knew that each one of them was given a different role by God and so it cannot be shared. This implies that the candidates had adequate knowledge about the creation stories and had skills to use the stories to evaluate the given characteristics of man and woman.

However, some of the candidates provided incorrect choices (A, B, C and E) showing that they lacked skills to use the creation stories to evaluate the statements about the difference between the man and the woman.

Item (iii) asked:

(iii) *To whom was circumcision done as a physical sign of the covenant with God?*

A *Noah and his descendants.*      B *Moses and his descendants.*

C *Abraham and his descendants.*   D *Adam and his descendants.*

E *Lot and his descendants.*

This item required the candidates to demonstrate their ability to recall God's covenant with Abraham. A considerable number of candidates provided the correct choice C (*Abraham and his descendants*). This implies that they were familiar with the Life of Abraham. They knew that circumcision was the physical sign of the covenant to Abraham and his descendants and not otherwise.

In reverse, those who made incorrect choices A (*Noah and his descendants*), B (*Moses and his descendants*), D (*Adam and his descendants*) and E (*Lot and his descendants*) had inadequate knowledge and understanding about the life of Abraham and the covenant that God made with him and his descendants. They did not know that only to Abraham and his descendants that circumcision was done as a physical sign of the covenant with God.

Item (iv) asked:

(iv) *What would have been the result if Pharaoh had easily accepted and obeyed God's message through Moses and Aaron to let the Israelites go?*

A *The Israelites would not have accepted Moses as their leader.*

B *The Israelites would not have known the loss of leaving Egypt.*

C *The Israelites would not have experienced the cost of their deliverance.*

D *The Israelites would not have reached their Promised Land.*

E *The Israelites would not have known the nature of their sufferings.*

Item (iv) tested candidates' ability to predict what would happen if Pharaoh easily accepted and obeyed God's message through Moses and Aaron to let the Israelites go. The candidates who chose the correct response C (*The Israelites would not have experienced the cost of their deliverance*) were knowledgeable about the subject matter. They had acquired the competence in accordance with the Bible Knowledge syllabus.

On the other hand, some of the candidates failed to provide the correct choice as they opted A, B, D and E. These candidates were not able to identify the alternative

which best describes what would have happened if Pharaoh accepted and obeyed God's message through Moses and Aaron to let the Israelites go.

Item (v) asked:

- (v) *What lesson do you learn from Gideon's demand for a sign to prove that it was true that God called him?*
- A *It is important to test and confirm whether the voice is from God or not.*
  - B *It is a total lack of faith in God and distrust in God's miracles.*
  - C *Pastors are servants of God so we should follow what they say and do.*
  - D *The demand of a sign to prove whether it is God or not is unnecessary.*
  - E *Christians do not need any proof about God because God proves himself.*

This item required the candidates to demonstrate their ability to apply the story of Gideon's demand for a sign to prove that it was God who called him. The required response was A (*It is important to test and confirm whether the voice is from God or not*). This aimed to test the candidates' competence in applying the classroom knowledge to their daily living. They should know that not all voices are from God. Few candidates were able to identify the lesson that one could learn from Gideon's demand for a sign to prove and confirm that it was God who called him. That means that they knew the importance of being inquisitive and wanting to understand exactly what they hear or see.

On the contrary a considerable number of the candidates failed to choose the relevant lesson, that it was important for Gideon to test and confirm that God really called him for a mission. Therefore, it is important to inquire for more information as Gideon did.

Item (vi) asked:

- (vi) *Which actions represent the works of the Holy Spirit to believers in our context today?*
- A *He unites members of the church together.*
  - B *He punishes non-members of the church.*
  - C *He divides the church into various denominations.*
  - D *He punishes church members who are innocent.*
  - E *He unites non-members and evil doers in the church.*

Item (vi) tested candidates' ability to apply their knowledge about the role of the Holy Spirit to the context of believers today. The candidates who chose the correct

response A (*He unites members of the church together*) were conversant with the topic. Being conversant with the topic enabled them to identify the correct action which represents the works of the Holy Spirit in our context.

Those who selected B (*He punishes non-members of the church*), C (*He divides the church into various denominations*), D (*He punishes church members who are innocent*) and E (*He unites non-members and evil doers in the church*) did not know the role of the Holy Spirit. This reveals that the candidates were not conversant with the book of the Acts of the Apostles which explains the work of the Holy Spirit. Thus, were unable to demonstrate their knowledge on how the Holy Spirit works in their contemporary environment.

Item (vii) asked:

(vii) *Why did the people decide to build the tower of Babel?*

- A *They wanted to show their brickwork skills given by God to glorify God.*
- B *They wanted to control the world in God's will by being near God.*
- C *They wanted to make a name for themselves and be able to reach God.*
- D *They wanted to reach heaven and worship God face to face.*
- E *They wanted to make it a memorial for God's deeds.*

This item required the candidates to demonstrate their knowledge on the story of the Tower of Babel. It tested candidates' ability to recognise the reason for the people decide to build the tower of Babel. The candidates who chose the correct response C (*They wanted to make a name for themselves and be able to reach God*) were familiar with the story of the tower of Babel.

On the other hand, there were some candidates who opted for incorrect choices A, B, D and E as they were not conversant with the story of building the tower of Babel. They should have known that, according to Genesis 11:1-9, the Babylonians wanted to make a name for themselves by building a mighty city and a tower "with its top in the heavens." God disrupted the work by so confusing the language of the workers that they could no longer understand one another.

Item (viii) asked:

(viii) *Why did Sara laugh when she heard that she would bear a son (Gen 18:11-12)?*

- A *She was happy like her husband Abraham who also laughed.*
- B *She was happy to be a mother of a second born child in her teenage.*



- C She was happy for the blessings she had more than other women.*
- D She was happy as she knew that she was not barren like other women.*
- E She was happy to hear the news as she was very old and barren.*

Item (viii) required the candidates to demonstrate their understanding as to why Sarah laughed when she heard that she would bear a son (Genesis 18:11-12). Most of the candidates were able to choose the correct answer *E (She was happy to hear the news as she was very old and barren)*. These candidates knew the challenges Sarah went through in her marriage with Abraham.

Those who chose the correct answer knew that Sarah was barren. The community laughed at Sarah and mocked her because she couldn't bear children. Sarah herself laughed at the meaninglessness of the Lord's promise that she would have a child in her old age. At last, the Lord opened her womb and Sarah laughed with joy, a true and profound joy because, really, her dream has become real. The impossible has happened. She has become a mother and thus, she is now a complete and fulfilled woman who is no longer ashamed in front of anyone.

On the contrary, few candidates failed by choosing A, B, C and D. This shows that the candidates had inadequate knowledge and understanding of the life of Abraham and his wife Sarah. They did not have sufficient knowledge about the visit of the angels of God and their message to Abraham as written in Genesis 18:1-15.

Item (ix) stated:

- (ix) Genesis Chapter 34 is the story of Dinah (the daughter of Leah and Jacob) who was seized and raped as she went to visit the Canaanite women. Basing on the story, what do you suggest to be a measure for reducing seizure and rape in today's society?*
- A Using motor cars always wherever one goes to avoid being noticed by men.*
- B Appearing decently before groups of men or boys.*
- C Avoiding exposure to unsafe environments such as dark places and bushes.*
- D Walking with one's fellow girls or women so as to threaten men.*
- E Taking stones as a weapon so as to defend when attacked by men.*

Item (ix) tested candidates' ability to design measures for reducing seizure and rape today, basing on the story of Dinah who was seized and raped as she was visiting the

Canaanite women. A considerable number of candidates chose the correct answer *C* (*Avoiding exposure to unsafe environments such as dark places and bushes*). These candidates were familiar with the story of Dinah visiting the Canaanite women (Genesis 34).

On the contrary, few candidates opted for A, B, D and E which were wrong choices. They failed to choose the correct answer because they did not know the story about Dinah and what happened to her as she went out to visit the Canaanite women. The story of Dinah recounts an episode in which the girl (or young woman) goes out to see the “daughters of the land” (Genesis 34:1) but is raped, seduced, and/or abducted by Shechem, a Hivite prince, who consequently falls in love with her.

Item (x) stated:

- (x) *The Israelites were commanded to eat the Passover lamb with unleavened bread and “bitter herbs” (Exodus 12:8). After crossing the Red Sea, Moses led the Israelites in the Desert of Shur. While in the desert, they were disappointed to find a “bitter water” (Exodus 15:23). What did the bitterness remind them of?*
- A The bitter yeast and water carried with them from Egypt.*
  - B The bitter herbs and water from slavery in Egypt.*
  - C The bitterness of the journey from slavery.*
  - D The bitterness of slavery.*
  - E The unleavened bread from Egypt.*

Item (x) tested candidates’ ability to remember what the bitterness of water reminded them. Few candidates were able to choose the required answer *D* (*The bitterness of slavery*). The candidates were aware that as the Israelites ate the bitter herbs, they were to remember the bitterness of their bondage to the Egyptians. The bitterness of the herbs could also be a reminder of the bitterness of sin. The candidates were knowledgeable about the occasion of eating the Passover lamb with the unleavened bread and bitter herbs. The Israelites were obliged to obey God’s instruction through Moses which states, “They shall eat the lamb that same night; they shall eat it roasted over the fire with unleavened bread and bitter herbs” (Exodus 12:8).

However, some of candidates made the incorrect choice by choosing A, B, C and E. This indicates that the candidates had inadequate knowledge and understanding

about the occasion of eating the Passover lamb with the unleavened bread and bitter herbs.

Item (xi) asked:

(xi) *Why did Joshua prolong daylight during the Gibeonites war?*

- A To ensure that victory is completed.*
- B To ensure that war is incomplete.*
- C To ensure that the enemies are frightened.*
- D To ensure that the enemies escape.*
- E To ensure that the enemies surrender.*

In item (xi) the candidates were required to demonstrate their understanding as to why Joshua prolonged daylight during the war with the enemies who attacked the Gibeonites. The required answer was A (*To ensure that victory is completed*). Those who got it right knew that Joshua prolonged daylight during the war to ensure that the victory is completed or attained. They had adequate knowledge and understanding of the story of the Israelites' war under Joshua against the enemies who attacked Gibeonites and Joshua's prayer to the LORD (Joshua 10:12-14).

Contrariwise, some of the candidates who chose incorrect responses B, C, D and E demonstrated that they had inadequate knowledge and understanding of the event. The candidates were not conversant with the story of the Gibeonites, who had tricked the Israelites into making a peace treaty (agreement) with them (Joshua 9). They did not know that when enemies attacked Gibeon, Joshua took his army and protected Gibeon. The battle lasted long because the LORD caused the sun to stand still (Joshua 10:1-14).

Item (xii) asked:

(xii) *How would you classify Gamaliel according to the book of Acts of the Apostles?*

- A A teacher of law and an Apostle of Higher-ranking class.*
- B One of the elders of Jerusalem, a teacher of law and a Jewish Apostle.*
- C A Pharisee, a teacher of law and a member of the Sanhedrin.*
- D A Sadducee, a teacher of law and the higher Jewish sect.*
- E A soldier and a political leader of the Romans.*

In item (xii) the candidates were required to demonstrate their understanding about Gamaliel and ability to classify Gamaliel with reference to the story of the persecution of the disciples of Jesus Christ.

Those who wrongly selected the correct alternative *C (A Pharisee, a teacher of law and a member of the Sanhedrin)* had adequate knowledge and understanding of the story of Gamaliel according to the book of Acts of the Apostles. They knew that Gamaliel was a Pharisee and Doctor of the Law, he had a good reputation, he was a man of authority, discrete, wise, historian, fearless and persuasive (Acts 5:34-40). Thus, he was respectable and Gamaliel is mostly remembered for intervening and defending Peter and the other apostles before the Jewish council who intended to kill them (Acts 5:34). Gamaliel used his influence and convinced the Jewish leaders against trying to harm the apostles and Christianity as a whole. Eventually, the Jewish leaders gave in to Gamaliel's advice. And so, the council let the apostles go after beating and warning them, they did not kill them.

Conversely, the candidates who opted for A, B, D and E did not know that Gamaliel was not an Apostle. Neither was he one of the elders of Jerusalem nor a Jewish Apostle. Additionally, they did not know that Gamaliel was neither a Sadducee nor a soldier and a political leader of the Romans. This failure suggests that the candidates did not attain the expected learning outcomes. This might be attributed to failure to adhere to the teaching and learning strategies shown in the syllabus. Thus, they did not know that Acts of the Apostles speaks of Gamaliel as a man held in great esteem by all Jews and as the Jewish law teacher of Paul the Apostle (Acts 22:3). In fact, Gamaliel encouraged his fellow Pharisees to show leniency to the apostles of Jesus Christ (Acts 5:34).

Item (xiii) stated:

*(xiii) In Acts 9:23, Paul was facing danger as Jews were plotting evil against him. Suppose you were one of those who witnessed the evil plot, which alternative would you use to rescue him?*

- A Helping him to escape from being killed.*
- B Joining the plotters in order to kill him.*
- C Staying quiet without saying anything.*
- D Hiding him in the room where he was.*
- E Hiding him and inform the plotters.*

Item (xiii) tested candidates' skills of creating. They were supposed to identify the possibility they would use to rescue Paul who was facing danger as Jews were plotting evil against him. The correct choice was *A (Helping him to escape from being killed)*. Few candidates were able to choose the correct answer indicating that they were knowledgeable about the evil plot of the Jews against Paul and were able to propose the alternative that would be used to rescue him.

On the contrary, a considerable number of the candidates made incorrect choices by opting for *B, C, D and E*. This implies that the candidates failed to understand that alternatives *B, C, D and E* are not concerned with rescue but with endangering one's life. Due to insufficient knowledge, the candidates were not capable of creating the means to rescue Paul from evil plot. In general, this implies that they were unaware of the event in Acts 23:12-35.

Item (xiv) stated:

(xiv) *"Be fruitful and multiply, and fill the earth and subdue it; and have dominion over the fish of the sea... and over every living thing that moves upon the earth."* (Genesis 1:28). *What does this verse mean?*

*A Human beings are entrusted with God's authority to own and use God's creation.*

*B Human beings are entrusted with God's power to own some of God's creation.*

*C Human beings are entrusted with God's will to keep and use God's creation.*

*D Human beings have entrusted other living things to keep and use God's creation.*

*E Human beings have entrusted God to use and preserve his own creation.*

This item required the candidates to demonstrate their knowledge of the creation story, hence, to identify the alternative that interprets the quoted text (Genesis 1:28). The candidates who chose alternative *C (Human beings are entrusted with God's will to keep and use God's creation)* depicted adequate knowledge and understanding of the creation story as it is in Genesis 1.

However, those who chose incorrect alternatives *A, B, D and E* demonstrated inadequate knowledge and understanding about the creation story. In general, they lacked knowledge that after the creation of humankind, God did not command humankind to own the creation as stated in alternatives *A and B*; nor was humankind

able to entrust creation to other creatures or to God as stated in alternatives *D* and *E*. Rather, God told the man and woman to subdue the earth, to conquer it or bring it into subjection. That is to say that God gave them the right to rule over every living thing. This means that human beings have the authority to take control, have power over, and dominate the earth, not the reverse.

Item (xv) asked:

- (xv) *Why did God punish the people when they planned to build the tower of Babel?*  
*A To scatter them all over the earth.                      B To create many languages.*  
*C To pause them from building the tower.      D To stop their sinful thoughts.*  
*E To take away their pride.*

The item required the candidates to demonstrate their ability to understand about the story of building the Tower of Babel. The correct choice was *D (To stop their sinful thoughts)*. That is, God punished the people to stop their sinful thoughts. Most of the candidates chose the correct response showing that they had sufficient knowledge and understanding of the story of the tower of Babel.

Quite the opposite, there were candidates who made incorrect choices *A*, *B*, *C* and *E*, implying that were not aware of the story of the tower of Babel. For example, those who opted for *A* did not know that to scatter all over the earth was not the punishment, but the outcome of punishment. Besides, choosing *B* implied that the candidates did not know that the many languages came after God confused their one language. Moreover, *C* was incorrect because it would mean that God allowed their plan, and that they were to stop for a while and later continue with their plan. Additionally, *E* was also incorrect because taking away their pride would not have any significant effect on their plan.

Item (xvi) stated:

- (xvi) *On his way from Beersheba to Haran, Jacob got a dream showing him a ladder which was set on earth, and the top of it reached to heaven and angels were ascending and descending on it. God promised him land and that all families of the earth shall be blessed through him and his descendants (Genesis 28:10-18). What did the dream imply?*  
*A The place was dangerous to stay and so he should leave immediately.*  
*B The place was God's house and the gate to link heaven and earth.*

- C The place, ladder and angels were a symbol of wealth brought down from heaven.*
- D The ladder and angels meant Jacob was being called to go to heaven.*
- E The ladder and angels were a sign of victory over the enemies of Israel.*

Item (xvi) tested candidates' ability to understand the topic of *The Sons of Isaac*. The item required the candidates to provide the implication of the dream of Jacob on his way from Beersheba to Haran (Genesis 28:10-18). The majority of the candidates chose the correct answer *B (The place was God's house and the gate to link heaven and earth)*. This implies the candidates were familiar with the story of Esau and Jacob.

On the contrary, there were few candidates who made incorrect choices which show that they had inadequate knowledge and understanding of the dream of Jacob on his way to Haran.

Item (xvii) asked:

*(xvii) According to Exodus 3:13-15, God revealed His name YAHWEH to Moses.*

*What does the name YAHWEH imply?*

- A God is above all people.*
- B God is good to the Jews.*
- C God is the judge of all nations.*
- D God is the judge of sinners.*
- E God is who He always is.*

Item (xvii) tested candidates' ability to remember the call of Moses in the topic of The Hebrews in Egypt. The candidates were expected demonstrate their knowledge about the call of Moses as described in Exodus 3:1-14. It was in this event that God introduced himself to Moses as YAHWEH implying that God is He who always is.

The majority of the candidates chose the correct alternative *E (God is who He always is)*. This implies that they had adequate knowledge and understanding of the call of Moses. Especially, they knew the meaning of the name YAHWEH. "Yahweh" is the Hebrew word for the self-revealed name of the God of the Old Testament. It comes from the Hebrew verb "To be." At its core, "Yahweh" means "To be."

Moreover, those who wrongly selected A, B, C and D had inadequate knowledge about the call of Moses and the name by which God introduced himself to Moses. In fact, none of the alternatives *A (God is above all people)*, *B (God is good to the Jews)*, *C (God is the judge of all nations)* and *D (God is the judge of sinners)* reflects

the meaning of the name. This means that the candidates did not know that God said to Moses, “I AM WHO I AM. This is what you are to say to the Israelites: ‘I AM has sent me to you’” (Exodus 3:14).

Item (xviii) stated:

*(xviii) Kujali is a Form Two student who is provided with everything by his parents and thus, he does not see the need to attend any church services and prayers. Which of the commandments has Kujali broken?*

- A “You shall have no other gods before God.”*
- B “You shall not invoke the name of the Lord in vain.”*
- C “You shall not covet your neighbour’s house or properties.”*
- D “You shall not embrace the spirit of false gods.”*
- E “You shall not mention the names of the idols.”*

Item (xviii) tested candidates’ ability to apply or to use the acquired knowledge of God’s commandments to deal with day to day issues. The candidates were supposed to identify the commandment which was broken by Kujali in relation to the given scenario. Most of the candidates chose the correct answer A (*“You shall have no other gods before God”*). This suggests that they had adequate knowledge and skills to apply the acquired knowledge in their day to day life. The candidates were aware that Kujali’s dependence on his parents’ provisions was equal to an idolatry (idol worship).

On the contrary, some of the candidates provided incorrect choices B, C, D and E showing that they lacked skills to apply the commandments of God to their context. The candidates did not understand that *Kujali* was self-sufficient and reliant on the materialistic provision from his parents. They did not know that such reliance on perishable things meant adoring them as a god (idolatry) and putting God the provider of everything aside. Therefore, choosing alternatives B, C, D and E implied that the candidates were unable to link the distracters with Kujali’s attitude to church services and prayers.

Item (xix) asked:

*(xix) Who was succeeded by Joshua in leading the Israelites?*

- |                |                |                 |
|----------------|----------------|-----------------|
| <i>A Achan</i> | <i>B Caleb</i> | <i>C Gideon</i> |
| <i>D Moses</i> | <i>E Rahab</i> |                 |



Item (xix) tested candidates' ability to recall the one who was succeeded by Joshua in leading the Israelites. Most of the candidates chose the correct answer *D*, that *Moses* was succeeded by Joshua. Their choice implied that they had adequate knowledge of Israel under the leadership of Moses and Joshua.

Nevertheless, there were few candidates who chose incorrect answers showing that they had inadequate knowledge about the succession of leadership between Moses and Joshua. Their choice of *A (Achan)* was incorrect because he was not a leader at any time. Alternative *B (Caleb)* was also incorrect since Caleb was not among the leaders of Israel, but he was among the spies who spied Israel. Moreover, *C (Gideon)* was incorrect because he was not among the Israelites who were journeying towards the Promised Land. Rather, he became a judge years later after the death of Joshua while they were already in Canaan. Choosing *E (Rahab)* meant that the candidates did not know that the woman was a native of Jericho who welcomed the spies of Israel in her house.

In general, the candidates did not have enough knowledge that according to Deuteronomy 31:1-8; 34:9, Joshua was the personally appointed successor to Moses (compare also Joshua 1:1-9) and a charismatic warrior who led Israel in the conquest of Canaan after the Exodus from Egypt.

Item (xx) asked:

- (xx) *What did the Israelites' spiritual apostasy cycle comprise during the period of Judges?*
- A Victory, punishment and repentance.*
  - B Sin, punishment, repentance and deliverance.*
  - C Victory, deliverance and sin.*
  - D Deliverance, sin and punishment.*
  - E Salvation and punishment.*

Item (xx) required the candidates to demonstrate their knowledge of Israelites' spiritual apostasy cycle and what it comprised during the period of Judges. The majority of the candidates made the correct choice *B (Sin, Punishment, Repentance and Deliverance)*. This demonstrates that they had adequate knowledge of Israel under the Leadership of Judges. They were conversant with the spiritual life of the Israelites during the period of Judge in the Promised Land.

On the other hand, few candidates made incorrect choices A, C, D and E, which suggests that they had inadequate knowledge of the cycle of Israelites' apostasy. The candidates did not realise that alternatives A (*Victory, punishment and repentance*), C (*Victory, deliverance and sin*), D (*Deliverance, sin and punishment*) and E (*Salvation and punishment*) did not complete the cycle.

All in all, the general performance on question 1 was good. This is because 15,684 (97.42%) out of 16,100 candidates who answered this question scored 06 marks and above. Additionally, 30 (0.19%) candidates made correct choices for all the twenty items which led them to score 20.0 marks. This shows that the candidates had adequate knowledge of the topics from which the items were set and understood the requirement of the question. Extract 1.1 shows a sample of correct responses to question 1.

[illegible]

**Extract 1.1:** A sample of correct choices for all twenty items.

In Extract 1.1, the candidate chose the correct answers from the given alternatives for all twenty items.

On the contrary, 416 (2.58%) candidates made correct choices to less than six items which led them to score less than 6.0 marks. Among them, 4 (0.02%) candidates provided incorrect responses to all the items as a result they scored a zero mark. This shows that the candidates had inadequate knowledge of the topics and sub topics from which the items were set. Moreover, most of them lacked skills to apply, evaluate or create ideas or suggestions basing on the knowledge they acquired in the process of learning. Extract 1.2 is a sample of incorrect responses to question 1.

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

**Extract 1.2:** A sample of incorrect choices to all the twenty items.

In Extract 1.2, the candidate made incorrect choices to all the twenty items showing that he/she had insufficient knowledge of the topics from which the items were set.

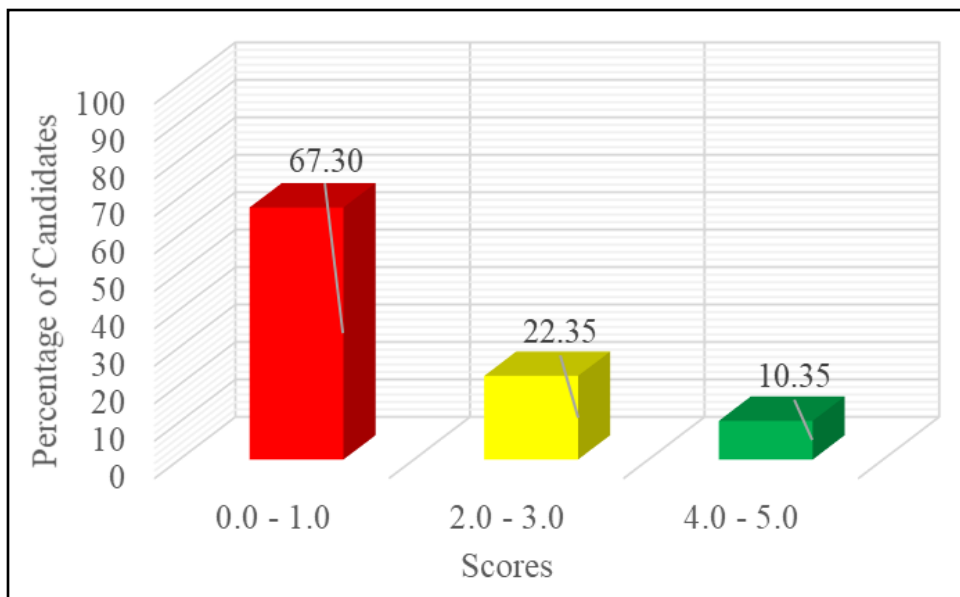
### 2.1.2 Question 2: Matching Item from the Sons of Isaac

This question had five (5) items in List A and seven (7) alternatives in List B. The candidates were instructed to match the meanings of names with their corresponding names in List B by writing the letter of the correct response beside the item number in the answer booklet provided.

The matching items were as follows:

List A	List B
(i) "I will praise the Lord."	A Asher
(ii) "I am called Happy."	B Dan
(iii) "I am rejoined to my husband."	C Gad
(iv) "I have wrestled with my sister."	D Judah
(v) "God has judged me."	E Levi
	F Naphtali
	G Zebulun

The question tested the candidates' ability to recall the meaning of names of Jacob's sons. It was compulsory and was answered by all 16,100 (100%) candidates who sat for Bible Knowledge examination. Among them, 10,836 (67.30%) candidates scored from 0.0 to 1.0 mark, 3,598 (22.35%) scored from 2.0 to 3.0 marks and 1,666 (10.35%) candidates scored from 4.0 to 5.0 marks. This analysis is illustrated in Figure 2.



**Figure 2** *Candidates' Performance on Question 2*

As shown in Figure 2, the general performance of the candidates who answered question 2 was average. This is because only 5,264 (32.70%) out of 16,100 candidates performed well by matching correctly 2 to 5 items so that they scored 2.0 to 5.0 marks. Further analysis indicates that 1,666 (10.35%) candidates scored high marks ranging from 4.0 to 5.0. Among these, 985 (6.12 %) candidates matched correctly all the five items and scored full 5 marks.

These candidates demonstrated mastery of the topic of *The sons of Isaac* in general and the meaning of the names of the sons of Jacob in particular. They correctly matched (i) “*I will praise the Lord*” with D (*Judah*). This is in accordance with Genesis 29:35. The candidates correctly matched item (ii) “*I am called Happy*” with A (*Asher*) in line with Genesis 30:13. Item (iii) “*I am rejoined to my husband*” was matched E (*Levi*) as recorded in Genesis 29:34. Furthermore, item (iv) “*I have wrestled with my sister*” was correctly matched with F (*Naftali*) in accordance with Genesis 30:8. Additionally, the candidates correctly matched item (v) “*God has judged me*” with B (*Dan*) as found in Genesis 30:6. The candidates demonstrated the competence they were expected to attain in the topic of *Sons of Isaac*, especially the birth and naming of the sons of Jacob as descried in Genesis 29:31-30:24. It should be made clear that those names were given focusing on the children’s destiny. Thus, it might be that during the teaching/learning process, effort was be made to let students know as to why the parents gave their children such names. They should know the impact of names that are given to children. This will help future parents to

give their children names which will make their destiny shiny. Extract 2.1 is a sample of correct responses to question 2.

2.	i	ii	iii	iv	v		
	A	B	C	D	E	F	G

**Extract 2.1:** A sample of correctly matched items for the five items of question 2.

In Extract 2.1, the candidate matched correctly all the five items of question 2. This signifies that the candidate was knowledgeable about the sons of Jacob in the topic of the Sons of Isaac.

In this question, 3,598 (22.35%) candidates scored average marks ranging from 2.0 to 3.0 because they matched correctly only two or three items. However, most of the candidates in this category scored 2.0 marks as they matched correctly only two items. This means that they had partial knowledge of the names of the sons of Jacob in particular and the topic of the Sons of Isaac in general.

On the other hand, 10,836 (67.30%) candidates scored below average marks, among whom 5,965 (37.05%) failed to match correctly all the five items. The analysis of their responses shows that they lacked knowledge of the sons of Jacob in the topic of *The Sons of Isaac*. As a result, they were unable to associate the names and their meaning as were required by the question. Thus, they scored a zero mark. In general, the candidates demonstrated insufficient knowledge of the topic of Sons of Isaac, especially the birth and naming of the sons of Jacob as described in Genesis 29:31-30:24. This failure might be associated with failure to acquire the desired learning outcomes during the teaching and learning processes. It seems that during the teaching and learning there was less or no effort put in knowing the impact of names that are given to children. It is, therefore, important during the teaching/learning process, to put effort in order to let students know as to why the parents gave their children such names. They should know the impact of names that are given to children. This will help future parents to give their new born children names which will make their destiny shiny. In other words, they should know the danger of naming children with improper names since they will ruin their destiny. Extract 2.2 shows a sample of incorrect matching to all the items of question 2.

2.	i	ii	iii	iv	v		
	F	C	A	D	E		

**Extract 2.2:** A sample of wrongly matched items.

In Extract 2.2, the candidate failed to match all the five items. This signifies that he/she lacked knowledge of the topic and the skills to demonstrate the competences acquired during the teaching and learning process in the classroom.

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

This section consisted of eight short answer questions. Candidates were required to answer five (5) questions including questions three (3) and four (4) which were compulsory. Each question carried nine (09) marks making a total of forty-five (45) marks in this section.

### **2.2.1 Question 3: The Life of Abraham**

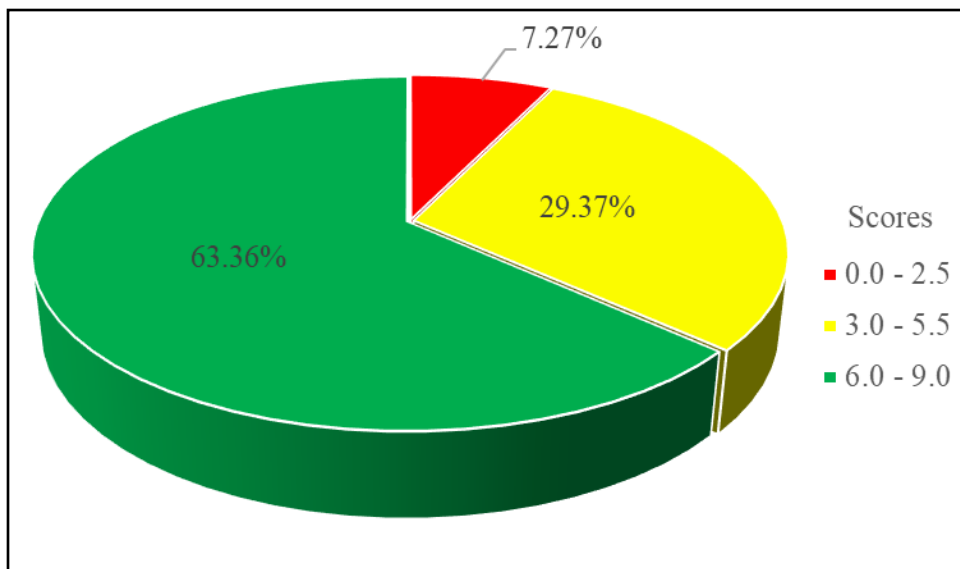
This question was set from the context of separation of Lot from Abram. It had three items, each carrying three (3) marks, making a total of nine (9) marks.

The question asked as follows:

*In Genesis 13:1-18, we read about the separation of Lot from Abram and the promises which God gave to Abram.*

- (a) Briefly explain the difference between a promise and a covenant.*
- (b) What did God promise to give Abram after Lot had left?*
- (c) Why did Lot choose the Jordan Valley?*

This question was compulsory and was answered by 16,100 (100%) candidates who sat for Bible Knowledge paper, of whom 10,200 (63.35%) scored from 6.0 to 9.0 marks regarded as good performance and 4,729 (29.37%) scored from 3.0 to 5.5 marks which is average. The remaining 1,171 (7.27%) candidates scored from 0.0 to 2.5 marks demonstrating weak performance. This analysis is illustrated in Figure 3.



**Figure 3:** *Candidates' Performance on Question 3*

Based on Figure 3, the general performance of candidates was good, because 14,919 (92.73 %) out of 16,100 who answered this question passed by scoring 3.0 marks or above. Moreover, most candidates scored high marks (6.0 marks and above) were 10,200 (63.35%). Of these, 3,194 (19.84%) scored 9.0 out of 9.0 marks allocated for the question. These candidates gave correct responses to all items (a), (b) and (c), which exhibited their ability to understand the requirements of the question. The responses also demonstrated that the candidates had adequate knowledge of the topic of *The Life of Abraham*.

As indicated in Figure 3, the candidates who scored average marks were 4,729 (29.37%). Most of these candidates wrote incomplete responses to almost all items and scored 4.0 or 5.0 marks. In fact, their responses revealed the candidates had knowledge of the subject matter, but were unable to write their responses exhaustively.

Moreover, 1,171 (7.27%) candidates scored low marks ranging from 0.0 to 2.5. Among these, 404 (2.51%) candidates scored 0.0 because they provided incorrect responses to all three items of the question. These candidates demonstrated total lack of knowledge of the topic. The following is the analysis of candidates' responses to question 3.

Item (a) tested candidates' ability to analyse Biblical concepts and themes. The question asked the candidates to explain the difference between a promise and a

covenant. Most of the candidates provided relevant difference between a promise and a covenant which indicates that they were familiar with Biblical concepts and themes. The correct response was that a promise is a written or spoken commitment that one will do what he/she said; while a covenant is an agreement which is sealed between two or more people or parties.

On the other hand, few candidates failed to provide the difference between a promise and a covenant. For example, some of the candidates listed some of the promises to Abram instead of the difference between a promise and a covenant. Others listed some of the covenants in the Bible. For example, they listed the covenant God made with Noah, Abraham, and David. One of the candidates wrote, “the Noah Covenant, the Abraham Covenant, The Moses Covenant, the David Covenant and the New Covenant.” Moreover, there were candidates who listed signs of the covenant such as rainbow and circumcision. This failure is associated with failure to understand the requirements of the question. That is why they listed Biblical concepts and themes instead of explaining the difference between a promise and a covenant.

Item (b) tested candidates’ ability to recall God’s promise to Abram with reference to the story of Abram and Lot in Genesis 13:1-18, especially God’s promise to Abram after Lot had left. An average number of the candidates managed to provide relevant answers to this part of the question. They wrote that God promised to give Abram many descendants like the dust of the earth and to give him and to his descendants more land. One of the candidates wrote, “God promised to Abram that all the land that you see I will give to you and your offspring forever. Your offspring will be like the dust of the earth.” The correct responses from candidates demonstrate that they had adequate knowledge about God’s promise to Abram in accordance with Genesis 13:15-16.

On the contrary, instead of writing God’s promise to Abram after Lot had left, some of the candidates wrote the promises which God gave to Abram when he called him. For example, one of them wrote, “I will make your name great, I will bless those who bless you and curse who curse you.” Another candidate wrote, “Are because Jesus said when the Holy Spirit will be the did God will come to the Abram after the church.” Such responses imply that the candidates were familiar with God’s promise to Abram, but did not know which were specifically connected with the story of Abram and Lot.

Item (c) tested candidates’ ability to remember the story of the separation of Lot from Abram. The candidates were required to give reason as to why did Lot choose



the Jordan Valley. The correct response was that Lot chose the Jordan Valley because of having a good pasture. Most of the candidates managed to provide the relevant reason as to why Lot chose the Jordan Valley. One of them wrote, "...the whole plain of the Jordan was well watered, like the garden of the Lord, like the land of Egypt." Another candidate wrote, "Lot saw that the Jordan Valley was fertile and green." This shows that the candidates were aware of the inter-conflict between the herdsmen of Abram and Lot which led them to separation.

In contrast, there were some candidates who failed to provide the correct reason as to why Lot chose the Jordan Valley. Some of the candidates wrote about the relationship between Lot and Abram instead of giving the reason for Lot to choose the Jordan Valley. For example, one of them wrote, "Abraham is the father of Lot." Another candidate wrote, "Lot and his descendants." This candidate copied from question 1(ii) E as a response to this part of the question. Moreover, some of the candidates wrote about Lot and his family being told by the angel of the Lord that God would destroy the people of Sodom and Gomorrah. For example, one of them wrote, "Because he said that go out of this Valley, because the LORD is about to destroy the city. So take your wife and your two daughters who are here, and go away." These candidates answered the question from a different context. This suggests that the candidates did not understand the question and lacked knowledge about the conflict which led into the separation between Abram and Lot.

As indicated in the analysis of data, the general performance in this question was good as 14,919 (92.73 %) out of 16,100 candidates passed. The analysis of responses shows that 3,194 (19.84%) candidates wrote correct responses to all the three items and scored full 9 marks. The reasons for their good performance include the adequate knowledge of the subject matter and understanding the requirements of the items. Extract 3.1 is a sample of correct responses to question 3.

03.	<p>a) <u>A promise</u>: Something that is kept between two people and is to be fulfilled by either one of them or to be given to either one of them.</p> <p><u>A Covenant</u>: is the agreement established between two people either a master to a servant or a servant to a master regarding a particular issue for example Abrahamic Covenant, Mosaic covenant.</p> <p>b) i&gt; he promised Abram that his descendants will be as many as the stars in the sky.</p> <p>ii&gt; He promised Abram that every land he shall step on shall be his.</p> <p>iii&gt; He promised Abram that he shall be the father of multitude nations.</p> <p>c) - Lot chose the Jordan valley because it was suitable for his herds as it was green and flowing with water, it attracted his sight and found it suitable.</p> <p>- Lot chose the Jordan valley to avoid conflicts with Abram.</p> <p>- Lot chose the Jordan valley because it was near the city of Sodom and Gomorah.</p>	
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**Extract 3.1:** A sample of correct responses to question 3

In extract 3.1, the candidate delivered correct responses to all the three items in question 3.

Despite good performance on this question, 4,729 (29.37%) candidates scored average marks due to insufficient information they provided in response to the items. Most of them answered correctly only item (a), probably because the words “promise” and “covenant” are common in their context. A considerable number of candidates were unable to score enough marks for items (b) and item (c) as they failed to provide the required responses fully. Thus, most of them scored 4.0 or 5.0 marks.

On the other hand, 1,171 (7.27%) candidates scored from 0.0 to 3.0 marks, among whom 404 (2.51%) were not able to provide any relevant points to all the items of the question. The candidates’ responses showed that some of them did not have enough knowledge on the topic of the *Life of Abraham*. Although some of the candidates seemed to have some knowledge about the life of Abraham, their responses were out of context and scored a zero mark. Extract 3.2 is a sample of incorrect responses to question 3.

3a	God to promise Noah and his descendants	
b)	They father of national	
c)	because that man are avoid many community and other this to avoid them solve and other thing to God to provide them to Jesus.	

**Extract 3.2:** A sample of incorrect responses to all items of question 3.

In Extract 3.2, the candidate provided irrelevant points to all the items in question 3.

### 2.2.2 Question 4: Paul’s Missionary Journeys

This question was about the role played by the Holy Spirit with reference to the commission of Paul and Timothy (Acts 16:6-8).

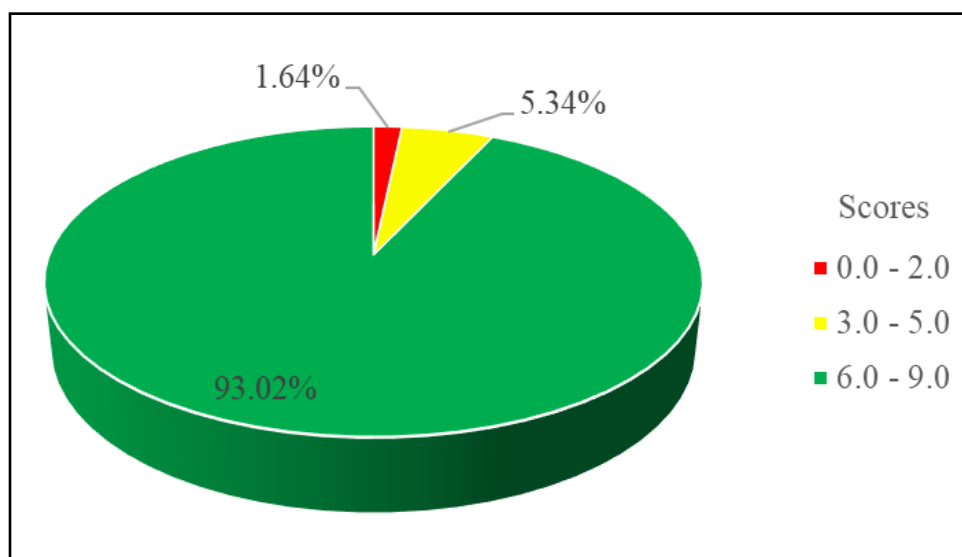
The question stated:

*In Acts 16:6-8, the Holy Spirit played a great role as far as the commission of Paul and Timothy is concerned.*

*(a) How does the Holy Spirit work in the churches today?*

- (b) *What would be the condition of the church if the Holy Spirit would not be working?*
- (c) *As a Christian who is filled with the Holy Spirit, what would you do to evil doers present in your societies?*

The question was compulsory and answered by all 16,100 (100%) candidates of whom, 14,977 (93.02%) scored from 6.0 to 9.0 marks and 859 (5.34%) scored from 3.0 to 5.0 marks. The remaining 264 (1.64%) candidates scored from 0.0 to 2.0 marks as shown in Figure 4.



**Figure 4:** *Candidates' Performance on Question 4*

The general performance was good as 15,836 (98.36%) candidates supplied relevant responses which led to scoring 3.0 to 9.0 marks. Analysis shows that the candidates with high scores (6.0 to 9.0 marks) were 14,977 (93.02%), of which 7,891 (49.01%) answered the question well by writing relevant responses to all the three items. The following is the analysis of candidates' responses to each item of question 4.

Item (a) tested candidates' ability to apply the knowledge of the role of the Holy Spirit to the daily life of the church (Christians). The candidates were expected to give one relevant role from the following: (i) *The Holy Spirit gives strength and power to believers*, (ii) *The Holy Spirit enables the church to perform various miracles like casting out the evil spirits and healing the sick*. (iii) *The Holy Spirit enables the church leaders to be more courageous in preaching the word of God in different places even in dangerous areas*. (iv) *The Holy Spirit enables believers to*

*understand the scriptures accordingly and hence enables them to put scriptures into practice. (v) The Holy Spirit unites the church members together as one body of Christ.* The majority of the candidates delivered the correct role of the Holy Spirit in the Church today showing that they had adequate knowledge and understanding of the role played by the Holy Spirit in the Christian life today.

On the contrary, there were also candidates who were unable to identify the role of the Holy Spirit to Christians today. For example, some of them explained about the Pentecost event while others wrote about the conversion of Saul instead of writing about the role of the Holy Spirit to Christians today. This exhibits that the candidates had inadequate skills in identifying the requirements of the question. Besides, most of them depicted lack of knowledge of how the Holy Spirit works in the churches today.

Item (b) tested candidates' ability to create by predicting the condition of the church if the Holy Spirit would not be working. The candidates were required to provide one relevant point among the following: *(i) The identity and authenticity of the church would be questionable (for the church without the Holy Spirit is not a true church). (ii) Church leaders would not be able to preach well because it is the Holy Spirit that empowers the leaders of the church to preach and teach the gospel. (iii) The Bible could not be understood because it is the Holy Spirit who makes people to understand the word of God.*

Majority of the candidates managed to write the responses as were required by the question. For example, there were other responses such as "if the Holy Spirit would not be working, the church would be powerless, useless, and hopeless." The responses demonstrated that the candidates had sufficient knowledge of the role played by the Holy Spirit to the Church.

In reverse, a few candidates were unable to deliver the required responses. For example, some of them wrote reasons for the Holy Spirit not to work in the church instead of explaining the condition of the church if the Holy Spirit would not be at work. Other candidates wrote about the Pentecost event instead of predicting the condition of the church if the Holy Spirit would not be working. These candidates had inadequate knowledge of the subject matter and failed to understand the requirements of the question.

Item (c) tested candidates' ability to apply the knowledge of the power and functions of the Holy Spirit, namely, what to do to evil doers present in their societies. The

anticipated response was: “I would ask them to abstain from their evil deeds; live the life that demonstrate an example to others; and teach them what God requires of them.” Majority of the candidates wrote relevant points to explain what they would do to the evil doers in the society. One of the candidates wrote, “I will speak honestly to God about that evil so that He gives me way to help. I will ask God to intervene for changing their lives...” Such responses show that the candidates were knowledgeable about the application of the power of the Holy Spirit in the church today.

Further analysis showed that there were few candidates who wrote incorrect answers showing that they had inadequate knowledge of the topic and lacked skills to apply the knowledge about the Holy Spirit in their life. For example, some of the candidates wrote the conditions for the Holy Spirit to work such as prayer, providing sacrifices and fasting instead of stating what they would do to evil doers present in their societies. This implies that the candidates did not understand the requirements of the question.

In general, the analysis shows that the performance of candidates in this question was good as 15,836 (98.36%) out of 16,100 candidates passed by 30 to 100% of the 9.0 marks allocated to this question. Among them, 7,891 (49.01%) scored 9.0 marks as they wrote four correct responses to all the items. These candidates displayed the competences and skills in accordance with the topic of *Paul’s Missionary Journey*, especially the subtopic “Paul’s Second Missionary Journey.” Extract 4.1 is a sample of correct responses to question 4.

4.	(a)	The Holy spirit works in the churches today by: providing divine lessons since he is the divine teacher, by sanctifying people and their souls because he is the agent of sanctification, By salvating people from the bondage of sin since he is the agent of salvation, By enabling people to acquire Holy rebirth through baptism.
	(b)	If the holyspirit would not be working in the church, There would be no divine assistance in Overcoming the power of satan, people would not be able to acquire sanctification and salvation. The church would not move in the way of obedience and respect to GOD as the father and as the our creator. The fear of God would disappear among people.
	(c)	As a christian who is filled with the Holy spirit, I would do the following to the evil doers ; (i) I would give to them biblical teachings, about effects of doing sins and evils. (ii) I would teach them concerning the good morals and appropriate ways of life taught to us by religious leaders and Elders. (iii) I would teach them on how to overcome temptations when they come.

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

In Extract 4.1, the candidate responded correctly to all the three items in question 4. The candidate demonstrated of the knowledge, skills, values and attitudes required for dealing with real life situations.

Although 15,836 (98.36%) candidates passed the question, 859 (5.34%) out of 16,100 candidates had average scores as they failed to deliver exhaustive responses. Most of them scored a full 3 mark in one item but only 2 marks in other two items. This might be attributed to insufficient knowledge of the topic or inability to express their ideas due to lack of English language proficiency.

As analysed previously, although the performance on this question was good, some of the candidates performed poorly. About 264 (1.64%) candidates scored from 0.0 to 2.0 marks, of whom 144 (0.89%) provided incorrect points to all the items (a), (b) and (c) which led them to score a zero mark. Extract 4.2 illustrates this fact.

4. a.	It punished church members who are innocent.
b.	They wanted to control the word in (God's) will by being near the God.
c.	To create many languages.

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

In Extract 4.2, the candidate wrote irrelevant responses to all the three items. For example, in (a) candidate wrote about the Holy Spirit punishing innocent Christians instead of facilitating them. This shows that the candidate had inadequate knowledge of the topic of Paul's Second Missionary Journey. Thus, they failed to demonstrate the anticipated learning outcomes.

### 2.2.3 Question 5: General Introduction: Jewish Institutions and Sects

Question 5 was about the significance of Jewish temple and synagogue. The question had three items and each carried three (3) marks making a total of nine (9) marks.

The question stated:

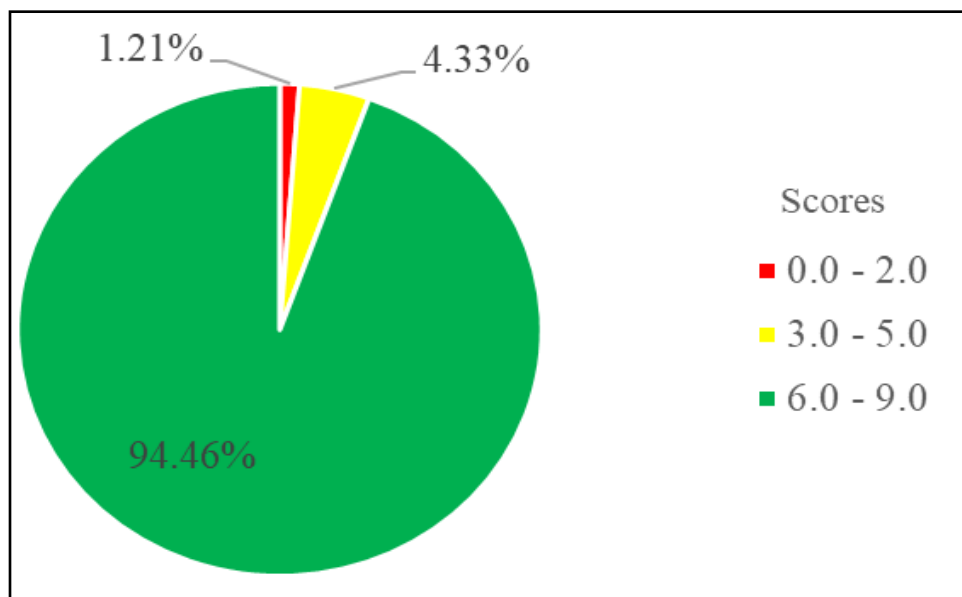
*The main Jewish institutions which existed during Jesus' time are the Temple and Synagogue.*

- (a) *What was the importance of the Synagogue to Jews?*
- (b) *What was the main role of the temple for Jews?*
- (c) *What is the function of churches to Christians today?*

This question was optional and was answered by 14,008 (87.01%) out of 16,100 candidates who sat for the paper. Among them, 13,232 (94.46%) scored from 6.0 to 9.0 marks which is good performance and 607 (4.33%) candidates scored from 3.0 to 5.0 marks regarded as average performance. The remaining 169 ((1.21%) scored



from 0.0 to 3.0 marks which is considered as weak performance. Figure 5 illustrates this data analysis.



**Figure 5:** *Candidates' Performance on Question 5*

The general performance was good because 13,839 (98.79%) out of 14,008 candidates who answered this question passed by scoring 3 marks or above (see also Figure 5). It was noted that 13,232 (94.46%) candidates scored high (6.0-9.0) marks. Among them, 7,450 (46.27%) candidates obtained all 9.0 marks allocated to the question. The candidates' responses demonstrated their competence in the topic by giving relevant points on the importance of the synagogue to Jews, role of the temple to the Jews and the function of the churches to Christians today. The following is the analysis of candidates' responses to each item of question 5.

Item (a) tested candidates' ability to remember the Jewish institutions and sects during Jesus' time. The candidates wrote correct responses among the following: (i) *The Synagogue was a house of prayer, it was a place where Jews used to come together for prayer and worship on Sabbath.* (ii) *The Synagogue also functioned as an agency of social welfare where people would give alms to help the poor and the needy.* (iii) *The Synagogue was also a house of study where children received religious instructions.* (iv) *The Synagogue also had a hall for social functions, for example it was a place where meetings could be held.* (v) *It was a place where items/goods were collected or stored to be used later for charity work.* (vi) *It was used as the community center for the Jews as they used to meet for meals as well as*

*for lodging for those who were travelling and needed a place to stay.* Most of the candidates responded accordingly showing that they had adequate knowledge of the Jewish Institutions and Sects and understood the requirements of the item.

However, there were candidates who demonstrated lack of knowledge and failure to understand the item, which resulted into writing irrelevant responses. For example, some of them wrote the difference between the Pharisees and Sadducees. Others identified the importance of synagogue as people. For example, one of them wrote, “the importance of the Synagogue to Jews is they are people of human rights and humiliation.”

Item (b) tested candidates’ ability to recall the role of the temple to the Jews. The candidates with sufficient knowledge and ability to grasp the requirements of the question answered the item well. They were able to provide the anticipated answers that the temple was the heart of Jewish religious life (the house of God/the house of worship). Crowds of pilgrims went there in Jerusalem for celebrating the great annual festivals and giving sacrifices. The candidates proved to have the capabilities to use the skills imparted to them in classroom for answering the questions.

In contrast, there were few candidates who supplied incorrect responses. For example, one of them wrote, “Do not enter into the temple with slippery shoes.” This candidate responded to the item thinking of temple rules instead of the role of the temple to the Jews. Another candidate wrote, “Role of the temple; (i) To take away their pride. (ii) To create many languages. (iii) To pause them from building the temple.” These responses are in the context of the Tower of Babel showing the reaction of God against the people who were building the tower. Nevertheless, the candidate copied these three points (i, ii, and iii) from question 1 (xv), alternatives E, B and C respectively. This displays that the candidates had inadequate knowledge of role of the temple to the Jews and Jewish Institutions and Sects.

Item (c) tested candidates’ ability to relate the knowledge of the temple and synagogue with the church today. They were required explain the function of the churches to Christians today. The majority of the candidates proved to be knowledgeable about the function of the churches today by writing correct answers to this item. The candidates answered correctly that the churches are houses of prayer, places where Christians offer sacrifices, social welfare and house of study.

On the other hand, few candidates provided irrelevant responses. For example, some of them listed some well-known churches/denominations. For example, they wrote

about Protestant churches, Pentecostal churches and Roman catholic church. These candidates misunderstood the question as asking them about Christian religious institutions in contrast to Jewish institutions and sects. Other candidates wrote some descriptions about the synagogue and the temple during Jesus' time instead of writing about the function of the churches today. This suggests that either the candidates did not understand the requirements of the question or they had inadequate knowledge of the subject matter.

As indicated earlier, the candidates' general performance for this question was good since 13,839 (98.79%) out of 14,008 passed the question. Their responses demonstrated that they had adequate knowledge of the topic of *General Introduction: Jewish Institutions and Sects*. The responses also showed that the candidates had acquired the competences as set in the syllabus, namely, the ability of the candidates to relate the knowledge of the temple and synagogue with the church today. Thus, they were able to use the acquired knowledge to evaluate the relationship between Jewish institutions/sects and the church today. Extract 5.1 is a sample of correct responses to question 5.

5.a	i) The synagogue was a place of learning the word of God. The Jews assembled in the synagogue so as to read and interpret the scriptures, and get the message of God.	
	ii) It was a place for worship. The Jews gathered in the synagogue, learnt the scriptures and worshipped God together.	
	iii) It was a place for prayer. The Jews gathered together and prayed together in the synagogues.	
5.b	i) The temple was a place to offer sacrifices. All the sacrifices needed to be offered to God were made by the Jews at the temple since it was the place where God dwelled.	
	ii) It was a house of prayer. The Jews went to the temple to pray to God since there is where God dwelled as his home place, hence people come closer to God.	
5.c	i) It is a house of prayer. The church is a place of prayer to most of the people since it is a holy and blessed place.	

5.c)	<p>i) The church is a place for learning the word of God. This is because the bible is read at every religious session and interpretation is given to the people.</p> <p>ii) The church is a social hall for religious function. At the church is where most religious functions are done for example mass and contribution of charity to the poor and needy.</p>	
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**Extract 5.1:** A sample of correct responses to question 5

In Extract 5.1, the candidate responded correctly to all the three items of question 5.

On the other hand, the candidates who scored average marks provided insufficient responses to the items. Most of them had difficulties to recall and explain sufficiently the importance of the synagogue to Jews, role of the temple to the Jews and the function of the churches to Christians today. Most of them scored 5 marks for all three items. This implies that they had some knowledge of the Jewish Institutions and Sects, but they failed to deliver the required information fully.

On the contrary, 169 (1.21%) out of 14,008 candidates scored low marks ranging from 0.0 to 3.0. Among them 85 (0.61%) provided incorrect points to all the items which led them to score a zero mark. This shows that such candidates had inadequate knowledge of Jewish Institutions and Sects. Extract 5.2 illustrates this fact.

5		
A.	The churches which to reducing material to the people of the Christians of the sin of the people.	
C.	① The material of worth which the material which to reducing and the churches which the bible to remove of the material and the gap off of the Christians which to reducing to a part of the sin of the people.	

	11) The supply of name of jesus of the countries and another countries because the leaders of the church which to support the name of the christian which to supply of the another countries and another countries of the people to welcome of the apostol of the people.	
B	12) The role of temple of jesus to supply of the name of the jesus. because the synagogues which the support the christian that to go of which to israelites which to commission of the temple to reducing the material of the Pharaoh of the jesus.	

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

In Extract 5.2, the candidates wrote irrelevant points. For instance, the candidate wrote about material removal/reduction, which is difficult to understand what he/she meant.

#### 2.2.4 Question 6: Preparation of Jesus' Ministry.

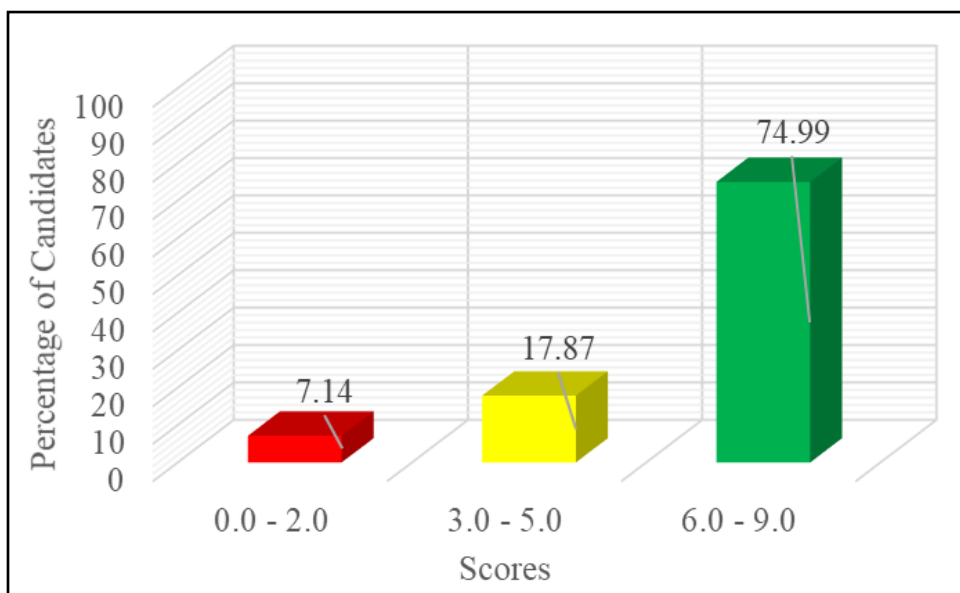
Question 6 was preceded by a scenario followed by three items. Each item had three (3) marks making a total of nine (9) marks.

The question asked as follows:

*After the baptism of Jesus at the River Jordan, the heavens opened and the voice came from heaven saying, "Thou art my beloved son; with thee I am well pleased" (Luke 3:22). With reference to this quotation;*

- What was the importance of the quoted words to people of that time?*
- What did the words from the heavenly voice confirm?*
- Give a brief evaluation of the call and practice of ministers today basing on the heavenly voice.*

This question was optional. The candidates who answered it were 8,132 (50.51%) out of 16,100 candidates who sat for the paper. Among them, 6,098 (74.99%) scored from 6.0 to 9.0 marks, 1,453 (17.87%) from 3.0 to 5.0 marks and 581 (7.14%) scored from 0.0 to 2.0 marks. This analysis is illustrated in Figure 6.



**Figure 6:** *Candidates' Performance on Question 6*

Based on Figure 6, the general performance was good, because 7,551 (92.86%) out of 8,132 candidates who answered the question passed by scoring 3.0 marks or above. Moreover, most candidates (6,098) scored high marks ranging from 6.0 to 9.0. Among the high scorers, 1864 (22.92%) candidates scored 9.0 out of 9.0 marks allocated for the question. The following is the analysis of candidates' responses to each item of question 6.

Item (a) tested candidates' ability to recall the significance of the voice from heaven during Jesus' baptism. A considerable number of candidates demonstrated the competences and skills they acquired from the topic of *Preparation of Jesus' Ministry*. They were able to show the significance of the voice from heaven which said, "*Thou art my beloved son; with thee I am well pleased*" (Luke 3:22). They wrote that the words were important because they introduced Jesus to the multitude to prove his heavenly being as a real son of God and thus, Jesus is God, Jesus is Christ/Messiah. Such responses show that the candidates were familiar with the event of Jesus' baptism at the River Jordan.

Although the performance was good, some candidates depicted lack of knowledge and understanding of the requirements of the item and provided incorrect responses. For example, some of them repeated the quotation from the text as their response. Other candidates described the context of baptism of Jesus instead of explaining the

importance of the quoted words to people of that time. For example, one of them wrote,

When John the Baptist was baptizing people at the River Jordan Jesus went to John to be baptized by him. But John tried to stop Jesus and said, “I need to be baptized by you but do you come to me?” Jesus said to John that, “Let it be done now. We should do what is right.” John agreed and baptized Jesus. After the baptism of Jesus at the River Jordan, the heavens opened and the voice came from heaven saying, “Thou art my beloved son; with thee I am well pleased.”

These responses show that the candidates did not understand the requirements of the question. They did not know the importance of the quotation to the people of that time as they had inadequate knowledge of the subject matter.

Item (b) tested candidates’ ability to recall about the words from the voice. The candidates were required to state what the words from the heavenly voice confirmed. The candidates showed ability to understand the requirements of the question and answered the question accordingly. They correctly wrote that the words confirmed that Jesus was the son of God. Such correct answers confirmed that the candidates had adequate knowledge and understanding of the subject matter.

Contrarily, few candidates supplied irrelevant answers to this item. Some of them described about the mission of John the Baptist instead of describing what the words from the heavenly voice confirmed. For example, one of them wrote,

The words from the heavenly voice confirmed that John the Baptist appeared in the wilderness, preaching a baptism of repentance for the forgiveness of sins. The whole Judean countryside and all the people of Jerusalem went out to him. Confessing their sins, they were baptized by him in the Jordan River.

Another one wrote,

The words were the message of John the Baptist to the people that God’s judgment on the world was imminent and that, to prepare for this judgment, the people should repent their sins, be baptized, and produce appropriate fruits of repentance.

These responses depict that the candidates were familiar the mission of John the Baptist, but they did not understand the requirements of the question. They failed to link item (b) *What did the words from the heavenly voice confirm?* with the quotation, “*Thou art my beloved son; with thee I am well pleased*” (Luke 3:22).

Item (c) tested candidates' skills in evaluating, that is, to use the knowledge of the heavenly voice during Jesus' baptism to evaluate the call of ministers today. The question required the candidate to give a brief evaluation of the call and practice of ministers today basing on the heavenly voice. A considerable number of candidates demonstrated the skills acquired during the teaching and learning process by doing evaluation of the call and practice of ministers today. In their evaluation the candidates wrote points such as (i) the Holy Spirit is still present calling and sending the ministers of the word in various ways. (ii) Ministers of the word are not necessarily introduced to us by a voice from heaven; they are introduced to us through their teachings and by observing their life style. (iii) Some ministers join the ministry of serving God not through the voice but they are attracted by worldly materials. This implies that the candidates were conversant with Jesus' baptism and were able to use it to evaluate the call and practice of the church ministers today.

In contrast, some of the candidates provided a variety of irrelevant responses. For example, one of the candidates wrote, "To the Holy Spirit." Moreover, some of them described about the way ministers of the government are appointed by the president instead of evaluating the call and practice of church ministers today. For instance, one of the candidates wrote, "Ministers of today are appointed by the president of the country like minister of education, science and technology, minister of health and mister of defence." This indicates that the candidates were not aware of the context of the subject matter and the question.

All in all, as depicted by the analysis of data, the general performance of candidates in this question was good as 7,551 (92.86%) out of 8,132 candidates passed the question. Moreover, the analysis of candidates' responses shows those who scored high marks answered the question well. Among them, 1864 (22.92%) candidates scored 9.0 marks as they provided correct responses to all the three items. Extract 6.1 is a sample of correct responses to question 6.



6.	a) The importance of the quoted words was to reveal Jesus Christ as the son of the living GOD. Also, acted as an evidence to John the Baptist that he was baptizing the Messiah. This all reflects to the Glory of GOD to his creation.	
	b) The words from the heavenly voice confirmed that Jesus Christ was the son of the living GOD.	
	c) In our societies today, ministers are called by GOD that they may submit their time and wealth wholly into serving the Lord. Some ministers gladly obey the voice of the Lord and take charge to their call by the help of the holy spirit. In contrary, some ministers claim out excuses to their calling, ignore the voice and act according to their personal claim of decision. As a result, it all ends up into failure and punishment from GOD since GOD is not pleased with such people. We all ought to do GOD's will only and not our own submissiveness.	

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

In Extract 6.1, the candidate correctly responded to all the three items of question 6.

On the other hand, there were 1,453 (17.87%) candidates who scored average marks ranging from 3.0 to 5.0. They wrote responses which showed that the candidates had some knowledge about the topic and understood the requirements of the question, but they did not write exhaustively. Most of them obtained a full mark for item (a) which weighed 3.0 marks, and 1.0 or 2.0 marks from the rest of the items [items (b) and (c)]. Thus they ended up scoring 4 or 5 marks for the whole question.

As shown in Figure 6, the candidates who scored low marks were 581 (7.14%) out of 8,132 who opted for the question. As well, 351 (4.32%) candidates scored 0.0 out of 9.0 marks because they wrote incorrect points throughout their responses. The analysis of the candidates' responses revealed that most of them did not understand the requirements of the question. Others had insufficient knowledge of the event of Jesus' baptism. Extract 6.2 is a sample of incorrect responses to question 6.

6	(a) i) The sign of God Due to the presence of Jesus for baptism in the river Jordan for get good high people in the society that live.	
	ii) The sign of faith for people Due to the many society that are involved for baptism of Jesus and participate fully for listening voice of God for human being	
	iii) The sign of wisdom which involved for chosen the baptism of Jesus and many people are get baptism in the lives for society.	
	B). Because of holy spirit in the human.	
	C). i) for understanding presence of God.	
	ii) for Liberate other peoples.	
	iii) for manager people during prayer.	

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

In Extract 6.2, the candidate wrote about signs which were unclear. For example, in (a) he/she wrote about the sign of God, the sign of faith for people and sign of wisdom. In (b) the candidate wrote a reason instead of describing what the words from the heavenly voice confirmed.

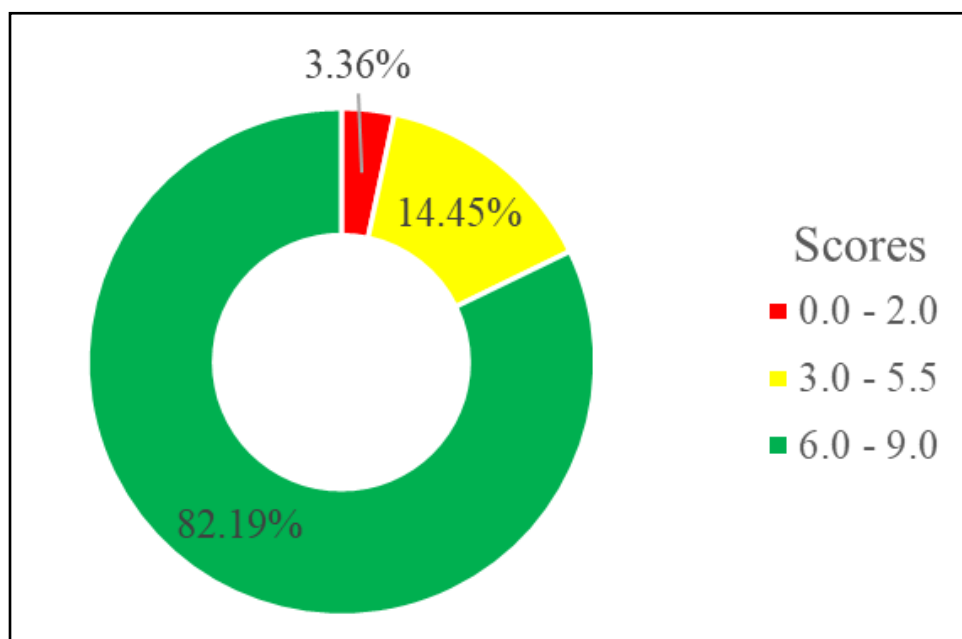
### 2.2.5 Question 7: Jesus' Ministry in Judea

Question 7 began with a text from Matthew 19:23-24 followed by three items weighing three (3) marks each, making a total of nine (9) marks as follows:

*Jesus said to his disciples, "Truly I tell you, it will be hard for a rich person to enter the kingdom of heaven, again I tell you it is easier for a camel to go through the eye of the needle than someone who is rich to enter the kingdom of God" (Matthew 19:23-24).*

- How can wealth prevent a person from entering into heaven? (Give three points).*
- What advice would you give to a rich person so that he may enter the kingdom of heaven? (Give three points).*
- How is it possible for the poor people to enter the kingdom of heaven when compared to the rich people? (Give three points).*

This question was answered by 11,535 (71.65%) out of 16,100 candidates who sat for the paper because it was optional. Among them, 9,481 (82.19%) scored from 6.0 to 9.0 marks 1,667 (14.45%) scored from 3.0 to 5.5 marks and 387 (3.36%) scored from 0.0 to 2.0 marks. This analysis is shown in Figure 7.



**Figure 7:** *Candidates' Performance on Question 7*

As shown in Figure 7, the general performance was good since 11,148 (96.64%) out of 11,535 candidates who answered this question passed by scoring 30 to 100 per cent of the 9.0 marks allocated to the question. The analysis shows that the candidates with higher performance scored from 6.0 to 9.0 marks because they responded in accordance with the requirements of the question.

Item (a) tested candidates' understanding on how wealth can prevent a person from entering into heaven. Most of the candidates provided relevant points to explain how wealth can be an obstacle to enter into heaven. The correct responses were such as wealth can prevent a person from entering into heaven if it is acquired through illegal means, used in exploiting others, makes rich people think God has no place in their life. This shows that the candidates had adequate knowledge and understanding of the subject matter.

On the contrary, there were few candidates who wrote what rich people should do in order to inherit the kingdom of God such as helping the poor instead of describing

how wealth can prevent a person from entering into heaven. Others wrote about faithfulness, which is the reverse of the task. For example, one of them wrote,

A person should be a faithful: Hence I can say that if a person entering into heaven he/she it should be faithful because God love a person who is faithful.  
(ii) Faith: I can say that God love a person with the faith because faith is good view of God and all human being so that a person who is entering into heaven it should be a faith...

Other candidates wrote the commandments of God instead of describing how wealth can prevent a person from entering into heaven. For example, one of them wrote, (i) You shall not have on other gods before GOD. (ii) You shall not embrace the spirit of false gods. (iii) You shall not mention the names of the idols.” Such responses depict that the candidates did not understand the requirement of the question and had inadequate knowledge of Jesus’ teaching on earthly wealth.

Item (b) tested candidates’ skills in creating by providing an advice that the candidates would give to rich people so as to inherit the kingdom of God. The correct responses given by candidates include (i) to advice the rich people to observe God’s commandments. (ii) to advise them to love God with whole hearts, mind, soul and strength. (iii) to advise the rich to use his wealth in helping the needy like poor people, widows and street children. The responses reflected the candidates’ understanding and adherence to the requirements of the question. This implies that they had adequate knowledge of Jesus’ teaching about Christians and material wealth.

On the other hand, there were some candidates who failed by writing irrelevant responses. For example, instead of providing advice to rich people to enter into the kingdom of God, one of them wrote,

(i) It helps some people to in the society. For example the people who sick can help somethings which they want. (ii) It helps to solve some problems. Through that they some problems which faced the people in the country (iii) It helps to be honest. Through have some people who are living in the society are honest to say something which is bad or good they seen him.”

Some of them wrote about social evils done by rich people to other people. This indicates that the candidates had inadequate knowledge and did not understand the requirements of the question.

Item (c) tested candidates' ability to relate Jesus' teaching on material wealth with the current context, that is, the skills in analysing. The candidates were asked, "How is it possible for the poor people to enter the kingdom of heaven but not the rich people? (Give three points)." The correct responses were: (i) *It is easier for the poor to surrender to God than the rich people.* (ii) *Poor people seek true security and protection to God while riches give false sense of security and can make one proud and arrogant.* (iii) *Poor people have room for God compared to the rich people whose riches can absorb their energies so that there is no room for God. They may exploit others and accumulate wealth to the extent that they find no room for God.* The candidates' correct responses suggest that they were conversant with teachings of Jesus on the dangers of material wealth.

In contrast, few candidates were not able to show the possibility for the poor people to enter the kingdom of God compared to the rich. For instance, one of the candidates wrote,

(i) Separation from the family where by the people which cause some family to separate in the society which is not good. Early marriage. Also early marriage through that can cause some girls and women to live have the perganace which can cause death. Can cause stress. Also are the some people which can live have the stress because they not able about God."

This implies that the candidates had inadequate skills to relate the teachings of Jesus on the danger of material possessions with present context.

In general, the performance of candidates on this question was good since 9,481 (82.19%) out of 11,535 candidates scored high marks ranging from 6.0 to 9.0. Among them, 37.53 per cent scored 9.0 marks as they provided correct responses to all the items. The candidates demonstrated the skills they acquired concerning Jesus' teachings on the danger of material wealth. Extract 7.1 shows a sample of correct responses to question 7.

70	(i) Wealth can prevent a person from entering into heaven because <del>she</del> he uses his/her <del>no</del> wealth to satisfy his needs only and not ready to give out to the needy in the society	
	(ii) Again wealth can prevent a person from entering into heaven because <del>he</del> he spends most of his time in earthly <del>uses</del> and not even to give a little time to praise God.	
	(iii) Also wealth can prevent a person from entering into heaven because it is too difficult for him to give what he has to a person who has got nothing	
do	(i) I would advice him to give some of his richness to the poor, the sick people, orphans and those who are in need so as to enter the kingdom of heaven	
	(ii) I would also advice him to spend some of his time to pray and praise God for he is the one who blesses him with what he has so as to enter the kingdom of heaven	
	(iii) I would advice him to use some of his richness/wealth to spend it in religious matters more especially in giving out church	

7b.	(i) contributions for its development so as to enter the kingdom of heaven.
(c)	(i) The poor people spend most of their time in worshipping and praying to God than the rich people. Hence it becomes possible for them to enter the kingdom of heaven.
	(ii) The poor people are always thankful with whatever they receive or have and so they give always thanks to God than the rich people. Hence it becomes possible for them to enter the kingdom of heaven.
	(iii) The poor people are always humble and patient since they understand that everything comes from God and so they have to be patient so as to receive what God has planned for them. Hence it becomes possible for them to enter the kingdom of heaven.

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

In Extract 7.1, the candidate responded correctly to all the items of question 7.

Although most of the candidates (82.19%) scored high marks, 1,667 (14.45%) out of 11,535 candidates had average scores as they failed to provide exhaustive responses. Most of them scored full 3 marks in item (a), but only 1 or 2 marks for items (b) and (c). Thus, most of them scored 4 or 5 marks out of 9. This might be attributed to candidates' insufficient knowledge of the topic or their inability to express their ideas due to poor English language proficiency.

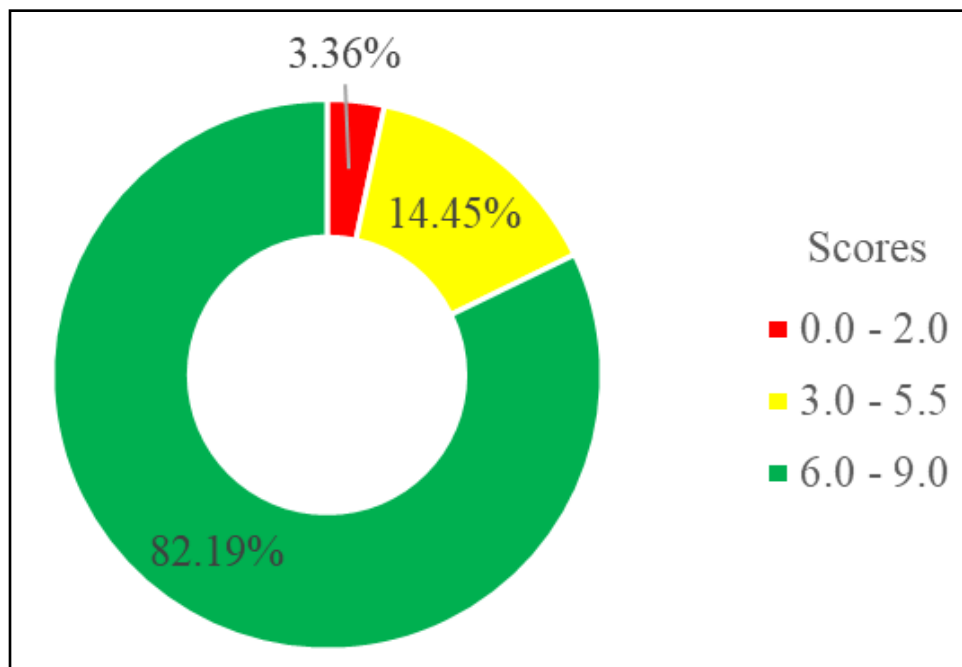
As shown in the analysis of data, 387 (3.36%) candidates scored low marks ranging from 0.0 to 2.0. Among them, 187 (1.16%) candidates provided incorrect points to all the items which led them to score a zero mark. Their responses are represented by Extract 7.2.





(c) *Why do you consider Peter's answer to be important to the church today?*

This question was optional and was answered by 3,595 (22.33%) out of 16,100 candidates who sat for the paper. Analysis shows that 2,776 (77.22%) out of 3,595 candidates scored from 6.0 to 9.0 marks, 663 (18.44%) scored from 3.0 to 5.0 marks and 156 (4.34%) scored from 0.0 to 2.0 marks. Figure 8 illustrates this analysis.



**Figure 8:** *Candidates' Performance on Question 8*

As shown in Figure 8, the general performance on this question was good as 3,439 (95.66%) candidates passed this question by scoring 30 to 100 per cent of the total marks allocated to the question. The candidates who performed well were 77.22 per cent. Among them, 66 (1.84%) candidates managed to score full 9.0 marks. These candidates performed well because they provided relevant points as the question demanded. The following is the analysis of candidates' responses to each item on question 8.

Item (a) tested candidates' ability to remember about Peter's answer to Jesus' question about who men said that He was. The candidates who performed well supplied correct responses that Peter's answer to Jesus was, "You are the Christ and the son of God." Others wrote, "The Messiah of God." Other candidates wrote, "You are the Messiah or the Christ." These responses confirm that the candidates

had adequate knowledge of the events at Caesarea Philippi, especially Peter's answer to Jesus' question.

Contrariwise, some of the candidates delivered incorrect responses. For example, instead of describing Peter's answer to Jesus, some of the candidates described who Peter was. One of them wrote, "Peter was a disciple of Jesus. He was a fisherman before following Jesus." Others described the miraculous deed of walking on water. This shows that such candidates did not understand the requirement of the question and had inadequate knowledge of Peter's Confession to Jesus at Caesarea Philippi.

Item (b) tested candidates' ability to understand the major reason for the charge to his disciples not to tell anyone who he was. The correct reason was that the people might misconceive Jesus' identity. Jesus did not like people to follow him simply because of his popularity or his miracles but he wanted people to follow him because of his words which should be received through their faith.

On the contrary, instead of writing about Peter's answer to Jesus' question about who men said that He was, one of the candidates wrote,

Peter the people which love the Jesus which to using the Philippi and the leader of the Caesarea of the Philippi. Peter support enjil of the money countries which the Peter which the leader of the Caesarea which the injil to supply of the Philippi he asked to disciple about the people of the men.

Another candidate wrote, "He was a student of Jesus to avoid behaviour of Jesus that was good behaviour." These responses indicate that the candidates had insufficient knowledge of the topic and did not understand the requirements of the question.

Item (c) tested candidates' ability to apply knowledge. That is, to relate Peter's Confession that Jesus is Christ the Son of God to the contemporary church. The candidates were asked, "Why do you consider Peter's answer to be important to the church today?" Most of the candidates were able to provide the required response indicating that they were familiar with the subject matter. The correct response was that Peter's confession about Christ is the foundation of Christian Faith. That is to say, candidates should be able to appreciate the confession of Peter as the foundation of their faith.

In contrast, some candidates were not able to provide the required answer. For example, some of them wrote about the fruit of the Holy Spirit such as peace, love and harmony, which is out of context (ideas from Galatians 5:22-26). Other

candidates wrote about Peter denying Jesus three times which is in the topic about Jesus' passion, death and resurrection, recorded in Matthew 26:69-75. It might be that the candidates misconceived the word "confession" as synonymous to "denial." Thus, the failure might be attributed to candidates' inadequate knowledge about Peters' confession or to misconception of the requirements of the question.

As depicted in the analysis of data and candidates' responses, the general performance on this question was good. The candidates had good English language command which enabled them to express their points well. Thus, it can be concluded that the candidates were competent in the subject matter (Peter's Confession) and understood the demands of the question. Extract 8.1 shows a sample of correct responses to question 8.

8.	(a) - Peter answered Jesus that "You are christ, son of the living God."	
	His answer was different, because he was filled with the Holy spirit to talk about who is Jesus christ. And also the answer that he gave was completely true.	
	(b) - Jesus charged all his disciples not to tell anyone who he was, because it was not yet time for him to reveal himself as the son of God. Also he wanted people to	
8.	(c) have full faith in him without knowing him as the son of God.	
	(d) - Peter's answer is important to the church today because:-	
	i) It gives faith to the christians, that Jesus christ is the true son of God and God himself.	
	ii) It assures the christians that Jesus is a messiah.	
	iii) It helps the christians to live as the way Jesus christ lived, so as they can inherit the kingdom of heaven.	

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

In Extract 8.1, the candidate responded correctly to all items in question 8.

On the other hand, 663 (18.44%) candidates who performed averagely had responses that merited 3.0 or 5.0 marks. Among them, some provided correct responses to one

of the items and incorrect responses to others. Other candidates provided half-done responses to all three items (a), (b) and (c).

Moreover, 156 (4.34%) candidates performed poorly and scored 0.0 to 2.0 marks. In addition, 66 (1.84%) scored a zero mark as they provided irrelevant responses to all the items. Extract 8.2 shows a sample of incorrect responses to question 8.

8a) Peter was because Peter the studies of God their confidence was respect and peace and love the God people their promise of God church christians	1
8b) i) Respect Through Peter respect men people promise God church relationship between movement and country marriage	1
ii) bad behaviour Through behaviour the which acceptable was society that people movement development country	1
8c) i) They had thing in common Through common government transport and communication church of development country movement people church	1
ii) It help to confidence. means that confidence generation people their God common people development through development church people God	1
iii) They lived together. Through their Together through movement spirit relationship of between marriage	1
iv) Lack of food means that food agriculture watering and transport communication country	1

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

In Extract 8.2, the candidate wrote about the characteristics of the early church.

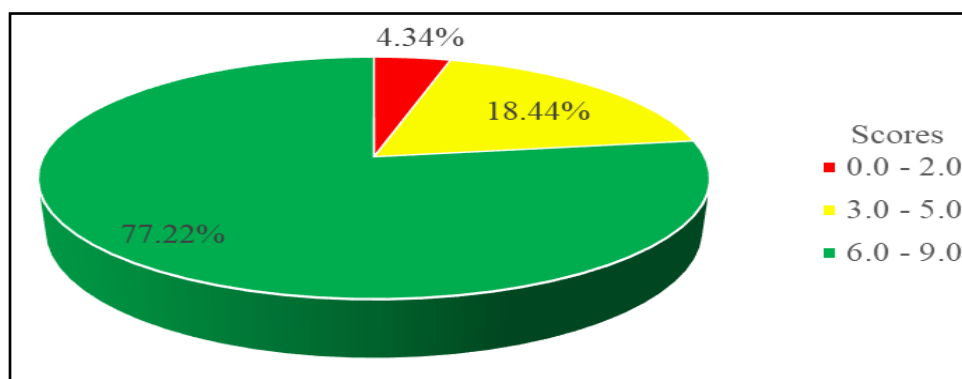
### 2.2.7 Question 9: Jesus in Jerusalem

Question 9 was set basing on Jesus' weeping as he was entering into Jerusalem. It had three items (a), (b) and (c), each carrying three (3) marks, making a total of nine (9) marks as follows:

*“And when he drew near and saw the city (Jerusalem) he wept over it...” (Luke 19:41).*

- (a) *What do you think was the reason for Jesus to weep for Jerusalem?*
- (b) *In what situation do you think Jesus would weep for the people of Tanzania today? Give three points.*
- (c) *What would you tell the people of Tanzania for whom Jesus would weep?*

The question was optional and was answered by 4,046 (25.13%) candidates, of whom 2,374 (58.68%) scored from 6.0 to 9.0 marks and 1,139 (28.15%) scored from 3.0 to 5.0 marks. The remaining 533 (13.17%) candidates scored from 0.0 to 2.0 marks as illustrated in Figure 9.



**Figure 9:** *Candidates' Performance on Question 9*

As shown in Figure 9, the general performance on this question was good as 3,513 (86.83%) candidates passed by scoring from 30 to 100 per cent of the total 9.0 marks allocated to this question. The candidates who performed well were 2,374 (58.68%). Among them, 317 (1.97%) per cent managed to score full 9.0 marks because they provided relevant points. The following is the analysis of candidates' responses to each item on question 9.

Item (a) tested candidates' ability to understand the topic of *Jesus in Jerusalem* referring to Jesus' weeping for the city (Luke 19:41). The candidates were asked to explain as to why Jesus wept for Jerusalem. The correct response was that Jesus

wept for Jerusalem because of unbelief of her natives. Jerusalem was a city whose people rejected and killed the prophets. Likewise, Jesus was going to be killed by the Jews in the same city. In general, most of the candidates' responses were relevant to the reason as to why Jesus wept for Jerusalem. This an indication that the candidates had adequate knowledge and understanding of the subject matter.

In reverse, there were candidates who failed to give the reason for Jesus to weep for Jerusalem. The candidates wrote a variety of incorrect responses. For example, one of the candidates wrote, "Jesus wept because he was filled with the power of the Holy Spirit." Another candidate wrote,

The reason is Jerusalem is the city which is Jesus weep. Jesus weep Jerusalem because is a safe city also is a peace city people love each other and worship only God who created them. That is why Jesus weep Jerusalem.

The incorrect responses imply that the candidates had inadequate knowledge of the subject matter and lacked ability to understand the requirements of the question.

Item (b) tested candidates' ability to apply the knowledge and skills acquired in the classroom to their own context as Tanzanians. They were to evaluate what caused Jesus to weep for Jerusalem reflecting it to the people of Tanzania today. The candidates with good performance wrote correct responses to this item. They wrote that some of the people of Tanzania today reject the word of God, they abuse the messengers of God and use the gospel for personal gain or interest. Moreover, some do not love each other, practising witchcraft and exploiting their fellow members. Additionally, other people engage in social vices like homosexuality, abortion and adultery. This depicts that the candidates understood the requirements of the item and had adequate knowledge of the subject matter.

Equally, there were some candidates who exhibited lack of knowledge and failure to understand the requirements of the question. Thus, they provided wrong responses. For example, instead of explaining about the situation (evil deeds) to which Jesus would weep for Tanzania today, some of them wrote that Jesus would weep for Tanzania because of environmental factors such as floods and storms, drought and earthquakes. Others wrote that the things that would make Jesus weep for Tanzanians today include prayers, obeying God's commandments and fasting.

Item (c) tested candidates' ability to use Luke 19:41 to give a message for the people of Tanzania for whom Jesus would weep. The required response was that people should take the word of God seriously by accepting the gospel and live according to

the teachings given to them through God's messengers. An average number of the candidates provided relevant answers which show that they had adequate knowledge and understanding of the topic and they adhered to the demands of the question.

On the contrary, some of the candidates showed lack of knowledge of the topic of *Jesus in Jerusalem* and delivered incorrect answers. For example, one of the candidates wrote, "Jesus weep people who love him. Jesus weep people who believe on him and not believe in evil spirit. Jesus weep people who talk truth. Jesus weep people who love and respect their parents." Some other responses included telling them words of comfort and telling them not to weep like the people of this world. This demonstrates that the candidates were not conversant with the story/event and did not understand the requirements of the question.

The analysis shows that the general performance of candidates on this question was good as 2,374 (58.68%) out of 4,046 candidates scored from 6.0 to 9.0 marks. Among them, 317 (1.97%) candidates scored full 9 marks as they provided correct responses to all the items. This shows that they had adequate knowledge of subject matter. Extract 9.1 is a sample of correct responses to question 9.

9 a.	Reasons to weep over Jerusalem:	
	i) Jesus knew that in Jerusalem there was unbelief. As He drew near, He felt sad because He knew that Jews did not know or believe that He was God's son or the Messiah.	
	ii) Jerusalem was a city that was famous and prominent in persecuting prophets so Jesus wept over it because its sin was great.	
	iii) Jerusalem was to be destroyed and Jesus knew this fate so he wept over it for He knew it would be damaged and never rebuilt.	
b	Why would Jesus weep for Tanzanians?	
	i) When the people of Tanzania → Tanzanians have become too sinful that they do not follow God's commandments they don't love one another nor do they do charity works.	
	ii) When Tanzanians become persecutors of ministers of God and do not follow religious doctrines.	

9b	iii, When Tanzanians are to be destroyed due to some factors and Jesus knows that, He would weep so as to feel sorry for Tanzanians.	
c	Advice to the Tanzanians:	
	i) To stop persecuting church ministers and ministers of God and to start following religious teachings.	
	ii) To repent their sins and live a healthy life by following God's commandments, loving one another and doing charitable works.	
	iii) To pray to God for deliverance of the country not to be destroyed but to be restored and peaceful.	

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

In Extract 9.1, the candidate responded correctly to all the items in question 9.

As indicated in Figure 9, 1,139 (28.15%) candidates scored average marks ranging from 3.0 to 5.0 marks. Among them, 306 (7.57%) scored 3.0 marks while 581 (14.36%) scored 5.0 marks. These candidates provided unfinished responses to almost all the three items. This implies that the candidates had knowledge of the topic but failed to write the response exhaustively.

On the contrary, 533 (13.17%) candidates scored from 0.0 to 2.0 marks, of whom 307 (7.59%) wrote incorrect answers to all the items. This led them to score a zero mark. Their responses showed that the candidates had inadequate knowledge about Jesus' weeping for the people of Jerusalem as he entered the city. They also did not understand the requirements of the question. Extract 9.2 shows a sample of incorrect responses to question 9.



9.	(a) - Jesus wept to weep for the Jerusalem. Because it was the good city and shines and also people who are faithful they can enter in Jerusalem through having good behaviour.	
	(b) (i) By blessing them. - God can weep people of Tanzania by blessing them as they they respect God.	
9	(b) (ii) By listening their problem. - God can weep people of Tanzania today by listening their problem that they beg to God.	
	(c) (i) By forgiving them - God can weep people of Tanzania by forgiving them according to their sin of people	
	(c) - Jesus would weep people who are faithful and those who respect the word of God as people of Jerusalem done.	

**Extract 9.2:** A sample of incorrect responses to question 9

In Extract 9.2, the candidate wrote that Jesus wept because the people of Jerusalem were faithful people and that today he would weep by blessing them.

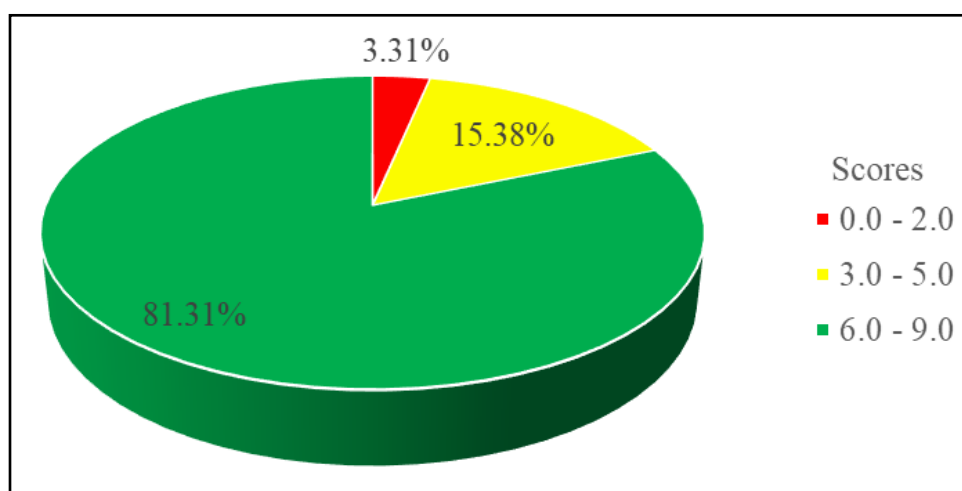
### 2.2.8 Question 10: The Death and Resurrection of Jesus

Question 10 focused on the Last Supper prepared by apostles for Jesus to eat the Passover meal (Matthew 26:17-25). The question had three items (a), (b) and (c). Each item carried three (3) marks making a total of nine (9) marks. The question asked as follows:

*The Last Supper was a meal prepared by the Apostles for Jesus to eat the Passover meal. During this meal Jesus prayed, gave thanks and made a covenant with them (Mathew 26:17-25).*

- (a) How is the idea of family unity shown in the Lord's Supper?*
- (b) What is the significance of placing Jesus at the centre of our life?*
- (c) Show how communal meals help to bring harmony in your community.*

The question was optional and it was answered by 6,984 (43.38%) the candidates, of whom 5,679 (81.31%) scored from 6.0 to 9.0 marks and 1,074 (15.38%) candidates scored from 3.0 to 5.0 marks. The remaining 231 (3.31%) candidates scored from 0.0 to 2.0 marks as shown in Figure 10.



**Figure 10:** *Candidates' Performance on Question 10*

In general, the performance was good because 6,753 (81.31%) out of 6,984 candidates who answered this question passed by scoring from 30 to 100 per cent of the total 9.0 marks. The candidates with high marks (6.0-9.0 marks) were 5,679 whereby 1,707 (10.60%) scored full 9.0 marks because they responded in accordance with the requirements of the question. The following is the analysis of candidates' responses to each item on question 10.

Item (a) tested candidates' ability to relate the celebration of Lord's Supper with the idea of family unity. An average number of the candidates provided relevant answers demonstrating adequate knowledge and understanding of the subject matter. The candidates who performed well explained correctly how the idea of family unity is shown in the Lord's Supper. They wrote that the idea of family is shown by Jesus sitting together with his disciples, eating the Passover meal by sharing the bread and

wine in celebrating the Lord's Supper. Additionally, the candidates wrote that Christians are responding to the command by Jesus, "Do this in remembrance of me." The one bread and cup that Christians share unite them as one body of Christ.

On the contrary, other candidates failed by writing incorrect responses. For example, instead of showing how the idea of family unity is shown in the Lord's Supper, some of them explained about the Jesus' death. In this case, one of the candidates wrote, "Jesus Christ our Lord died on the cross because of our sins. Jesus was crucified on the cross and died but after three days he rose up." Others defined what family or family unity is all about. For example, one of them wrote, "A family is a group of two or more persons related by birth or marriage unity, who live together. Such related persons are known as members of one family." This shows that the candidates did not understand the task of the question. It seems that they did not read the item carefully and did not understand that the words *Lord's Supper* were the important key in answering the question.

Item (b) tested candidates' ability to apply the idea of placing Jesus at the centre of our life focusing on the Lord's Supper. The candidates were asked, "What is the significance of placing Jesus at the centre of our life?" A considerable number of the candidates wrote the required responses demonstrating their ability to apply the knowledge about the Lord's Supper to family unity today. They recognised that it is important to have Jesus at the core of our life. Jesus is the fountain of love, hope and faith. Without him nothing can be achieved.

Conversely, some of the candidates wrote various incorrect answers. Instead of the significance of placing Jesus at the centre of our life, some of them wrote about the life of Jesus with his disciples. For example, one of the candidates wrote, "Jesus came to the world and lived with his twelve disciples and lived and worked together with them until his death." Another candidate wrote, "To make a control the world in God's will by being near God." This incorrect response was taken from one of the distracters in question 1(vii)(B). There was a candidate who wrote only one word (noun), "GOD". This suggests that they were not able to relate the Lord's Supper with the current situation.

Item (c) tested candidates' ability to develop the idea showing how communal meals bring harmony in our community. Most of the candidates were able to show in what way communal meals help to bring harmony in our community. The correct responses were such as (i) when eating together, a word may be said to remind children how they ought to live well in the future. (ii) Communal meals may give

chance to family members to share different opinions and ideals for the wellbeing of the family. (iii) Communal meals may give chance for reconciliation where there is misunderstanding. The candidates' good responses to this item connotes that the candidates had adequate knowledge and understanding of the Biblical concepts and themes.

On the other hand, few candidates wrote incorrect answers. For example, instead of showing how communal meals bring harmony in our community, one of the candidates wrote, "Increase of production, blessing of God to people of Israel. It help to provided the community of asie." Another one wrote, "Avoiding exposure to unsafe environments such as dark places and bushes." This response was a copy and paste from question 1(ix)(C). Other candidates wrote about the community of the early church according to Acts of the Apostles. This shows that the candidates did not understand the task of the question as they had inadequate knowledge and understanding of the topic of *The Death and Resurrection of Jesus*.

All in all, the analysis shows that the general performance of candidates on this question was good as 6,753 (81.31%) out of 6,984 candidates scored from 6.0 to 9.0 marks. Among them, 1,707 (10.60%) candidates scored 9.0 marks as they wrote correct responses to all the items. The responses demonstrated that the candidates had adequate knowledge of topic of *The Death and Resurrection of Jesus*. Extract 10.1 shows a sample of correct responses to question 10.

10. a) The idea of family unity in the Lord's Supper is shown where all apostles are there at the table and Jesus their Lord is with them, so they are eating together the meal that they have together without separation among them. So through that reveals that family should unite as Lord Jesus did with His apostles at the table during the last supper in which he encouraged them to unite together as a family as he won't be there.
- b) The significance of placing Jesus at the centre of our life is that, Jesus will guide all that we do and we shall be with Him and He shall be with us throughout our difficulties, and all obstacles that we shall face, but also we shall be with Him and He shall be with us in our joy and happiness moments in our life so Jesus will be our servant in all our activities that we do.
- c) Communal meals help to bring harmony in our community, because through communal meals will unite all the members together as they feel the sweetness of the meal at the table and through communal meals the problems that faces people can be well solve and with that it is where the people will be harmonized with peace, love, joy and all the happiness which facilitates efficiency in community works.

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

Extract 10.1 shows a sample of the responses of the candidate who managed to provide relevant points to all three items. This means that the candidate was knowledgeable about the Last Supper and its significance to our communal life today.

Moreover, 1,074 (15.38%) out of 6,984 candidates scored 3.0 to 5.0 marks because most of them supplied incomplete responses to some of the items. Some of them wrote only few correct responses leading them to score average marks. These candidates had some knowledge, but were not capable enough to provide the required responses fully.

Contrariwise, 231 (3.31%) candidates scored below average, and 72 (1.03%) candidates got a zero mark because they delivered wrong responses to all the items. This shows that the candidates had inadequate knowledge about Jesus' celebration of the Lord's Supper. Extract 10.2 is a sample of incorrect responses to question 10.

10.	ay God	
	by Jerusalem Bethchem	
	by taking Stones as a weapon so as to	
	defend when attacked by men and	
	avoiding exposure to unsafe environments	
	such as dark places and bushes.	

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

In Extract 10.2, the candidate wrote about such names as God, Jerusalem and environmental issues.

## 2.3 SECTION C: Essay Questions

The significance of essay questions is to examine candidates' writing skills, language proficiency and application of knowledge acquired in the classroom after four years of study. Candidates' performance displays the progress in their cognitive ability to apply, analyse, evaluate, create, criticise and organise different issues in human life.

Section C consisted of three essay questions including question 11, 12 and 13. The candidates were required to answer any two questions from this section. Each question carried fifteen (15) marks making a total of 30 marks.

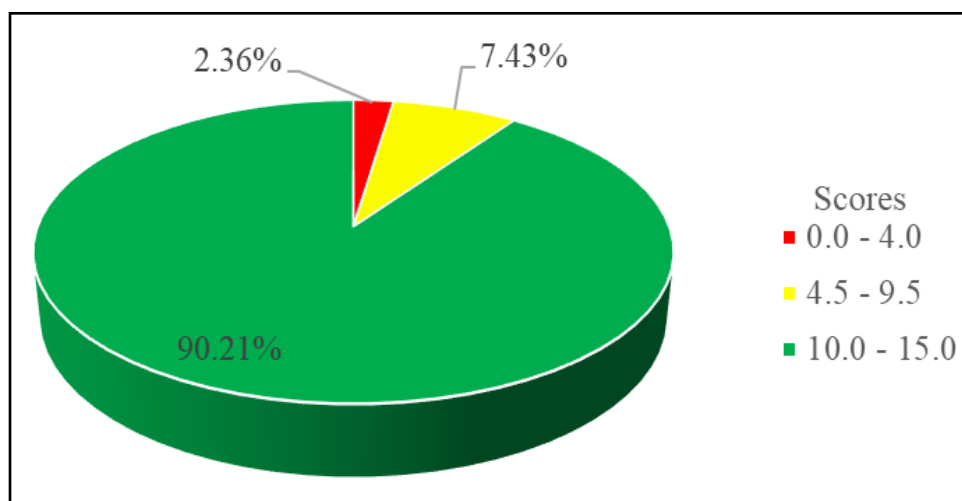
### 2.3.1 Question 11: The Fall of Man and its Outcomes.

This question tested candidates' ability to apply the knowledge and skills acquired from the story of the Tower of Babel focusing on the contribution of communication to socio-economic development in the society.

The question asked as follows:

*From the story of the Tower of Babel recorded in Genesis 11:1-9, effective communication played a great role in the fulfillment of the people's desire. Unfortunately, its destruction had a major consequence that exists to date. Explain the contribution of communication to socio-economic development in the country by giving four points.*

The question was optional and was answered by 15,788 (98.06%) out of 16,100 candidates who sat for Bible Knowledge. Among 15,788 candidates, 14,242 (90.21%) scored from 10.0 to 15.0 marks and 1,173 (7.43%) scored from 4.5 to 9.5 marks. The remaining 373 (2.36%) candidates scored from 0.0 to 4.0 marks as illustrated in Figure 11.



**Figure 11:** *Candidates' Performance on Question 11*

The data analysis and Figure 11 reveal that the candidates' performance on this question was good. About 15,415 (97.64%) out of 15,788 candidates who answered the question scored average marks and above. This is 30 to 100 per cent of 15.0 marks allocated to the question. Besides, 1,344 (8.51%) scored full 15.0 marks as they wrote relevant points to explain the contribution of communication system to socio-economic development in the country.

The correct answers were as follows: (i) Trade which involves buying and selling requires effective communication. (ii) Communication simplifies work because the passing of instructions from one person to another becomes easy when people are able to communicate properly. (iii) Communication unifies people in the sense of togetherness which is necessary not only to be able to do economic activities, but

also to plan and communicate their ideas on the proper maintenance of their social affairs. (iii) Communication creates peace and harmony in the society. Lack of this brings quarrelling and confrontation situation that will disturb or completely destroy even the little development attained in society. (iv) Communication motivates people because all the people are well informed about what has to be done, and facilitates decision making as all people are able to provide information. (v) Communication builds strong relationship among community members, mutual understanding, thus positive development and improvement in the quality of life.

The candidates' responses indicate that they had acquired the required competences with regard to the topic of *The Fall of Man and its Outcomes*. Especially, they were conversant with the event of the construction of the Tower of Babel whose success was facilitated by language. Moreover, they had good essay writing skills by providing introduction, main body and conclusion. The candidates exhibited ability to arrange their work properly and to express their points in good English language due to mastery of English language. Extract 11.1 shows a sample of correct responses to Question 11.

11.	<p>Communication is a way people use as a skill on how to communicate or to share knowledge, good, goal, moods, and others of the similar reflection. Effective communication is the conversation made between the people properly. The following are the contribution of communication to the socio-economic development in the country.</p> <p>It leads to easy accomplishment of any tasks. The socio-economic activities are being conducted due to presence of communication which help them to know what to do for a certain day, and what not to do by sharing words and hence socio-economic development.</p> <p>It aids at easy transfer of knowledge from one generation to another. Through communication knowledge about socio-economic development is taught and hence make social and economic activities to develop.</p>	
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	communication promotes unity and cooperation	
	Also due communication presence many people	
	have sense of working collaborately and hence	
	making many socio-cultural activities to develop	
	day to day due to presence of cooperation and	
	unity among the people.	
	communication promotes peace and harmony	
	among the society members. Due to presence of	
	peace and harmony which creates conducive environment	
	to working. And hence due to such good conducive	
	environment economic and social activities has been	
	developed and hence socio-economic development.	
	Generally. Despite all the importance of	
	communication in our daily life sometimes when	
11.	communication is used in badly way and manner	
	it may results into misunderstanding among the	
	members of the society and hence underdevelopment	
	of socio-economic activities.	

**Extract 11.1:** A sample of correct response to question 11

In Extract 11.1, the candidate delivered relevant points to explain the contribution of communication system to socio-economic development in the country. The candidate adhered to the rules for essay writing.

Likewise, as indicated in Figure 11, there were 1,173 (7.43%) candidates who scored average marks ranging from 4.5 to 9.5. Those candidates provided the required points without details, leading them to average scores. In general, they demonstrated that they had knowledge of the subject matter and understood the question but they failed to express their points clearly. Besides, they failed to observe the rules for essay writing. Together with writing incomplete points some of the candidates' responses lacked introduction and conclusion.

On the other hand, 373 (2.36%) candidates scored below average marks. Among them, 119 (0.75%) got a zero mark. They failed to write relevant responses to explain the contribution of communication system to socio-economic development in the country. For example, one of the candidates wrote,

The following are contribution of communication to socio-economic development in the country. Low level of Technology and communication. Through when to be contribute which are economic development if shown to suppose to be comment when to involved. Diseases like HIV and Covid 19 it shown when to supported to be segregation to makes will maintained of the society...

Other candidates explained the reasons for building the tower instead of explaining the contribution of communication system to socio-economic development. Additionally, some candidates mentioned the so-called advantages of many languages like simplifying foreign communication, fostering cultural awareness and developing global relationships. This indicates that the candidates did not understand the requirements of the question. Extract 11.2 is a sample of incorrect responses to question 11.

11.	Communication plays this was the process of the people to play with God because it must have give the and fulfillment of the people. The following are the characteristics of the early church today:	
	Fellowship. this was the one are the characteristics of the early church which can involve in the society.	
	Worshipping God. this was the one are the one are the characteristics of early church who can involve the the people which can involve to worship God and fellowship which are involved with the church.	

	<p>...your further intercessions. this was the one and the effective communication played a great role in the fulfilment of the people's desire. unfortunately its destruction had a major consequence.</p> <p>Praying your name this was the one and the effective communication which can involve the God played a great role in fulfilment of the people's desire which can involve in the same.</p> <p>Your kingdom come. this was the one and the contribution of communication to socio-economic development in the country by this focus it have said in your kingdom.</p> <p>Day of bread - this was the one and the contribution of communication to socio-economic development in the country.</p> <p>Generally, the following are the end of the character of the church it is prayer, fellowship, sharing, ethics.</p>	
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**Extract 11.2:** A sample of incorrect responses to question 11

In Extract 11.2, the candidate wrote about Lord's Prayer instead of the contribution of communication to socio-economic development in the country.

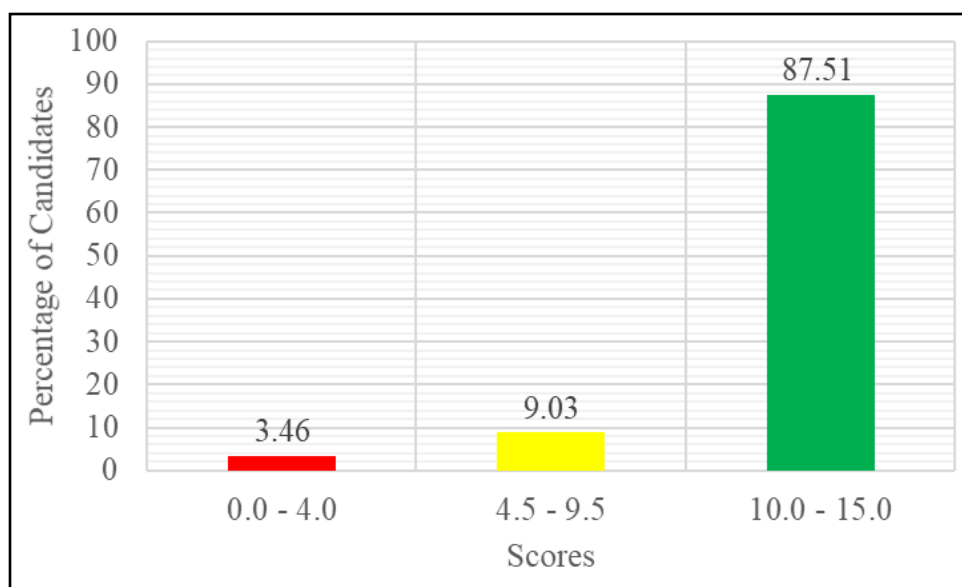
### 2.3.2 Question 12: Israel under the Leadership of Judges

This question tested candidates' skills in analysing by making comparison between Israelites' judges and modern judges.

The question stated:

*The Israelite judges were unique in comparison to the present day judges. In four points, explain the main differences between the Israelite judges and the present Tanzanian judges.*

This question was optional and answered by 14,648 (90.98%) out of 16,100 candidates who sat for Bible Knowledge examination. Among the 14,638 candidates, there were 12,819 (87.51%) who scored from 10.0 to 15.0 marks, 1,322 (9.03%) scored from 4.5 to 9.5 marks and 507 (3.46%) from 0.0 to 4.0 marks. This analysis is illustrated in Figure 12.



**Figure 12:** *Candidates' Performance on Question 12*

The general performance on this question was good as 14,141 (96.54%) out of 14,648 candidates did well and scored average to high marks. Those who scored high marks (10.0-15.0) were 12,819 (87.51%) candidates, of whom 687 (4.69%) obtained 15.0 marks. These gave correct responses which exhibited their ability to understand the requirements of the question. The responses also demonstrated that the candidates had adequate knowledge of the topic of *Israel under the Leadership of Judges*. They demonstrated competence in analysing and good skills of essay writing by providing introductory part, the main body and conclusion.

Such differences between the Israelite judges and the present Tanzanian judges include; (i) The Israelite Judges were chosen by God to fulfill their duties of liberating God's people in times of trouble, while the judges of today in Tanzania are appointed to the position by the president in accordance with the constitution. (ii) There was no retirement for the Israelite judges, except the death of a judge made God to appoint a new judge but the judges of today in Tanzania have age limit to exercise their duties - the judges retire at 60 or 65 years of age. (iii) The Israelite judges were both legal and military leaders. This is different with the present judges in Tanzania who are not military leaders but judicial people who administer justice in the courts of law. (iv) The Israelite judges were charismatic people while judges today are not charismatic but rather professional. (v) Israelite judges performed their duties in accordance with the covenant while Tanzanian judges today are working under constitution, state laws, policies and specified rules and regulations. (vi)

Israelite judges were messengers of God to bring deliverance to the people while the judges of today are meant to bring law and order to the society. (vii) Israelite judges preached about the repentance and emphasized the need to keep the commandments of God while today judges dictate justice and peace to the people. (viii) Israelite judges were led by the Spirit of God while today judges cannot apply such religious belief, because it is a secular profession. Extract 12.1 shows a sample of correct responses to question 12.

12	<p>The israelite judges were the people who ruled the israelites at the time of deliverance when the israelites were in promised land. The present day Judges were the today's Judges whose main function is to Judges different cases like criminal cases. Example of Israelite Judges are Gideon and Deborah. The israelites Judges differ from the present Tanzanian Judges in following ways;</p> <p>Function; The israelite Judges had a function of delivering the israelites from their enemies but also from the bondage of sin while the present Judges have a function of solving different cases occurring in their area of administration such as criminal cases like murder and raping.</p> <p>Nationality; The israelite Judges were only moving from the origin of israel and not other countries and domination while the present day Judges move from different origin, tribes but also the nation, their only aim is to acquire money to earn a living.</p> <p>The israelite Judges were chosen by God but the present Judges are not; God is the one who appointed his own Judges to liberate israelites from their enemies for example Gideon was chosen by God while the present Judges are only employed by the government to perform their function.</p> <p>The israelite Judges are charismatic and religious leaders while Present Judges are political figures; The israelite Judge acted as religious leader to the israelites for example Deborah insisted his people to obey God which the present Judges are the political figures who job is for payment.</p> <p>Compulsivity; The israelite Judges were among</p>	
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	the judges who succeeded to deliver the israelites	
	from their enemies making them to obey to God and	
	with this they judged the israelites for a long period	
	of time while the present judges sometime fail to	
	perform their role better due to nepotism and corruption	
	hence making the people to suffer for the mistake they	
	have not done. this act make them not to be perfect like the	
	israelite judges .	

**Extract 12.1:** A sample of correct response to question 12

In Extract 12.1, the candidate provided four relevant points to explain the difference between Israelite judges and Tanzanian judges today.

Further analysis shows that, 1,322 (9.03%) out of 14,648 candidates scored average marks ranging from 4.5 to 9.5. Moreover, 360 (2.46%) candidates scored 8.0 marks and 476 (3.25%) scored 9.0 marks. Most of these candidates provided relevant points in highlights instead of giving explanation of the differences between Israelite judges and Tanzanian judges today. Others wrote the differences in tabular form instead of writing essays. Besides, they did not have introductory and concluding remarks. This means that the candidates had knowledge of the subject matter but failed to follow instructions or lacked essay writing skills.

On the other hand, 507 (3.46%) performed poorly and scored low marks ranging from 0.0 to 4.0 marks due to poor responses. Additionally, 274 (1.87%) candidates scored a zero mark as they demonstrated incompetence in answering the question. Instead of explaining the difference between Israelite judges and Tanzanian judges today, some of the candidates wrote the difference between major judges and minor judges. Others wrote about the roles of Israelite judges instead of explaining the difference between Israelite judges and Tanzanian judges today. This implies that the candidates did not understand the requirements of the question as they had inadequate knowledge of the topic. This might be associated to failure to implement the concept of Competence Based Learning. Extract 12.2 is a sample of incorrect responses to question 12.



12.	<p>Israelite; This is a person who is found in the result of Pharaoh had easily accepted and obeyed God's message through Moses and Aaron to let the Israelites go. The following are the differences between the Israelite judges and the present Tanzania judges.</p> <p>The Israelite would not have accepted Moses as their leader; Here I can say that the Israelite judges were unique in comparison to the present day judges of the difference between the Israelite judges and the present Tanzanian judges with the among of the Israelite would not have accepted Moses as their leader. so that this is one among of the main differences between the Israelite judges and the present Tanzanian judges.</p>
12.	<p>Judges.</p> <p>The Israelites would not have experienced the cost of their deliverance; We can say that the judges of Israelites was the experienced the cost of their deliverance because of the Israelites judges were unique in comparison to the present day judges so that this is the difference between the Israelite judges and the present Tanzanian judges.</p> <p>The Israelites would not have reached their promised land; Also I can say that the Israelite judges were unique that is comparison to the present day judges because of the Israelites would not have reached their promised land so that this is the main difference between the Israelite judges and the present Tanzanian judges.</p> <p>The Israelite would not have known the loss of leaving Egypt; The Israelite judges were also unique in comparison to the day judges of the leaving Egypt because the land of Egypt is the land of the mercy so that I can say that the Israelite would not have known the loss of leaving Egypt so that the Israelite judges were unique in comparison to the present day judges.</p> <p>Conclusion; I conclude by saying that there are the difference between the Israelite judges and the</p>

Present	Tanzanian	Judges	and	also	the	Israelites	would	
not	have	known	the	'nature	of	their	suffering	so
that	they	are	suffering	from	the	nature	of	the
people	who	were	suffering	from	the	nature	of	the
people.	Therefore	those	four	points	are	the	point	which
are	explain	the	difference	between	the	Israelite	Judges	and
also	explain	the	Israelite	Judges	of	the	present	Tanzanian
Judges,	because	the	Israelite	Judges	were	unique	in	comparison
to	the	present	day	Judges	and	the	present	Tanzanian
Judges.								

**Extract 12.2:** A sample of incorrect response to Question 12

In Extract 12.2, the candidate wrote irrelevant points which are not related to each other. What this candidate regarded as key points were sentences copied from distracters of question 1(iv).

### 2.3.3 Question 13: Paul's Missionary Journeys

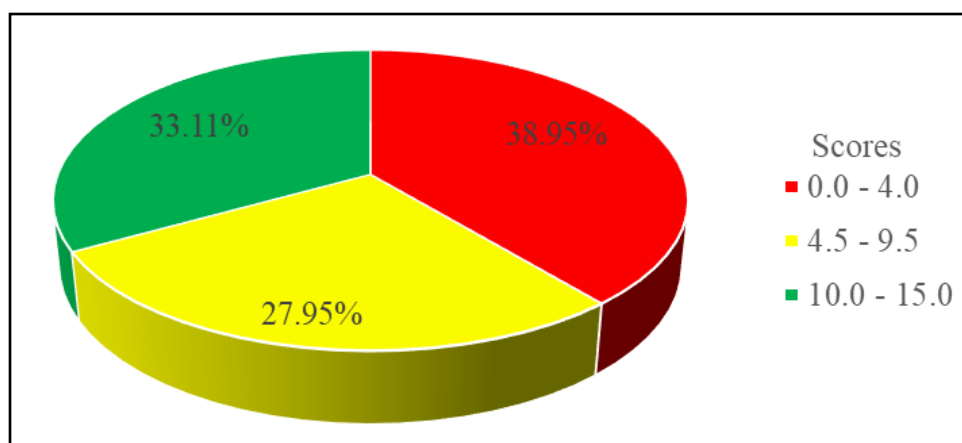
This question tested candidates' skills in evaluating by giving evidences to justify the claim that the unsuccessful exorcism by the sons of Sceva had some positive effects to the preaching of the gospel.

The question stated:

*The unsuccessful exorcism by the sons of Sceva had some positive effects to the preaching of the gospel (Acts 19:11-23). Give four evidences to justify this claim.*

The question was optional and was answered by 1,764 (10.96%) out of 16,100 candidates who sat for Bible Knowledge examination. Of the 1,764 candidates, 584 (33.11%) scored from 10.0 to 15.0 marks, 493 (27.95%) scored from 4.5 to 9.5 marks and 687 (38.95%) scored from 0.0 to 4.0 marks. Figure 13 illustrates this analysis.





**Figure 13:** *Candidates' Performance on Question 13*

From Figure 13 above, it is clear that the general performance on this question was good as 1,077 (61.05%) out of 1,764 candidates scored 4.5 marks and above. Moreover, 584 candidates scored high marks ranging from 10.0 to 15.0, of whom 18 (1.02%) scored full 15.0 marks. Such candidates demonstrated competence in the subject matter and understanding of the requirements of the question. They were able to justify the claim that the unsuccessful exorcism by the sons of Sceva had some positive effects to the preaching of the gospel (Acts 19:11-23).

The positive effects to the preaching of the gospel were as follows: (i) The incident revealed the distinction between the real ministry of Paul performed in the name and authority of Jesus and that of the sons of Sceva who were pretenders. (ii) It led to great and genuine public confession of sins. Many believers admitted in details the evils which they were practicing secretly and decided to abandon those practices due to the power of God that brought transformation in their lives and conducts. (iii) The magicians renouncing their magic arts practices. This was a remarkable positive effect. The magicians who used to oppose the preaching of the gospel demonstrated total abandonment of their magic practices by burning their books publicly. (iv) incident resulted to the word of the Lord growing and prevailing mightily. Many people believed in the Lord Jesus and became witnesses about the truth of the gospel as it is commented "So the word of the Lord grew and prevailed mightily" (Acts 19:20). (v) Jesus Christ's name had extraordinary power and authority over all powers of nature compared to the magic and powers of the exorcists that time. Extract 13.1 is a sample of correct response to Question 13.

13. Screeva was a Jewish priest who had seven sons tried to perform exorcism among people and many of the people were interested with his actions. But it once happened that the sons of Screeva met with the spirit that overpowered them and it asked them we know Jesus and we know Paul but who are you? This event made the people to be terrified after the great destruction which had encountered the sons of Screeva.

The unsuccessful exorcism by the sons of Screeva had some positive effects to the preaching of the gospel which are the following:

It strengthened people's faith toward the gospel about JESUS CHRIST; people got awareness that there is something else which can overpower the LORD, GOD JESUS CHRIST and so they decided to change their ways by allowing JESUS CHRIST to be their GOD so as they can not be overpowered by any spirit and in such case this brought the positive effect to the preaching of the gospel.

It showed that GOD is powerful; the occasion revealed that GOD has authority over everything and in such nothing can defeat GOD. For instance the evil spirit had disobeyed the voice of sons of Screeva by asking who are you? We know JESUS CHRIST and we know Paul but who are you? This question proved that JESUS CHRIST is the king but also the evil spirit obeyed the voice of Paul which he used the name of JESUS CHRIST.

13	<p>It showed that GOD has divine powers. Paul was able to defeat the evil spirit through the divine powers obtained from GOD that were transferred through the name of JESUS CHRIST. But the sons of Sceva used the evil power which seemed to be weak and hence cause a lot of violence to the sons of Sceva and left them in critical condition that was unexpected.</p> <p>It made people to believe and trust in GOD; through the unsuccessful exorcism by the sons of Sceva the people got awareness that GOD is powerful over every kind of the evil spirit and this brought a positive change to the people. For example some were baptized in the name of JESUS. Hence this led to the positive effect to the preaching of the gospel.</p> <p>Conclusively: the role played by HOLY SPIRIT during the preaching of the gospel enables GOD's apostles to preach the word of GOD with bold and courage, but also it enabled them to perform different miracles such as healing a lame man at the beautiful gate; healing the father of Publius who was suffered from dysentery and fever but also raising the dead in Troas and <del>for</del> healing of the men at Lystra and Joppa also the death of Elymus who had the evil spirit and the healing of the blind men.</p>	
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**Extract 13.1:** A sample of correct response to question 13

In Extract 13.1, the candidate provided relevant points to justify the claim that the unsuccessful exorcism by the sons of Sceva had some positive effects to the preaching of the gospel (Acts 19:11-23).

As summarised in Figure 13, about 493 (27.95%) candidates scored average marks ranging from 4.5 to 9.5, whereas 216 (12.24%) candidates scored 6.0 and 7.0 marks.

They merited average marks as most of them provided responses which could not give them beyond 9.5 marks.

On the other hand, 687 (38.95%) scored below average marks and obtained 0.0 to 4.0 marks. Further analysis indicates that 219 (12.41%) candidates scored 0.0 for writing incorrect responses. They failed to provide relevant points to justify the claim that the unsuccessful exorcism by the sons of Sceva had some positive effects to the preaching of the gospel. For example, one of the candidates wrote,

...The following are the positive effects to the preaching of the gospel. Separation of family. The sons preaching and caused the separation of family that led amount of them to began in the increas of several creation and get faith to God.

Increas of crimes. The sons was decrease the amount of the evers and caused the same way that may cause faithful to god and its rementation in the holy spirt to the people.

Communication increased. This is due to the may people of gospel they was communical and get prolonged each other through valious ways in the gospel....

Another candidate wrote,

Gospel is the place were people their going to worship to God. The following are the effects of un succefull to the preaching of the gospel.

It can be cause death; Due to this point because people their going and their not feithfull to other people this it has led to the bad condition with their fellow who commity with them because of going against unfeithful.

It can cause exploitation; to the people Because people they will be exploit other people because they want to get money through exploit other people because of lack of un succefull.

It can couse conflict; Due to this point because people they will be fighting because of lack of there behaviour to respect other Through abusive language, unfeithfull, by conducting social criminal....

Therefore; Those are the effect of un successful of the gospel.

These responses show that the candidates did not achieve the expected learning outcomes in their four years of ordinary level secondary education. Extract 13.2 shows another sample of incorrect responses to question 13.

18.

Preaching that is the process where by people can be comdate on the way and other to be applied from one development to be preserved from one development to another processing from the God upirit in there provision on each other practive of many people in there environment on each other thing in there society through developing there evidences on each other process.

The following are the possitive effects to the preaching of the gospel.

Death of people means that many people in there society can be codication from one developing to another things in there environment from one generation to the other contribution from one deposition of death of people in the commandment through the Lord of God in there security from one place to another developing in one place to another in the environment and people to be commanded from one place to there environment from another things.

Improper behaviour that mean people in there society there are many people can be develop the things in the environmental conclusively people have many practising features in there environment of people to prove the way they can get the provision on there country from one development on each other from one deposition on there development and many people in there environment on each other from the word that people to demotraitng of another people.



	Wastage of time this means people can get the wastage of time in there environment and another people to be destructure from one place to there development between one place on there development of one contribution and the need of many people to another way on the very conclusively and many people to be obtained.	
	Lack of education this means that many people on the way that can be destroyed on each other from the property and many people can be destroyed on each other prepared of the people in there evidences on each other and can be practicing from one place and the evidences from the contribution from one process to another from the Lord.	
	Generally many people can believe through the world of God and another to be obtained on each other than the security in there environment and another people to be paused from one conducted through the evidence in the country from one dependence on there environment and many people to be practicing to the believed on God in the society from one place to another things in there evidences from the environment	

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

In Extract 13.2, the candidate wrote some negative effects like death, lack of education, improper behaviour and wastage of time. Such things have connection with neither the requirements of the question nor the topic of *Paul's Missionary Journeys* from which the question was set.

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

The candidates' performance for 014 Bible Knowledge subject in CSEE 2023 was good, as 15,882 (98.65%) out of 16,100 candidates passed. The examination items were set from different topics including *Creation, The Fall of Man and its Outcomes* and *The Life of Abraham*. Other topics were *The Sons of Isaac, The Hebrews in Egypt, Israelites' Journey through the Desert, Israel under the Leadership of Joshua*. Moreover, items were set from *Israel under the Leadership of Judges. Jewish Sects and Institutions, Preparation of Jesus' Ministry, The Ministry of Jesus Christ*. Other items were from *Jesus' Ministry in Judea. Jesus in Jerusalem, The Death and Resurrection of Jesus* and *Paul's Missionary Journeys*. The candidates' performance per question is analysed in terms of topic coverage, types of questions and familiarity of the topic in their contemporary societies.

The highest score (98.79%) was from the topic of *General Introduction: Jewish Institutions and Sects* in question 5. This question was short answer type which tested candidates' ability to comprehend the Jewish Institutions and relate the knowledge of the temple and synagogue with the church today. The next topic with the highest performance (97.64%) was *The Fall of Man and its Outcomes* tested through Question 11 – essay question. This was followed by Question 1 with Multiple Choice items, set from different topics (97.42%) and *The Death and Resurrection of Jesus* (96.69%). Other topics include *Jesus' Ministry in Judea* (96.64%) - question 10, *Israel under the Leadership of Judges* (96.54%) in question 12 and *The Ministry of Jesus Christ* (95.66%) – Question 8. This was followed by the *Preparation of Jesus' Ministry* (92.86%) from Question 6, *The Life of Abraham* (92.73%) – Question 3, *Jesus in Jerusalem* (86.83%) - Question 9 and *Paul's Missionary Journeys* (79.71%) which was tested through Question 4 and 13. The average performance appeared in Question 2 which was from the topic of the *Sons of Isaac*. This question had only 32.70 per cent of the candidates that passed by obtaining 30 to 100% of the weight of the whole paper. This was tested through question 2 which was a matching type. This analysis is summarised in Appendix.

Furthermore, analysis reveals that among the nine (9) optional questions (question 5 to 13), some were skipped by more than a half of 16,100 candidates who sat for the examination. Likewise, some were opted for by more than a half of 16,100 candidates. The questions which were skipped by most candidates include question 13 (skipped by 14,336 candidates) and 8 (skipped by 12,505 candidates). Others were question 9 (skipped by 12,505) and question 10 which was skipped by 9,116 candidates. On the other hand, question 11 was answered by 15,788 candidates,

followed by question 12 (opted for by 14,648 candidates). Others were question 5 (opted for by 14,008 candidates), question 7 (by 11,535) and question 6 (answered by 8,132 candidates).

#### 4.0 CONCLUSION

The Certificate of Secondary Education Examination (CSEE) 2023 is a summative evaluation which aims at testing candidates' achievement after the four academic years. The examination aims at measuring candidates' cognitive ability to recall, apply, analyse and evaluate different political, social and economic issues in the contemporary society. Accordingly, the examination results are used to categorize candidates' knowledge, understanding and skills which mould behaviour and help candidates to join the world of work. As well, the knowledge acquired during teaching and learning process helps the candidates to continue with advanced level education, vocational training and middle colleges while others join various socio – economic activities as good citizens of Tanzania.

The analysis carried out in this report shows that the general performance of the candidates in Bible Knowledge Subject in the CSEE 2023 was good since an average of 15,882 (98.65%) out of 16,100 candidates passed. It was also noted that 218 (1.35%) failed due to various reasons including inability to identify the requirements of the questions and insufficient knowledge.

The highest performance was in the topic of *General Introduction: Jewish Sects and Institutions* in which 13,839 (98.79%) out of 14,008 candidates passed. Moreover, the topic with the lowest performance was the *Sons of Isaac* whose performance was average. In this topic, only 32.70% passed but 67.30% failed due to inability to match the names with the meanings of the names of the sons of Jacob.

The candidates' strengths which led to good performance include the ability to identify the requirements of the questions and adequate knowledge of the tested topics. The candidates also demonstrated achievement of competences and skills attained during teaching/learning processes. Besides, most of them were able to express themselves clearly in English language with appropriate words as per the subject. In addition, adherence to instructions and rules of essay writing contributed to their good performance.

Despite the strengths demonstrated by most candidates, there were also weaknesses that other candidates had difficulties in responding to the questions. It has been



noted that most of the candidates who performed poorly failed to understand the requirements of questions and exhibited insufficient knowledge of the topics. They also lacked English language proficiency which resulted into failure to providing good explanation. Lack of essay writing skills also led to their failure. Generally, their failure might be attributed to failure to implement the concept of competence-based learning, which is an outcome-based approach to education to ensure proficiency in learning by students through demonstration of the knowledge, skills, values and attitudes required for dealing with real life situations at the age and grade appropriate level.

## **5.0 RECOMMENDATIONS**

The Form Four National Examination (CSEE) 2023 results revealed the strength and weaknesses experienced during teaching and learning process. In order for the candidates to improve the performance, the following are recommended:

- (a) Policy makers should produce and disseminate education policies to the public and conduct workshops for implementation. For example, the concept of competence-based learning seems to be unfamiliar to most of the teachers and students. As a result, some of the candidates faced difficulties in answering items which needed such an approach.
- (b) School owners, staff members and parents or guardians should encourage students to study Bible Knowledge as a compulsory subject which eventually would help to mould the moral values and behaviour of the candidates. This can be done by being involved in training teachers and facilitating Bible Knowledge teaching and learning materials.
- (c) Teachers and school management should provide students with enough exercises, assignments, quizzes, tests and internal examinations with close supervision to equip them with knowledge of interpreting the demands of questions.
- (d) School administrations and subject teachers should encourage students to read the Bible and related literatures. They should make necessary revision in various topics, biblical texts, concepts, themes and events covered in classrooms. This can be attained by ensuring availability of books, access to internet and organising regular group discussions or debate programmes.

- (e) Students should be aware that there is no academic excellence without moral values and ethics and there are no true moral values without the fear of God. Therefore, they should be committed to the studying of Bible Knowledge and be ready to do as many assignments as possible so as to improve their academic excellence.
- (f) Teachers should abide to teachers' ethics and should be committed to their professionalism, that is, teaching, marking, grading and giving feedback to the candidates in time. This will help both teachers and students to identify challenging areas and take immediate action.
- (g) The averagely performed topic, namely the *Sons of Isaac*, should be taught and learnt through competence based approach by involving students in the process. It should be borne in mind that the naming of children has impact in their destiny.

## Appendix: SUMMARY OF CANDIDATES' PERFORMANCE PER TOPIC

S/N	Topic	Type of Question	Question Number	Total Number of Questions in a Set	Percentage of Candidates Who Scored 30% or Above	Remarks	Average Percentage of Candidates Who Scored 30% or Above	Remarks
1.	General Introduction: Jewish Sects and Institutions	Short answers	5	1	98.79	Good	98.79	Good
2.	The Fall of Man and its Outcomes	Essay	11	1	97.64	Good	97.64	Good
3.	Creation, The Fall of Man and its Outcome, The life of Abraham, The Sons of Isaac, The Hebrews in Egypt, Israelites' Journey through the Desert, Israel under the Leadership of Joshua and Israel under the Leadership of Judges, Witnessing in Jerusalem, Witnessing in Judea and Samaria and Paul's First Missionary Journey	Multiple Choice	1	1	97.42	Good	97.42	Good
4.	The Death and Resurrection of Jesus	Short answers	10	1	96.69	Good	96.69	Good
5.	Jesus' Ministry in Judea	Short answers	7	1	96.64	Good	96.64	Good
6.	Israel under the Leadership of Judges	Essay	12	1	96.54	Good	96.54	Good
7.	The Ministry of Jesus Christ	Short answers	8	1	95.66	Good	95.66	Good
8.	Preparation of Jesus' Ministry	Short answers	6	1	92.86	Good	92.86	Good
9.	The Life of Abraham	Short answers	3	1	92.73	Good	92.73	Good
10.	Jesus in Jerusalem	Short answers	9	1	86.83	Good	86.83	Good
11.	Paul's Missionary Journeys	Short answers	4	2	98.36	Good	79.71	Good
12.	Paul's Missionary Journeys	Essay	13		61.05	Average		
13.	The Sons of Isaac	Matching Items	2	1	32.70	Average	32.70	Average

