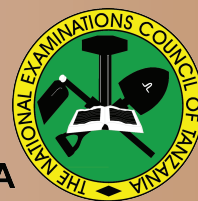




THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



STUDENTS' ITEM RESPONSE ANALYSIS REPORT ON THE FORM TWO NATIONAL ASSESSMENT (FTNA) 2024

014 BIBLE KNOWLEDGE



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FOREWORD

The Form Two National Assessment (FTNA) is a formative evaluation after two years of study in secondary school. The assessment intends to determine students' progress in mastering different topics and competences as stipulated in the Bible Knowledge Syllabus. The study of Bible Knowledge aims at moulding students' spiritual, moral and ethical values which are necessary for improving academic excellence and human behaviour in the society. This analysis intends to show how the students responded to each question. Students' responses to each question is a good indicator of what the education system was able or unable to offer to the students in their two years of secondary education.

The Students' Item Response Analysis (SIRA) report on Bible Knowledge subject was prepared to give a suitable feedback to students, teachers, policy makers, curriculum developers and other education stakeholders on how students responded to The Form Two National Assessment (FTNA) in terms of their overall cognitive developmental progress and competences.

Students who passed the assessment demonstrated competence, understanding of the demands of the questions and mastery of English Language on the Biblical topics, concepts, events, stories, places and persons. On the other hand, the students who had low scores lacked the mentioned qualities.

The National Examinations Council of Tanzania (NECTA) expects that the feedback will enable all education stakeholders to take appropriate measures for further improvement of students' performance in future assessments held by NECTA.

The National Examination Council of Tanzania would also like to express a profound gratitude to all who in one way or another contributed to the preparation and production of this report.



Dr. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The Students' Item Response Analysis report on the Form II Bible Knowledge assessment provides an analytical evaluation on the performance of the students who sat for the assessment in November 2024. The assessment tested the competence intended for Form II Bible Knowledge syllabus.

Bible Knowledge assessment paper consisted of three sections; A, B and C with a total of 10 questions. Students were required to answer all questions. Section A consisted of two (2) objective questions (question 1 and 2). Question 1 had 10 multiple choice items which weighed 10.0 marks and Question 2 had five (5) matching items weighing five (5.0) marks. Therefore, Section A had 15.0 marks. Section B consisted of seven (7) short answer questions from Question 3 to Question 9. Each question carried 10.0 marks, making a total of 70.0 marks. Section C had one (1) essay type question. This question had 15.0 marks. Therefore, the paper weighed 100 marks.

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

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

Among the students registered for 014 Bible Knowledge FTNA 2024, 22,879 sat for the assessment, of whom 21,513 (94.14%) students passed the assessment and 25 (0.11%) had withheld results. In 2023 FTNA, 22,234 sat for 014 Bible Knowledge assessment, of whom 18,629 (84.01%) students passed the assessment and 49 (0.22%) had

withheld results. This indicates that students' performance in FTNA has increased by 10.13 per cent in 2024 as compared to 2023.

This report provides a conclusion and recommendations useful to students, teachers, parents and other education stakeholders for improving the teaching and learning process in the 014 Bible Knowledge subject.

2.0 ITEMS RESPONSE ANALYSIS IN EACH QUESTION

2.1 SECTION A: Multiple Choice and Matching Items

Multiple-choice and matching item questions are important for assessing higher-order thinking. They help evaluate identification, recognition, and recollection skills, as well as competence in specific content areas.

This section had a total of 15.0 marks and it comprised two questions. Students were required to answer both questions 1 and 2. Question 1 required them to provide the best choice from the four alternatives given. In question 2, they were required to identify Biblical quotations in List A with corresponding names of the speakers in List B by writing the letter of the correct answer beside the corresponding item numbers in the box provided.

Section A carried fifteen (15.0) marks and it consisted of questions number 1 and 2. Question number 1 was a multiple choice which comprised items (i) to (x). Each item carried one mark making a total of 10.0 marks. Question number 2 had five matching items carrying a total of five (5.0) marks.

2.1.1 Question 1: Multiple Choice Items from Various Topics

Question 1 had ten (10) multiple choice items set from the following topics; *Creation, The Fall of Man and its Outcomes, 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*.

The analysis of the performance to this question shows that 11,322 (49.49%) out of 22,879 students who sat for this assessment scored from

7.0 to 10.0 marks, 10,674 (46.65%) scored from 3.0 to 6.0 marks and 883 (3.86%) scored from 0.0 to 2.0 marks. This performance is illustrated in Figure 1.

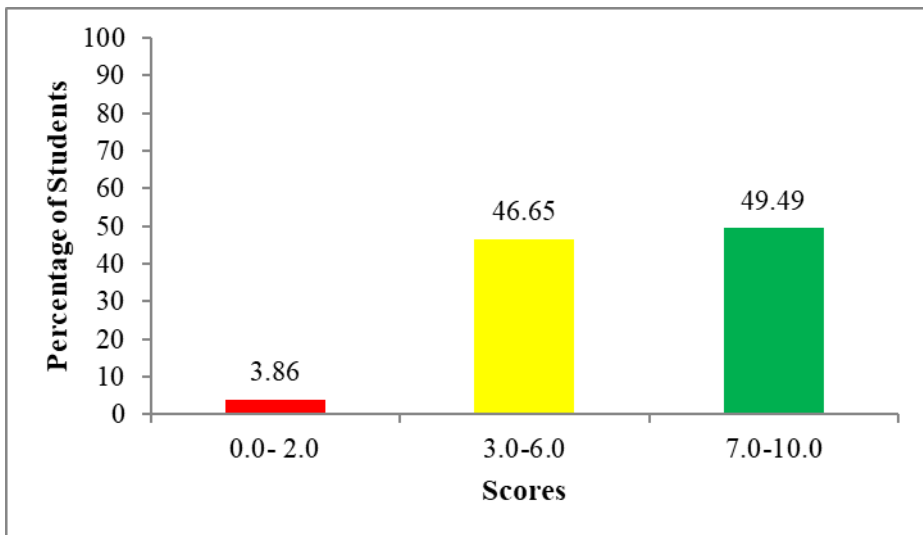


Figure 1: *The Students' Performance on Question 1*

Basing on Figure 1, the performance of students in this question was good as 21,996 (96.14%) scored 3.0 marks and above. Among these, 564 (2.47%) answered correctly all ten items and scored 10.0 marks. This implies that the students had sufficient knowledge of the topics from which the items were set. On the other hand, those who scored low marks (0.0 to 2.0) were 883 (3.86%). Among these, 24 (0.10%) scored 0.0. They depicted lack of knowledge of the topics and failure to understand the requirements of the question. The following is the analysis of the question per item.

Item (i) What was the second name of Jethro the priest of Midian?

- A Reuel
- B Aaron
- C Moses
- D Nahor.

The item tested students' ability to recall Biblical persons. The correct response was A (Reuel). Most of the students provided the correct answer showing that they had adequate knowledge of the topic of *The*

Hebrews in Egypt specifically on the sub topic of *Birth, Call and Mission of Moses*. Few students provided incorrect answers for this item. Those who opted for B, C and D as the second name of Jethro, indicate that they had inadequate knowledge and understanding of Biblical persons.

Item (ii) One among the wives of Esau was a daughter of Ishmael. Who was she?

- A Basemath*
- B Mahalath*
- C Rachel*
- D Judith.*

The item tested students' ability to remember Biblical persons. A considerable number of students provided the correct answer, which was B (Mahalath), this shows that they were conversant with the wives of Esau. Most of the students provided incorrect answer A (Basemath). Basemath was among the wives of Esau but she was a Canaanite woman, not the daughter of Ishmael. Others chose C and D, which were not the correct answers. This implies that the students were not familiar with the *Sons of Isaac*.

Item (iii) When the Hebrews cried to God in regard to the fiery snakes that had bitten them, God ordered Moses to make a bronze snake. Predict the implication of the bronze snake.

- A Moses' healing power*
- B Serpent's healing power*
- C God's healing power*
- D Magic healing power.*

Most of the students were able to choose the correct answer C as the implication of the bronze snake that God ordered Moses to make when the Hebrews cried to God in regard to the fiery snakes that had bitten them. Furthermore, those who provided the correct answer C, imply that they had satisfactory knowledge and understanding about the implication of the event.

Few students provided incorrect answers A, B and D. This predicts that the students had insufficient knowledge and understanding of the topic of *Israelites' Journey through the Desert*.

Item (iv) When God brought a helper to Man, he named her "Woman." What does the word "Woman" mean?

- A The flesh of the flesh*
- B The humanity*
- C The one taken out of man*
- D The mother of all.*

Students were required to identify the meaning of the word woman as provided by man when God brought a helper to him. This tested students' ability to recall Biblical persons and events. The majority of the students provided the correct answer, which was C (The one taken out of man). This suggests that the students were aware of the topic of *Creation* particularly the *Creation of Man and Woman according to the second Creation account*.

Some students were not able to provide the correct answer as they chose A while others chose B and D as the meaning of the word woman. They demonstrated inadequate knowledge about the topic of *Creation* especially the creation of woman, hence were not able to provide the correct choice for this item. This depicts that the students had insufficient recollection ability and understanding of the topic.

Item (v) The Hebrews committed great apostasy at mount Horeb when Moses was with God on the top of the mountain. What was the great apostasy that they committed?

- A Adultery*
- B Idolatry*
- C Murder*
- D Homosexuality.*

The item tested students' ability to recall Israel's information on apostasy at Mount Horeb as Moses was with God on the top of the mountain. Most of the students were able to choose the correct answer,

B (Idolatry), indicating that they were knowledgeable about the story of Israel's apostasy.

On the other hand, few students provided incorrect choices. For example, some of them chose A (Adultery), C (Murder) while others chose D (Homosexuality) implying that the students were not conversant with the topic of *Israelites' Journey through the Desert*, where they mixed A and C because they are among the ten commandments.

In item (vi), Which one was a specific curse to the serpent/snake?

- A *You will strike the heel and the head of man.*
- B *There will be enmity among your offspring.*
- C *You will eat the dust all the days of your life.*
- D *You are cursed among all creatures in the word.*

The students were required to identify the specific curse given by God to the serpent focusing on the topic of *The Fall of Man and its Outcomes*. Most of the students chose the correct answer C (You will eat the dust all the days of your life). This means that the students had adequate knowledge and understanding of the punishment given to the serpent after deceiving Eve.

However, few students provided incorrect choices indicating that they had inadequate memory of the story, especially the punishments given to the man, woman and the serpent. For example, some of them opted B as their answer, this shows that they were not aware that enmity was the punishment given to both offspring of the serpent and of the woman. The students who opted D mixed up the words, word with world because of language barrier. This depicts that the students were not familiar with Biblical persons, events and themes reflected on the story of the Fall of Man and its Outcomes.

Item (vii) God at Peniel, changed the name of Jacob to Israel. What does the name Israel mean?

- A *You have striven with God and men and prevailed.*
- B *An angel and men have striven and prevailed.*
- C *You have striven with Esau and Laban and prevailed.*
- D *God and angels have striven and prevailed.*

The item tested students' ability to understand Biblical events. The majority of the students opted the correct answer A (You have striven with God and men and prevailed). This implies that the students were familiar with the story of Jacob's encounter with God at Peniel (Genesis 32:22-32). There were few students who provided incorrect choices B, C and D. This shows that they had poor knowledge and understanding of the event of Jacob's encounter with God at Peniel, which is found on the topic of the *Sons of Isaac*.

Item (viii) Which types of food products of the land of Canaan were eaten after the Israelites stopped eating Manna?

- A Unleavened cakes and parched grain*
- B Unleavened cakes and parched meat*
- C Unleavened cakes and parched fish*
- D Unleavened cakes and parched white meat.*

The item tested students' ability to remember. A considerable number of students were able to choose the correct answer A (Unleavened cakes and parched grains). This demonstrates that they had good knowledge about the topic of *Israel under the Leadership of Joshua*, especially in the event of manna ceasing which occurred at Gilgal before the conquest of the Promised Land. (Joshua 5:10-12).

There were few students who provided wrong options. For example, among them chose B (Unleavened cakes and parched meat) and others chose C (Unleavened cakes and parched fish) as the types of food products eaten by the Israelites after they had stopped eating manna. This suggests that they were not conversant with topic.

Item (ix) After Joshua had finished his speech and all the men of war went around the city of Jericho according to God's order, people shouted and the trumpets were blown and the wall of the city collapsed (Joshua 6:20-21); what happened after the collapse of the wall of the city?

- A Israelites' army captured the city.*
- B Israelite' army reorganized.*
- C Israelites' army got defeated.*
- D Jericho's army joined the Israelites.*

The question tested students' ability to remember Biblical events and places. Most of the students were able to choose the correct answer A (Israelites' army captured the city). This shows that the students were acquainted with the story of the conquest of Jericho, which is found in the topic of *Israel under the Leadership of Joshua*. Few students were not able to identify what happened after the collapse of the wall of the city as they provided incorrect choices such as B, C and D. This shows that they had inadequate knowledge of the story of the fall of Jericho.

Item (x) One thing discussed in the book of Judges is the recurrence of the cycle of sin. What would you do to stop the cycle of sins in today's life?

- A I will tell people that they will die*
- B I will teach people to repent and not repeat sinning*
- C I will instruct people to follow the law of the Lord*
- D I will test people if they will obey God or not.*

The item tested students' ability to apply important Biblical events and concepts in their daily life. The correct answer was B (*I will teach people to repent and not repeat sinning*). However, basing on the context of the question and the level of students' understanding, choice C (*I will instruct people to follow the law of the Lord*) would also be the answer. Most of the students provided the correct answer B and few of them opted C. This implies that the students were conversant with the subject matter. Students who provided incorrect choices A (I will tell people that they will die) and D (I will test people if they will obey God or not) display their inability to apply concepts and events from the topic of *Israel under the Leadership of Judges*.

The general performance of the students for this question was good as 96.14 per cent of the students who sat for the FTNA 2024 scored 3.0 to 10.0 marks. This reveals that the students had adequate knowledge and ability to recall, understand and apply Biblical concepts, themes, persons, events and places. Extract 1.1 is a sample of the correct response to question 1.

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

(i) What was the second name of Jethro the Priest of Midian?

- A Reuel B Aaron
C Moses D Nahor

A

(ii) One among the wives of Esau was a daughter of Ishmael. Who was she?

- A Basemath B Mahalath
C Rachel D Judith

B

(iii) When the Hebrews cried to God in regard to the fiery snakes that had bitten them, God ordered Moses to make a bronze snake. Predict the implication of the bronze snake.

- A Moses' healing power B Serpent's healing power
C God's healing power D Magic healing power

C

(iv) When God brought a helper to Man, he named her "Woman." What does the word "Woman" mean?

- A The flesh of the flesh B The humanity
C The one taken out of man D The mother of all

C

(v) The Hebrews committed great apostasy at mount Horeb when Moses was with God on the top of the mountain. What was the great apostasy that they committed?

- A Adultery B Idolatry
C Murder D Homosexuality

B

(vi) Which one was a specific curse to the serpent/snake?

- A You will strike the heel and the head of man
B There will be enmity among your offspring
C You will eat the dust all the days of your life
D You are cursed among all creatures in the word

C

(vii) God at Peniel, changed the name of Jacob to Israel. What does the name Israel mean?

- A You have striven with God and men and prevailed
- B An angel and men have striven and prevailed
- C You have striven with Esau and Laban and prevailed
- D God and angels have striven and prevailed

A

(viii) Which types of food products of the land of Canaan were eaten after the Israelites stopped eating Manna?

- A Unleavened cakes and parched grain
- B Unleavened cakes and parched meat
- C Unleavened cakes and parched fish
- D Unleavened cakes and parched white meat

A

(ix) After Joshua had finished his speech and all the men of war went around the city of Jericho according to God's order, people shouted and the trumpets were blown and the wall of the city collapsed (Joshua 6:20-21); what happened after the collapse of the wall of the city?

- A Israelites' army captured the city
- B Israelite' army reorganised
- C Israelites' army got defeated
- D Jericho's army joined the Israelites

A

(x) One thing discussed in the book of Judges is the recurrence of the cycle of sin. What would you do to stop the cycle of sins in today's life?

- A I will tell people that they will die
- B I will teach people to repent and not repeat sinning
- C I will instruct people to follow the law of the Lord
- D I will test people if they will obey God or not

B

Extract 1.1: A Sample of Student's Correct Responses to Question 1

In Extract 1.1, the student chose correct answers for all of the items of the question and scored 10.0 marks.

On the contrary, as it was shown on data analysis, 3.86 per cent of the students failed to choose the required answers to most of the items; as a result, they scored from 0.0 to 2.0 marks, of whom 0.10 per cent scored 0.0 mark. This connotes that the students who scored 0 lacked knowledge of the topics from which the items were set. Hence, they

lacked the recognition and recollection skills in general. Extract 1.2 shows a sample of incorrect responses to question 1.

1. For each of the items (i) - (x), choose the correct answer from among the given alternatives and write its letter in the box provided.
- (i) What was the second name of Jethro the Priest of Midian?
 A Reuel B Aaron
 C Moses D Nahor B
- (ii) One among the wives of Esau was a daughter of Ishmael. Who was she?
 A Basemath B Mahalath
 C Rachel D Judith A
- (iii) When the Hebrews cried to God in regard to the fiery snakes that had bitten them, God ordered Moses to make a bronze snake. Predict the implication of the bronze snake.
 A Moses' healing power B Serpent's healing power
 C God's healing power D Magic healing power D
- (iv) When God brought a helper to Man, he named her "Woman." What does the word "Woman" mean?
 A The flesh of the flesh B The humanity
 C The one taken out of man D The mother of all B
- (v) The Hebrews committed great apostasy at mount Horeb when Moses was with God on the top of the mountain. What was the great apostasy that they committed?
 A Adultery B Idolatry
 C Murder D Homosexuality C
- (vi) Which one was a specific curse to the serpent/snake?
 A You will strike the heel and the head of man
 B There will be enmity among your offspring
 C You will eat the dust all the days of your life
 D You are cursed among all creatures in the word A

(vii) God at Peniel, changed the name of Jacob to Israel. What does the name Israel mean?	A You have striven with God and men and prevailed B An angel and men have striven and prevailed C You have striven with Esau and Laban and prevailed D God and angels have striven and prevailed	C
(viii) Which types of food products of the land of Canaan were eaten after the Israelites stopped eating Manna?	A Unleavened cakes and parched grain B Unleavened cakes and parched meat C Unleavened cakes and parched fish D Unleavened cakes and parched white meat	B
(ix) After Joshua had finished his speech and all the men of war went around the city of Jericho according to God's order, people shouted and the trumpets were blown and the wall of the city collapsed (Joshua 6:20-21); what happened after the collapse of the wall of the city?	A Israelites' army captured the city B Israelite' army reorganised C Israelites' army got defeated D Jericho's army joined the Israelites	C
(x) One thing discussed in the book of Judges is the recurrence of the cycle of sin. What would you do to stop the cycle of sins in today's life?	A I will tell people that they will die B I will teach people to repent and not repeat sinning C I will instruct people to follow the law of the Lord D I will test people if they will obey God or not	D

Extract 1.2: A Sample of Student's Incorrect Responses to Question 1

In Extract 1.2, the student chose incorrect answers for all of the items of the question and scored 0.0.

2.1.2 Question 2: Matching Items from the Hebrews in Egypt

This question tested students' ability to recall Biblical texts and persons. The question required the students to match the Biblical quotations in List A with the names of the speakers in List B by writing the letter of the correct answer besides its corresponding item number in the box

provided. The responses in List B could be used more than once as follows:

List A	List B
(i) <i>“How is it that you came back so soon today?”</i> (Exodus 2:18)	A Aaron
(ii) <i>“Why do you strike your fellow Hebrew?”</i> (Exodus 2:13).	B Jethro
(iii) <i>“Hebrew women are not like Egyptian women.”</i> (Exodus1:19).	C Jochbed
(iv) <i>“Go in peace”</i> (Exodus 4:18)	D Levi
(v) <i>“Who am I that I should go to Pharaoh?”</i> (Exodus 3:11)	E Moses
	F Shiphrah
	G Zipporah

The correct response was as follows:

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

The analysis of the students’ performance for this question indicates that 4,021 (17.57%) out of 22,879 who sat for examination scored from 0.0 to 1.0 mark, 15,386 (67.25%) scored from 2.0 to 3.0 marks and 3,472 (15.18%) scored 4.0 to 5.0 marks. Figure 2 shows this performance.

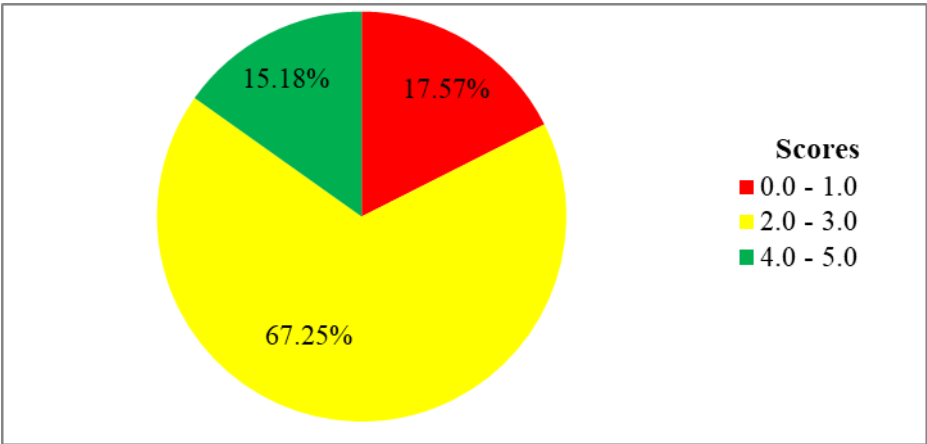


Figure 2: *The Students’ Performance on Question 2*

As shown on figure 2, the general performance of students in this question was good as 21,996 (96.14%) out of 22,879 scored 3.0 marks and above. Among these, 564 (2.47%) answered correctly all five items

and scored 5.0 marks. This implies that the students had sufficient knowledge of the topics from which the items were set. Extract 2.1 is a sample of correct response for question 2.

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

Extract 2.1: A Sample of Student's Correct Response to Question 2

In extract 2.1, the student matched correctly all five items of question 2.

Conversely, 17.57 per cent of the students scored from 0.0 to 1.0 mark. Among them 3.95 per cent scored 0.0. The students who failed to match the items indicate that they lacked knowledge of the subject matter. There is a possibility that they did not cover the topic or they did not grasp the instructions given as guidance to answering the question. Extract 2.2 indicates a Sample of the incorrect matching items.

Answers					
List A	(i)	(ii)	(iii)	(iv)	(v)
List B	C	B	E	D	G

Extract 2.2: A Sample of Student's Incorrect Responses to Question 2

In Extract 2.2, the student matched incorrectly all five items of the question and scored 0.0 mark.

2.2 SECTION B: Short Answers

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

This section consisted of seven (7) questions, including question number 3 to 9, in which the students were required to give brief explanation or short answers. Each question carried 10.0 marks, making a total of 70.0 marks.

2.2.1 Question 3: Creation

This question had four items (a) to (d), whereby the first three items tested students' ability to understand Biblical persons and events in the second creation story and item (d) tested students' ability to apply the knowledge acquired during teaching and learning process.

The analysis of the students' performance in this question indicates that 1,623 (7.09%) out 22,879 scored from 0.0 to 2.0 marks. 6,647 (29.05%) scored from 3.0 to 6.0 marks and 14,609 (63.86%) scored from 7.0 to 10.0 marks. This analysis is illustrated in Figure 3.

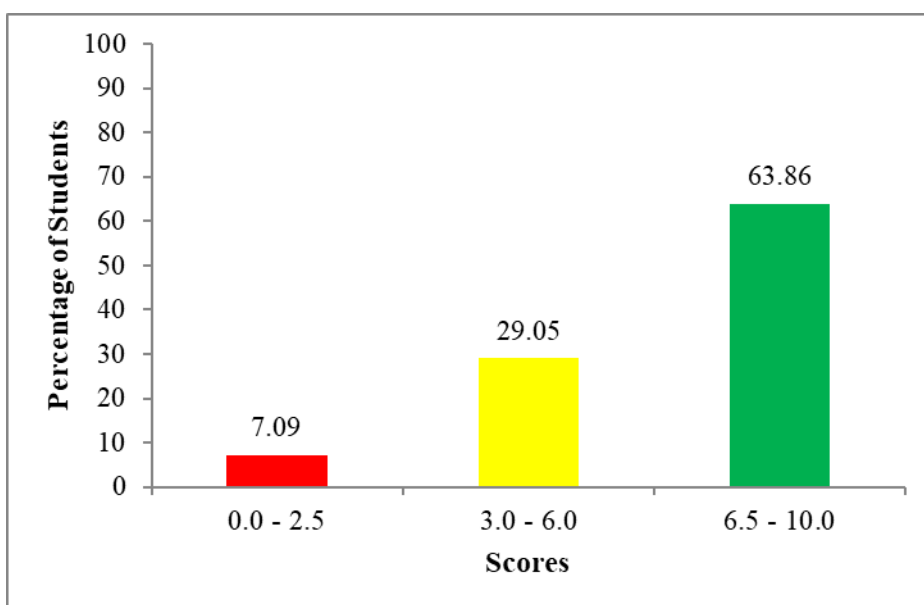


Figure 3: *The Students' Performance on Question 3*

Basing on figure 3, the general performance of the students was good as 21,256 (92.91%) scored 3.0 marks and above. Among these, 3,897 (17.03%) answered all the four items correctly and scored 10.0 marks. This demonstrates that they had adequate knowledge of the topic of *Creation*.

Moreover, 6,647 (29.05%) students scored average marks ranging from 3.0 to 6.0 marks. These had adequate knowledge of the topic but were not able to provide the responses fully. On the other hand, those who scored low marks depicted lack of knowledge of the topic and failure to

understand the requirements of the question. As a result, 1,623 (7.09%) scored from 0.0 to 2.0 marks, of whom 899 (3.93%) students scored 0.0 mark. The following is the analysis of the students' responses to items (a) to (d).

In item (a), students were asked, *"How was the man created?"* The majority of the students described correctly the creation of man that *God formed man out of the dust from the ground and breathed into his nostrils the breath of life and the man became the living being.* This indicates that the students understood how man was created according to the topic of Creation especially the Second story of Creation.

On the other hand, few students provided incorrect answers. For example, instead of describing how man was created some of them mentioned the first man to be created (Adam), some provided the name of the creator (God). Furthermore, one of them wrote God's statement in the first creation account, "Let us create man in our image." This connotes that the students did not understand the demands of the question and had inadequate knowledge about the second creation story.

Item (b), asked, *"Describe the creation of the woman."* Most of the students described correctly the creation of woman that *God caused a deep sleep to fall upon the man and while he slept, took one of his ribs and closed up its place with flesh and the rib, which the Lord God had taken from the man; He made into a woman and brought her to the man.* This shows that the students understood and adhered to the requirements of the item.

On the contrary, there were few students who were not able to describe the creation of the woman. For example, some of them mentioned the name of the woman who was created (Eve). Others described that the woman was created from the dust of the ground and then God breathed into her nostrils the breath of life and another described the story of the fall of man that the serpent deceived the woman and the woman ate the fruit. Furthermore, one of them wrote "because woman was mistreated their wives in the society." This suggests that the students had inadequate knowledge and understanding about the creation of woman.

Item (c) asked, “*What did the man say when God gave him the woman?*” A considerable number of the students responded correctly that, *this at last is bone of my bones and flesh of my flesh; she shall be called woman because she was taken out of man*. This implies that the students understood and adhered to the demands of the question.

Contrariwise, few students provided irrelevant responses. For example, some of them wrote the statement spoken by Adam when he was sked by God whether he had eaten the fruit, “the woman whom you gave me, she gave me the fruit and I ate.” In addition, one of them wrote, “Because I concentrated in production I concentrated in enjoying my wife.” This demonstrates that the students had inadequate knowledge of the story of Creation of Man and Woman.

Item (d), asked “*Advice the men who mistreat their wives in the society today.*” The item required students to apply the knowledge of the creation of man and woman by giving advice to men who mistreat their wives. The students were required to provide their answers from among the following; *men who mistreat their wives do that against themselves as they are one flesh* and that *men should love their wives as God himself initiated such order*. Most of the students provided relevant answers. This shows that they were able to apply the knowledge of creation of man and woman to their daily life.

In contrast, few students were not able to provide relevant advice to men who mistreat their wives. For example, some of the students provided the effects of men mistreating their wives such as death, divorce, separation and adultery while others mentioned names of famous Biblical persons like Adam, Abraham, Noah and Moses. This indicates that they did not understand the demands of the item and they were unable to apply the knowledge acquired in the class to their daily life situations.

The general performance of the students in this question was good as 92.91 per cent scored from 3.0 to 10.0. The students demonstrated their competences in responding to the question as required. This shows that the students had satisfactory knowledge of the creation of man and woman according to the second creation account, and they were able to

apply the skills and knowledge to their daily life situations. Extract 3.1 is a sample of correct responses to question 3.

3.	Answer items (a) – (e) using the creation story in Genesis 2.
(a)	How was the man created? Man was created by using the dust of the earth and God breathed into his nostrils and man became living.
(b)	Describe the creation of the woman. God put man into a deep sleep, took one of his ribs and made woman out of it. That is the origin of the word woman for she came out of man.
(c)	What did the man say when God gave him the woman? "At last this is flesh of my flesh, And bone of my bone, Therefore, you shall be called woman, for you came out of man."
(d)	Advise the men who mistreat their wives in the society today. ① They are supposed to love and take good care of their wives because God gave man a woman to be his assistant and help man. If they love their wives, they will never have thoughts of mistreating them. ② They are also supposed to respect their wives as they were also made in the likeness and image of God.

Extract 3.1: A Sample of Correct Responses to Question 3

In Extract 3.1, the student provided correct responses to all the four items to question 3.

On the other hand, 7.09 per cent scored below 3.0 marks and 3.93 per cent scored 0.0 mark. This seems that they failed to understand the demands of the question and had insufficient skills in applying Biblical concepts, stories and themes to their context. Extract 3.2, is a sample of incorrect responses to question 3.

3. Answer items (a) – (e) using the creation story in Genesis 2.

(a) How was the man created?

The man created The second day and
after ~~the~~ created The Man created the women
for example of God.

(b) Describe the creation of the woman.

The woman on The Garden
we shall eat fruit of life and
woman created the after Man.

(c) What did the man say when God gave him the woman?

God gave him The woman she is created the
~~man~~ example of god God God. and God said
You shall not have other God, I am the
Your God.

(d) Advise the men who mistreat their wives in the society today.

The men mistreat in The society
today You will not wives in
The society, Because it is not good
manner.

Extract 3.2: A Sample of Incorrect Responses to Question 3

In Extract 3.2, the student provided incorrect responses to all the four items in question 3.

2.2.2 Question 4: The Fall of Man and its Outcomes

This question consisted of three items (a), (b) and (c). The first two items tested students' ability to remember the acquired knowledge, in the story of the Tower of Babel. Item (c), tested students' ability to apply the knowledge of the Tower of Babel by explaining the importance of human language in today's development.

The analysis of the students' performance in this question indicates that 948 (4.14%) out of 22,879, scored from 0.0 to 2.0 marks, 4,948 (21.63%) scored from 3.0 to 6.0 marks and 16,983 (74.23%) scored from 7.0 to 10.0 marks. This analysis is illustrated in Figure 4.

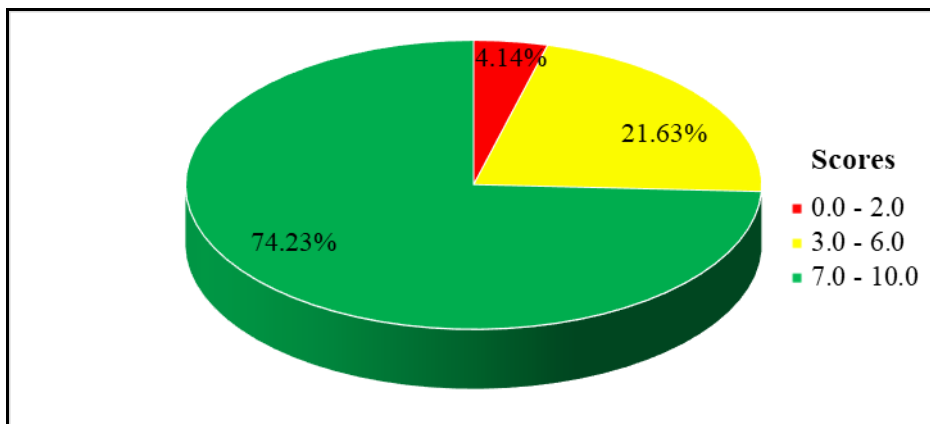


Figure 4: *The Students' Performance on Question 4*

As shown on figure 4, the general performance of the students was good as 21,931 (95.86%) scored 3.0 to 10.0 marks. Among these, 7,255 (31.71%) answered all the four items correctly since they scored 10.0 marks. This demonstrates that they had adequate knowledge of the story of the Tower of Babel. The following is the analysis of the students' responses to each item (a) to (c):

In item (a), students were asked, "*Whom did God involve in confusing human language in Babel?*" The students were required to provide relevant answers, the *Holy Trinity*, *angels* or *heavenly beings* as the ones God involved in confusing human language. A considerable number of the students provided the correct responses showing that they understood the demands of the item and had satisfactory knowledge of the topic of *The Fall of Man and its Outcomes* particularly the story of Tower of Babel.

On the contrary, some students provided incorrect answers to this item. For example, they listed the names of people like Abraham, Noah, Aaron, Moses or Pharaoh as the ones God involved in confusing the language. Furthermore, one of them wrote, "in people of Israel it contains proportion contract of God." This shows that the students

lacked knowledge of the story of the Tower of the Babel in the process of confusing human language.

Item (b), students were asked, “*What was the outcome of confusion among the people in Babel?*” The correct response was that; *People were no longer able to continue with their plan of building the tower. There emerged varieties of language in human society. Human beings were scattered all over the earth.* A good number of students managed to provide the required responses implying that they were conversant with the subject matter from which the item was set.

Conversely, there were some students who were not able to provide the required responses due to failure of understanding the requirements of the question. For example, some of the students described the story of the floods, others wrote about the fall of man while others described the story of Israel’s apostasy at Mount Horeb. In addition, one of them wrote, “in Babel it contains Ten Commandments received by God.” This shows that the student had mixed the given story with the story of Ten Commandments at mount Horeb when the Israelites were on the way to the Promised Land. This demonstrates that the students had insufficient knowledge of the topic of *The Fall of Man and its Outcomes*.

In item (c), students were asked, “*Explain the importance of human language in development today by giving three points.*” They were expected to provide three relevant answers among the following; *language facilitates communication among the people, promotes unity among the people and it is the identity for the members of a particular ethnic group of people.* The majority of the students provided correct responses to the question, indicating that they had sufficient knowledge and understanding about the importance of human language in development of the society.

However, few students provided irrelevant answers. For example, some of them narrated about the Israelites crossing the Red Sea while others described the ten plagues encountered by Pharaoh and his people. Moreover, one of them wrote, “it contains origin faith in contract.” This shows that the students were not conversant with the subject matter from which the item was set.

Generally, the performance of students who attempted this question was good as 95.86 per cent of the students scored above 3.0 marks where 31.71 per cent scored full 10.0 marks, showing that they had sufficient knowledge and they understood the requirement of the question. Extract 4.1 is a sample of correct responses to question 4.

4. In the process of confusing human communication in Babel, God said, "Come, let us go down and confuse their language..." (Gen. 11:7).

(a) Whom did God involve in confusing human language in Babel?
Holy trinity

(b) What was the outcome of confusion among the people in Babel?
The project of tower of Babel declined since the people could not understand each other anymore.

(c) Explain the importance of human language in development today by giving three points.

(i) Helps to mobilize people in development
Human language aids in unifying the people to achieve a certain planned goal in development.

(ii) Helps to share ideas, experiences and views
Human language helps to exchange ideas and views in development so as to obtain better ideas for development.

(iii) Improves efficiency of work
Language improves work efficiency by all agreeing to an idea or by suggestions on how to develop work.

Extract 4.1: A Sample of Correct Responses to Question 4

In Extract 4.1, the student provided correct responses to all the three items to question 4.

In contrast, 4.14 per cent scored below 3.0 marks. Among them, 1.94 per cent scored 0.0 mark as they had inadequate knowledge and skills in applying knowledge gained to their context. Extract 4.2 is a sample of incorrect responses to question 4.

4. In the process of confusing human communication in Babel, God said, "Come, let us go down and confuse their language..." (Gen. 11:7).

(a) Whom did God involve in confusing human language in Babel?

Let us God said come let us go down
and confuse their language.

(b) What was the outcome of confusion among the people in Babel?

Because the process of communication
in Babel.

(c) Explain the importance of human language in development today by giving three points.

(i) It help to Confuse their language.

(ii) It help to their language.

(iii) It help to human communication in
babel.

Extract 4.2: A Sample of Incorrect Responses to Question 4

In Extract 4.2, the student provided incorrect responses to all the three items to question 4.

2.2.3 Question 5: Sons of Isaac

The question started with the scenario "Shechem after raping Dinah he requested his father Hamor to go to her parents to propose to them to marry Dinah because he fell in love with her (Gen. 34:1-31)." This question had three items (a), (b) and (c) as analysed below. The analysis of the students' performance in this question indicates that 2,113 (9.24%) out 22,879 scored from 0.0 to 2.0 marks, 4,061 (17.75%) scored from 3.0 to 6.0 marks and 16,705 (73.01%) scored from 7.0 to 10.0 marks. This analysis is illustrated in Figure 5.

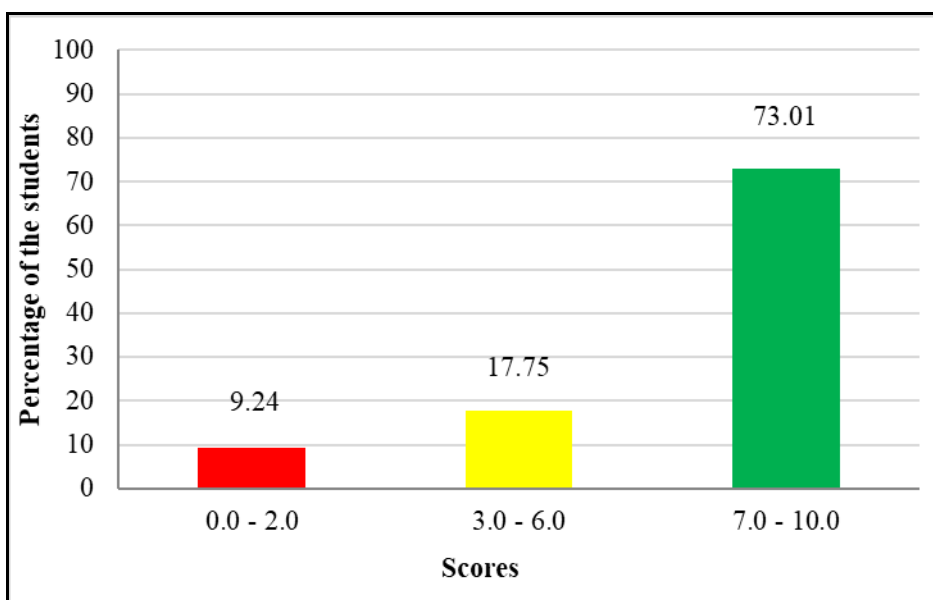


Figure 5: *The Students' Performance on Question 5*

As shown on figure 5, the general performance of students in this question was good as 20,766 (90.76%) scored 3.0 marks and above. Among these, 7,754 (33.89%) answered correctly all the four items and scored 10.0 marks. This demonstrates that they had adequate knowledge of the topic of the *Sons of Isaac*.

On the other hand, those who scored low marks (0.0 to 2.0) were 2,113 (9.24%) of whom 1,354 (5.92) scored 0.0. They depicted lack of knowledge of the topic and failure to understand the requirements of the question. The analysis of students' performance for each item in question 5 is as follows:

Item (a), asked “*What was the feeling of the sons of Jacob in reaction to the humiliating action of Shechem upon their sister and what did they plan?*” The students were expected to provide the answer as follows; *The sons of Jacob felt very angry for the act of Shechem defiling and humiliating their sister and planned to revenge.* A considerable number of the students were able to provide the required response showing that they were familiar with the topic from which the item was set.

Few students were not able to provide the required responses. For example, instead of explaining that the sons of Jacob were angry, some

of them showed that the sons of Jacob were happy; others wrote that the sons of Jacob were planning to marry their sister while others just mentioned some people like Pharaoh. Moreover, one of them wrote, “in reaction to the humiliating act Shechem decided to pray to God.” This connotes that the students did not understand the requirement of the question while others had inadequate knowledge of the subject matter.

In item (b), students were asked, “*Which trick did the sons of Jacob apply in order to fulfil their plan against the Shechemites?*” The expected response was that *the sons of Jacob pretended to have agreed with the proposal of intermarriage with the conditions of the Shechemites accepting to be circumcised in order to facilitate easy attacking and killing of the Shechemites when the males were still on their sores*. A good number of students managed to provide the required response showing that they had adequate knowledge and understanding of the subject matter.

Contrariwise, few students were not able to provide the trick, which was applied by the sons of Jacob to attack and kill the Shechemites. For example, some of them described who was Jacob, while others wrote that Jacob invited the Shechemites to eat with them and finally take Dinah as their wife. Furthermore, one of them wrote, “they plan to go to Pharaoh and let him kill her.” This implies that the students were not knowledgeable with the story of Dinah and Shechem.

Item (c), required the students to propose three measures to be taken against raping in their society. The correct response was; *to punish all rapists, to emphasize human moral values; sincere love to one another and women should take precautionary measures of protecting themselves*. Most of the students provided the required responses indicating that they had sufficient knowledge of the story of Dinah the daughter of Jacob and Shechem the son of Hamor skills to apply the knowledge.

In contrast, there were some students who provided irrelevant measures against raping in their society. For example, some of them narrated the story of Joseph who was cast into a pit and finally sold by his brothers, others described the story of Potiphar’s wife seducing Joseph to sleep with her and others wrote about bride price. In addition, one of the

students wrote, “specific curse to the serpent and enmity among your offspring.” This shows that the students had poor understanding and knowledge of the control measures against raping.

The general performance of students in this question was good since 90.76 per cent of the students scored 3.0 marks and above. Among them 33.89 per cent scored 10.0 marks as they provided correct responses to all the three items. This demonstrated that they had sufficient knowledge, understanding the demands of the question and competences to apply the knowledge gained in the classroom to their daily life. Extract 5.1 is a sample of correct responses to question 5.

5. Shechem after raping Dinah he requested his father Hamor to go to her parents to propose to them to marry Dinah because he fell in love with her (Gen. 34:1-31). With this Biblical information:

(a) What was the feeling of the sons of Jacob in reaction to the humiliating act of Shechem upon their sister and what did they plan?

*- The sons of Jacob became angry and disgraced.
• They planned to Revenge for their sister by killing all men of Shechem.*

(b) Which trick did the sons of Jacob apply in order to fulfill their plan against the Shechemites?

- They used a trick of telling Shechem that he would not be able to marry their sister unless he is circumcised together with his men. So when they were still healing their circumcision wounds, they attacked and killed them.

(c) Propose three measures to be taken against raping in your society.

(i) *- Harsh punishments to the doers; when the people practising this act are caught and punished it will make others not to do to avoid the punishment.*

(ii) *- Avoid walking alone at night. This is very dangerous act which mostly occur at night so people should stop walking alone at night (especially women and girls).*

(iii) *- Education to people; people should be given a good guiding system on the effects of rape and how it costs human life together with his relationship with God.*

Extract 5.1: A Sample of Correct Responses to Question 5

In Extract 5.1, the student provided correct responses to all the three items to question 5.

Conversely, 9.24 per cent of the students scored below 3.0 marks. Among them 5.92 per cent scored 0.0 mark as they provided irrelevant responses to all three items. This indicates their inability to understand the requirements of the question. Extract 5.2 is a sample of incorrect responses to question 5.

5.	Shechem after raping Dinah he requested his father Hamor to go to her parents to propose to them to marry Dinah because he fell in love with her (Gen. 34:1-31). With this Biblical information:
(a)	What was the feeling of the sons of Jacob in reaction to the humiliating act of Shechem upon their sister and what did they plan? they was fell to love with her.
(b)	Which trick did the sons of Jacob apply in order to fulfill their plan against the Shechemites? He was said to make the land for the purpose of cultivation.
(c)	Propose three measures to be taken against raping in your society.
(i)	Drug abuse: This is a process of a person to drink bad soft and eat.
(ii)	lazyness: This is a very bad habity cause people to go against god.
(iii)	stealing: This is a very bad habit which goes against comentment of god.

Extract 5.2: A Sample of Incorrect Responses to Question 5

In Extract 5.2, the student provided incorrect responses to all the three items to question 5.

2.2.4 Question 6: Sons of Isaac

This question began with a scenario, “Laban and Jacob made a covenant of peace at Mizpah which stated that no one shall cross the boundary for evil intention against the other” (Genesis 31:43-54). The question followed by four items (a), (b), (c) and (d) whereby the first three items tested students’ ability to remember Biblical persons, events and concepts acquired from the story. Item (d) tested students’ ability to apply the knowledge acquired during teaching and learning process.

The analysis of the students’ performance in this question indicates that 2,928 (12.80%) out of 22,879 scored from 0.0 to 2.0 marks, 16,209 (70.84%) scored from 3.0 to 6.0 marks and 3,742 (16.36%) scored from 7.0 to 10.0 marks. This analysis is illustrated in Figure 6.

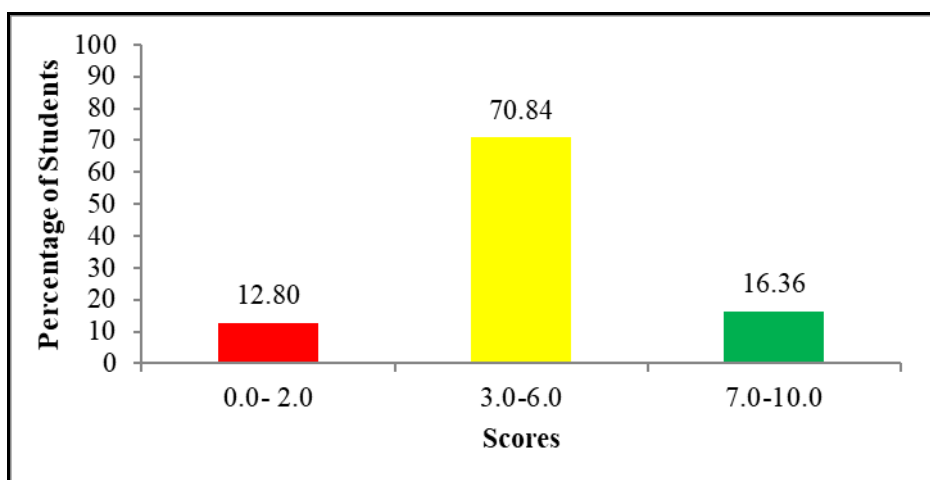


Figure 6: *The Students' Performance on Question 6*

Basing on figure 6, the general performance of students in this question was good as 19,951 (87.20%) scored 3.0 marks and above. Among these, 281 (1.23%) answered correctly all the four items and scored 10.0 marks. This demonstrates that they had adequate knowledge of the topic of the *Sons of Isaac*.

On the other hand, those who scored low marks (0.0 to 2.0) were 2,928 (12.80%) of whom 897 (3.92%) scored 0.0 mark. This depicted that they lacked knowledge of the topic and failure to understand the

requirements of the question. The analysis of students' performance for each item in question 6 is as follows:

In item (a), the question asked, "*What forced them to make such a covenant?*" The students were expected to provide correct answer as follows: *Laban and Jacob were forced to make a covenant of peace because Laban accused Jacob of theft. Due to the failure of Laban to find Jacob or his people with anything stolen from Laban's house, they decided to make a covenant of peace. The covenant was made so that there was no room for one of them to cross to the other for battle.*

A considerable number of students responded correctly, to the question. Illustrating that they were familiar with the subject matter from which the item was set. In contrast to that, few students provided irrelevant responses. For example, some of them described the conflicts between Laban and Jacob and others described the relationship between Laban and Jacob as a result they scored Zero mark. Additionally, one of them wrote, "covenant is the covenant between two people". This shows that the student lacked awareness of the story of Laban and Jacob.

In item (b), students were asked, "*What was the physical sign of this covenant?*" The expected response was: *The physical sign of the covenant between Laban and Jacob was a heap of stones and a pillar.* Most of the students managed to explain the physical sign of this covenant showing that they were knowledgeable about the story of Laban and Jacob.

On the other hand, there were few students who were not able to explain the physical sign of this covenant. For example, some explained that Jacob had stolen the cattle and gods of Laban. Another student wrote that "because is use covenant." This shows that the student had inadequate knowledge about the story of Laban and Jacob.

In item (c), the question asked: "*What did the two parties do at the end which showed that they were bound together?*" The students were required to provide the following responses: *The two parties ate a sacrificial meal together and departed from each other in peace showing that they were bound together.* Most of the students were able

to provide the required responses indicating that they were conversant with the topic of *Sons of Isaac*.

However, some students were not able to provide the required correct responses for example, some of the students described that, the two parties were against each other and others wrote that the two parties could not come together. This depicts that the students did not understand the requirements of the question as they had inadequate knowledge of the establishment of Jacob's family.

In item (d), the question stated that "In three points, show the importance of covenants in life." The expected response was as follows: *they create peace among people who had been in quarrel, they bring good relationship between human beings and God and they bind human beings together such as husband and wife in marriage*. Most of the students provided relevant points to show the importance of covenants. This suggests that they were knowledgeable about the importance of covenant in life.

Nevertheless, few students were not able to provide the importance of covenants in today's life. For example, some of them defined the term covenant, while others explained different covenants that God had made with people like Noah, Abraham and Moses. Furthermore, one student wrote, "there is no fight, it help no bad language and it help to no bad behaviour". This indicates that they did not understand the requirements of the question and had inadequate knowledge of applying in their daily life.

The general analysis reveals that the performance of students in this question was good as 87.20 per cent scored 3.0 to 10.0 marks. Among them 1.23 per cent managed to provide the required answers to all items. This indicates that the students understood the demands of the question and they had adequate knowledge and skills of applying the knowledge of the topic of *Sons of Isaac*. Extract 6.1 is a sample of correct responses to question 6.

6. Laban and Jacob made a covenant of peace at Mizpah which stated that no one shall cross the boundary for evil intention against the other (Genesis 31:43-54).

(a) What forced them to make such a covenant?

Because Laban's things were stolen from him and he accused Jacob and also because Jacob fled without informing Laban thus they made a peace covenant.

(b) What was the physical sign of this covenant?

There was a pillar whereby Laban named it Jegar-sahadutha and Jacob named it other name.

(c) What did the two parties do at the end which showed that they were bound together?

They had a feast and ate all together in order to show that the covenant has been sealed then both had left on their own ways.

(d) In three points, show the importance of covenants in life.

- (i) Covenants enables two parties to agree on one thing and live in peace.
- (ii) Covenants are used to give blessing to those who obey.
- (iii) Covenants are there as promises that one cannot break without a punishment.

Extract 6.1: A Sample of Correct Responses to Question 6

In Extract 6.1, the student provided correct responses to all the four items in question 6.

Conversely, 12.80 per cent of the students scored below 3.0 marks. Among them 3.92 per cent scored 0.0 mark as they provided irrelevant responses to all four items indicating their inability to understand the requirements of the question. Extract 6.2 is a sample of incorrect responses to question 6.

6. Laban and Jacob made a covenant of peace at Mizpah which stated that no one shall cross the boundary for evil intention against the other (Genesis 31:43-54).

(a) What forced them to make such a covenant?

They forced them to make such a covenant because they want to intention against the covenant and to peace of the stated to be ~~for~~ intention.

(b) What was the physical sign of this covenant?

The physical sign of this ^{covenant} ~~covenant~~ is the our ~~body~~ ^{there is} covenant.

(c) What did the two parties do at the end which showed that they were bound together?

The parties do at the end showed they were bound together ~~is~~ ^{is} should intention against the other. ~~is~~ ^{is} they should close the boundary.

(d) In three points, show the importance of covenants in life.

- (i) It help to know very covenants in our life example: Covenants of a Women.
- (ii) It help to know there is physical ^{covenant} ~~covenant~~ example: Covenants of a Men.
- (iii) It help to know there is ^{covenant} ~~covenant~~ in our life and to know us well example: Covenant of serpents.

Extract 6.2: A Sample of Incorrect Responses to Question 6

In Extract 6.2, the student provided incorrect responses to all the four items in question 6.

2.2.5 Question 7: The Hebrews in Egypt

This question focused on Exodus 9:16-19 with the scenario, *God left Pharaoh and his people to live for a purpose. However, he gave him a warning of what was going to happen and the precautions to take but Pharaoh did not pay attention.* The question was composed of three items (a), (b) and (c).

The analysis of the students' performance in this question indicates that 1,584 (6.92%) out of 22,879 scored from 0.0 to 2.0 marks. 10,331 (45.16%) scored from 3.0 to 6.0 marks and 10,964 (47.92%) scored from 7.0 to 10.0 marks. This analysis is illustrated in Figure 7.

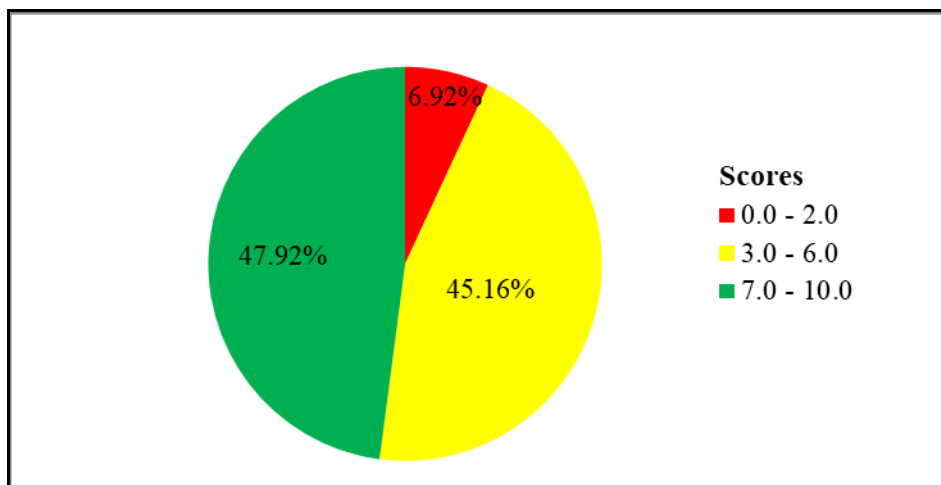


Figure 7: *The Students' Performance to Question 7*

As shown on figure 7, the general performance of students in this question was good as 21,295 (93.08%) scored 3.0 marks and above. Among these, 87 (0.38%) answered correctly all the three items and scored 10.0 marks. This demonstrates that they had adequate knowledge of the topic of *The Hebrews in Egypt*.

On the other hand, those who scored low marks (0.0 to 2.0) were 1,584 (6.92%), among these 867 (3.79%) scored 0.0 mark. They depicted lack of knowledge of the topic and failure to understand the requirements of the question. The analysis of students' performance for each item on question 7 is as follows:

In item (a), the question asked, "*What was the purpose of God letting Pharaoh and his people live?*" The students were expected to provide relevant responses as follows: *to show Pharaoh God's power so that God's name would be declared throughout the earth*. Most of the students provided relevant answers revealing that they understood the demands of the question and had adequate knowledge of God's plan to deliver the people of Israel from Egypt.

However, there were few students who provided incorrect responses. For example, some of the students explained Pharaoh as the father of nations; others explained that God wanted to save Pharaoh and his people while others asserted that God killed Pharaoh and his people. This shows that they had poor knowledge of the topic of Hebrews in Egypt.

Item (b) required the students to explain the precautions that God gave to Pharaoh. The expected answer was *to bring all cattle and that Pharaoh had to secure place because there would be hail that will destroy everything unsheltered. Pharaoh and his people should not leave anything on open space*. Few students provided relevant answers explaining the precautions that God gave to Pharaoh. This implies that the students had adequate knowledge of Pharaoh's encounter with God.

Conversely, the majority of the students were not able to provide relevant responses. For example, instead of explaining the precautions, some of the students explained that God warned Pharaoh to stop throwing Hebrews' newly born babies into River Nile. While others explained about production of good jobs and services. This displays that the students had insufficient knowledge and understanding of the precautions that God gave to Pharaoh.

Item (c), the question stated, "Briefly explain any three dangers that a person can get by not paying attention to precautions given by God." Students were expected to provide relevant answers among the following; *diseases, accidents and death, risking other people's lives, separation from the presence of God and breaking relationship with others*. The majority of the students managed to provide the required responses, showing that the students were knowledgeable enough to understand the demands of the question.

On the contrary, there were few students who failed to provide the required response. For example, instead of explaining the dangers that a person can get by not paying attention to precautions given by God, some of them explained about God helping people and others explained about what happened to Pharaoh for disobeying God. This shows that the students did not understand the requirements of the question.

The general performance of the students in this question was good as 93.08 per cent of the students scored from 3.0 to 10.0 marks. Among them 0.38 per cent scored 10.0 marks. The students provided relevant points explaining the purpose of God letting Pharaoh and his people to live, precautions God gave to Pharaoh and dangers that a person can get by not paying attention to precautions given by God. This shows that the students had adequate knowledge on God's plan to deliver and protect his people. Extract 7.1 is a sample of correct responses to question 7.

7. God left Pharaoh and his people to live for a purpose. However, he gave him a warning of what was going to happen and the precautions to take but Pharaoh did not pay attention (Exodus 9:16-19).

(a) What was the purpose of God letting Pharaoh and his people live?
 In order to show them that God is powerful

(b) What were the precautions that God gave to Pharaoh?
 God used Moses and Aaron to tell Pharaoh to let the Israelites go and have a rest for him in the wilderness but Pharaoh never took the precaution. So God warned him about the plagues but he still never listened.

(c) Briefly explain any three dangers that a person can get by not paying attention to precautions given by God.

(i) Failure in life and poverty:
 If someone does not follow the precautions that he or she is given by God in his or her life, the person can have a hard life or even be poor.

(ii) Diseases:
 Diseases can also be a result of not listening to God's precaution. God can afflict the person with diseases such as leprosy and HIV/AIDS.

(iii) Death:
 God can sometimes give up precaution about great things. If a person does not pay attention, he or she can die because of ignoring it.

Extract 7.1: A Sample of Correct Responses to Question 7

In Extract 7.1, the student provided correct responses to all the three items on question 7.

On the other hand, 6.92 per cent of the students scored below 3.0 marks. Among them 3.79 per cent scored 0.0 mark as they provided irrelevant responses to all three items indicating their incompetence to understand the requirements of the question. Extract 7.2 is a sample of incorrect responses to question 7.

7. God left Pharaoh and his people to live for a purpose. However, he gave him a warning of what was going to happen and the precautions to take but Pharaoh did not pay attention (Exodus 9:16-19).

(a) What was the purpose of God letting Pharaoh and his people live?

God the help and serve pharaoh his produce serve good the works of Pharaoh.

(b) What were the precautions that God gave to Pharaoh?

Because God it serve pharaoh in help the direction of Pharaoh in produce good jobs in the god at the production of the precautions that the god in the Pharaoh to produce good work of the god.

(c) Briefly explain any three dangers that a person can get by not paying attention to precautions given by God.

(i) Because God it production of which people in serve to get by not paying attention the god in produce chercher.

(ii) - Because God it help the people in serve the animal and direction of the people to not serve the god in works.

(iii) - Because the paying the God it production of Pharaoh to produce source of god in help to understand in peace and did not the serve in direction of the people to get the God.

Extract 7.2: A Sample of Incorrect Responses to Question 7

In Extract 7.2, the student provided incorrect responses to all the three items on question 7.

2.2.6 Question 8: Israelites' Journey through the Desert

The question stated that, “When the Hebrews set their camp at Pihahiroth by the Red Sea, they encountered two major obstacles (Exodus 14).” It had four items (a), (b), (c) and (d) which tested students’ ability to recall Biblical events and places.

The analysis of the students’ performance in this question indicates that 9,764 (42.68%) out 22,879 scored from 0.0 to 2.5 marks. 6,525 (28.52%) scored from 3.0 to 6.0 marks and 6,590 (28.80%) scored from 7.0 to 10.0 marks. This analysis is illustrated in Figure 8.

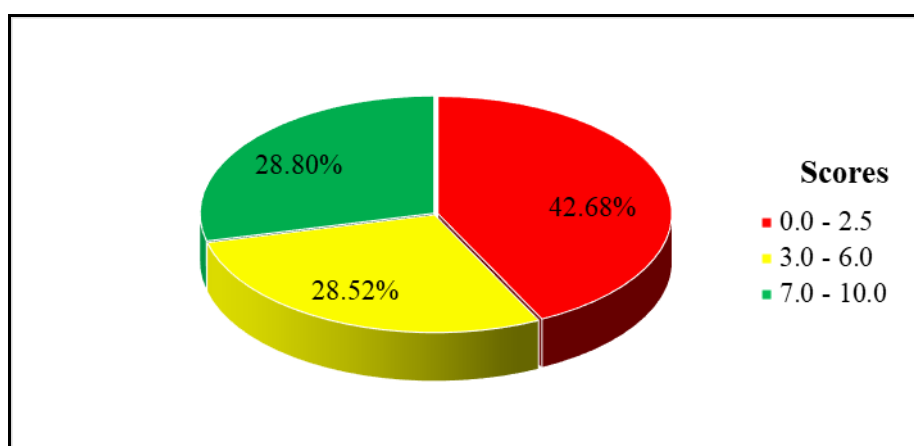


Figure 8: *The Students’ Performance on Question 8*

Basing on Figure 8, the general performance of the students was average as 13,115 (57.32%) scored 3.0 marks and above. Among these, 2,829 (12.37%) answered all the four items correctly. This demonstrates that they had adequate knowledge of the topic of Israelites’ Journey through the Desert. The analysis of students’ performance for each item in question 8 is as follows:

In item (a), the students were asked, “*What were the two obstacles?*” The expected answer was, *The Red Sea was ahead of the Hebrews and they were not able to cross it, Pharaoh’s army was behind them pursuing them so as to capture them.* Most of them were able to describe the two obstacles encountered by the Hebrews. This implies that the students understood and adhered to the requirements of the

question and they had adequate knowledge of the story of the Israelites crossing the Red Sea.

On the other hand, some of the students provided incorrect descriptions of the obstacles that the Israelites encountered on their way to the Promised Land. For example, some of them described lack of water and food. Another explained about Moses ascending to Mount Sinai to receive the two tablets of the Decalogue. Moreover, one of the students wrote, “obedient the Hebrew people did not obey Moses when he told to do something.” This implies that such students did not understand the requirements of the question and had inadequate knowledge of the two obstacles encountered by the Hebrews by the Red Sea.

Item (b) asked, “*What was the Hebrews reaction?*” The students were expected to provide relevant answers as follows: *The Hebrews complained and blamed Moses for taking them out of Egypt. They preferred slavery to freedom.* Most of the students provided relevant answers explaining the reaction of the Hebrews to Moses indicating that they had suitable knowledge of the subject matter.

On the contrary, there were few students who provided incorrect answers. For example, some of them wrote that God gave manna and water while others explained that the Hebrews made the golden calf and began to worship it. These students have mixed with the story of Exodus 32 when Moses delayed on the mountain for long. Furthermore, one of them wrote, “When Moses opened the gate people passed.” This implies that the students had poor knowledge of Biblical events and places.

Item (c) asked, “*What did Moses tell the Hebrews?*” Students were expected to provide relevant answers as follows: *Moses told them to be still and see the deliverance of the Lord because God would fight for them.* Most of the students managed to provide the required responses. This shows that they were knowledgeable enough to understand the requirements of the question.

On the other hand, some students provided irrelevant responses. For example, some of them described that Moses struck the rock twice while others described that Moses broke the two tablets of the Ten Commandments. Moreover, one of the students wrote “after Moses told

him to pass he passed because of Pharaoh's army." This implies that the students had insufficient knowledge of the topic.

Item (d) asked, "*Explain how did they overcome the obstacles?*" The expected answers were as follows:

God ordered Moses to lift up his staff and stretch his hand over the sea to divide it. The sea was divided and the Hebrews passed through the sea on dry ground. All of Pharaoh's horse's chariots and chariot drivers pursued and went into the sea after the Hebrews. The Lord threw them into panic and removed their chariot wheels. Then God ordered Moses to stretch his hand over the sea and the waters returned and covered the chariots and the horsemen and all the army of Pharaoh that had entered the sea.

Most of the students provided relevant points explaining how the Hebrews overcame the problem. This suggests that the students had adequate knowledge and they understood the task of the question.

Contrariwise, there were few students who provided incorrect responses. For example, some of them explained that God led the Hebrews by pillars of clouds by day and fires by night. Others explained that God told Moses to take a branch of tree and dipped it into bitter water and the water became sweet. This illustrates that the students had inadequate knowledge and understanding of the story of crossing the Red Sea.

As indicated previous, the general performance of the student who answered this question was average because most of them 42.68 per cent scored below average marks. Among them 23.97 per cent provided incorrect points to all the items, which led them to score 0.0 mark. This shows such students had inadequate knowledge of the topic of Israelites' Journey through the Desert. Extract 8.1 illustrates this fact of incorrect responses to question 8.

8. When the Hebrews set their camp at Pihahiroth by the Red Sea, they encountered two major obstacles (Exodus 14).

(a) What were the two obstacles?

- (i) First account of creation
people must be understand the following
obstacle
- (ii) Second account of creation
people must be understand the following
Obstacles in your society

(b) What was the Hebrews' reaction?

Hebrews' reaction the people in the land
Canaan people must be understand the fo
llowing points in your society

(c) What did Moses tell the Hebrews?

Moses tell the Hebrews about the lord
lord in your society so people must must
be understand the following points

(d) Explain how did they overcome the obstacles?

- (i) Obey him the rule of God
people must be understand the following
points in your society people must be und
erstand and follow him ~~instruct~~ rule of
God
- (ii) To provide the security
people must be understand the following
points in your society if you understand
the following points

Extract 8.1: A Sample of Incorrect Responses to Question 8

In Extract 8.1, the student provided incorrect responses to all the four items in question 8.

Moreover, as indicated in the data analysis, 57.32 per cent of the students who sat for this paper scored from 3.0 to 10.0 marks. Among them, 12.37 per cent scored 10.0 marks as they managed to provide four correct responses to all the items showing that they had adequate knowledge of the topic of Israelites' Journey through the Desert. Extract 8.2 is a sample of correct responses in question 8.

8. When the Hebrews set their camp at Pihahiroth by the Red Sea, they encountered two major obstacles (Exodus 14).

(a) What were the two obstacles?

(i) Failure to have the means of the transport to ~~to~~ cross the Red sea.

(ii) They were near to be caught by Pharaoh and his army.

(b) What was the Hebrews' reaction?

Hebrews lamented to Moses that you have remove us in Egypt and brought us in this problems and they said its better you take us back.

(c) What did Moses tell the Hebrews?

Moses told them that the God of Abraham, the God of Jacob is also ~~on~~ our God. He is together with us he will helps us.

(d) Explain how did they overcome the obstacles?

(i) Moses prayed to God and God told him that to strike his stick (rod) on the Red sea and the sea separated creating a way of Hebrews to pass/cross it, creating the walls of water.

(ii) After Hebrews to cross the sea the walls made of water felled down and killed Pharaoh and his army.

Extract 8.2: A Sample of Correct Responses to Question 8

In Extract 8.2, the student provided correct responses to all the four items in question 8.

2.2.7 Question 9: Israel under the Leadership of Judges

This question started with the statement that, “Jephthah vowed to offer burnt offering of whoever comes first to meet him when he comes from war with victory, but the vow cost him (Judge 11: 29-33).” The question had four items (a), (b), (c) and (d). Items (a), (b) and (c) tested students’ ability to identify the enemy each judge went to fight against, especially the event concerning the Jephthah’s vow. Item (d) tested students’ ability to apply particular knowledge acquired during teaching and learning process in daily life.

The analysis of the students’ performance in this question indicates that 2,423 (10.59%) out 22,879 scored from 0.0 to 2.0 marks, 7,825 (34.20%) scored from 3.0 to 6.0 marks and 12,631 (55.21%) scored from 7.0 to 10.0 marks. This analysis is illustrated in Figure 9.

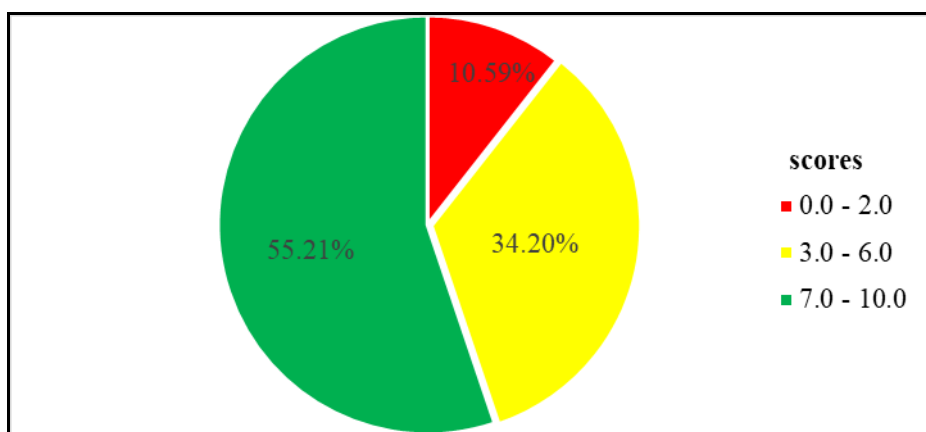


Figure 9: *The Students’ Performance on Question 9*

As reported in figure 9, the general performance of students in this question was good as 20,456 (89.41%) scored 3.0 to 10.0 marks. Among these, 1,711 (7.48%) answered correctly all the four items and scored 10.0 marks. This demonstrates that they had adequate knowledge of the topic of *Israel under the Leadership of Judges*.

Item (a), the students were asked, “*Who fought against Jephthah?*” The majority of the students provided the correct response, *Ammonites* showing that they had sufficient knowledge and understanding about the story of Jephthah’s war against the Ammonites.

However, some students failed to provide relevant responses to identify the enemies of Israel during the time of Jephthah. For example, some of them mentioned Pharaoh and his warriors, while others mentioned people like Gideon and Melechizedek as the enemies of Israel during the rule of Jephthah. This reveals that the students had inadequate knowledge and understanding of the enemies of Israel during the time of the major judges.

Item (b) asked; “*Who came first to meet Jephthah after the war?*” Most of the students provided the correct answer, *Jephthah’s daughter* indicating that they were knowledgeable enough to identify the one who was the first to meet Jephthah after coming victoriously from the war.

On the other hand, few students were not able to identify the first person to meet Jephthah as he was coming from the war. For example, few of them mentioned Gideon and others mentioned Amalek. Furthermore, one of them wrote, “victory and vow” as the first person to meet Jephthah. This indicates that the students were not conversant with the story of Jephthah’s vow.

Item (c) asked; “*What was Jephthah’s reaction when the first person came to meet him as he came from war?*” The students were expected to give relevant answer as follows: *when his only daughter came to meet him, he rent his clothes and was disappointed with the vow he made to God and finally he offered her as a burnt offering just as he had vowed.* Most of the students provided the required responses, showing that they were knowledgeable enough to adhere to the requirements of the question.

Nevertheless, there were few students who were not able to provide relevant points to describe Jephthah’s reaction when the first person came to meet him. For example, few of them wrote that Jephthah produced peace and love to his people; others wrote that Jephthah made a vow while one of them wrote that Jephthah used three hundred people in war. This indicates that the students had inadequate knowledge and understanding of the story of the life and mission of Jephthah.

Item (d) asked, “*Which three things do you learn from the life of Jephthah?*” The students were expected to provide three lessons as

follows: *I learn to forgive my enemies, to obey God and to be careful with what I vow to God.* Most of the students were able to provide relevant lessons from the life and mission of Jephthah. This implies that the students had good knowledge and understanding of the particular subject matter.

However, few students were not able to provide relevant lessons from the life and mission of Jephthah. For example, some of them provided qualities of a good leader while others wrote about the role of Biblical judges. This shows that the students did not understand the requirement of the question as they had inadequate knowledge of the life of Jephthah.

The general performance of the students in this question was good as 89.41 per cent scored from 3.0 to 10.0 marks. Among them 7.48 per cent scored 10.0 marks, as they were able to provide the required responses to all the items. This illustrates that the students had adequate knowledge and skills of mastering the question's requirements. Extract 9.1 is a sample of correct responses to question 9.

9. Jephthah vowed to offer burnt offering of whoever comes first to meet him when he comes from war with victory, but the vow cost him (Judge 11: 29-33).

(a) Who fought against Jephthah?

The Ammonite king and the ammonites.

(b) Who came first to meet Jephthah after the war?

Jephthah's daughter.

(c) What was Jephthah's reaction when the first person came to meet him as he came from war?

He was sad and blamed himself for making such a vow since he knew that his daughter will be taken and given as a sacrifice.

(d) Which three things do you learn from the life of Jephthah?

(i) He should trust in the Lord no matter what he face.

(ii) He should always be strong in every problem he go through.

(iii) He should always be ready to serve the Lord and do his word whole heartedly.

Extract 9.1: A Sample of Correct Responses to Question 9

In Extract 9.1, the student provided correct responses to all the four items on question 9.

In contrast, 10.59 per cent of the students scored below 3.0 marks. Among them 6.50 per cent scored 0.0 mark as they provided irrelevant responses to all four items. Displaying their incompetence to understand the requirements of the question and they had inadequate knowledge concerning Jephthah and his vow. Extract 9.2 is a sample of incorrect responses to question 9.

9. Jephthah vowed to offer burnt offering of whoever comes first to meet him when he comes from war with victory, but the vow cost him (Judge 11: 29-33).

(a) Who fought against Jephthah?

...Haran:.....

(b) Who came first to meet Jephthah after the war?

...Haran:.....

(c) What was Jephthah's reaction when the first person came to meet him as he came from war?

...He give the gift.....

(d) Which three things do you learn from the life of Jephthah?

(i) Victory:.....

(ii) Help other people:.....

(iii) To have a good victory and good heart.....

Extract 9.2: A Sample of Incorrect Responses to Question 9

In Extract 9.2, the student provided incorrect responses to all the four items in question 9.

2.3 SECTION C: Essay Question

Section C had only one essay question, which weighed 15 marks.

2.3.1 Question 10: Creation.

A scenario preceded a question that, *God gave Adam and Eve the responsibilities of protecting and taking care of the Garden of Eden (Genesis 2:15)*. Students were then asked, *“Considering the responsibilities given to them, explain four ways you would use to protect the environment.”* The students were expected to explain four relevant points among the following; *Afforestation, proper farming methods, proper waste disposal, avoiding over grazing and provision of education.*

The analysis of the students' performance in this question indicates that 1,675 (7.32%) out 22,879 scored from 0.0 to 4.0 marks, 1,405 (6.14%) scored from 5.0 to 9.0 marks and 19,799 (86.54%) scored from 10.0 to 15.0 marks. This analysis is illustrated in Figure 10.

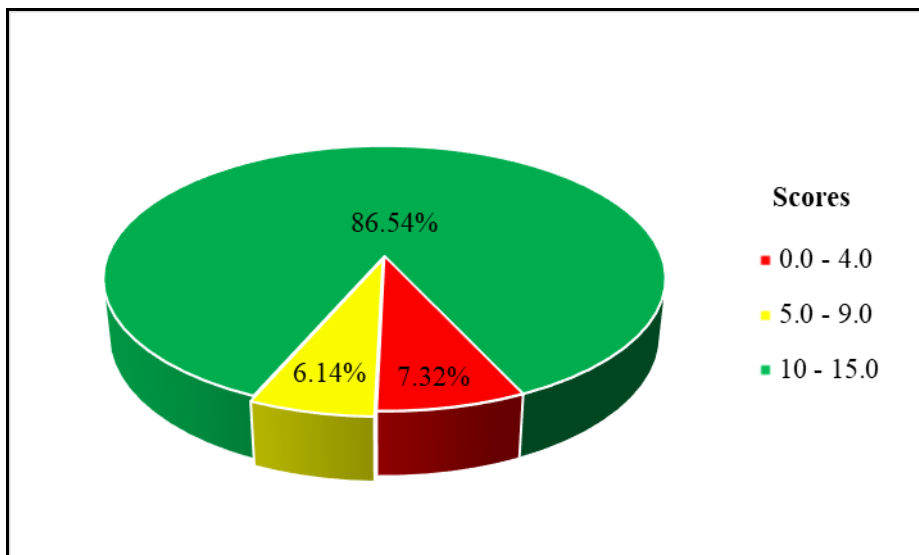


Figure 10: *The Students' Performance on Question 10*

As indicated in figure 10, the general performance of students on this question was good since, 21,204 (92.68%) scored 5.0-15.0 marks. Among these, 12,181 (53.24%) explained correctly the four ways they would use to protect and take care of the environment and scored 15.0 marks.

Further analysis of the students' responses displays that those who scored high marks ranging from 10.0 to 15.0, answered the question well. Most of them provided well-elaborated points. Their responses were in good arrangement and they observed rules for essay writing. They had good introduction, body with main points and a conclusion. Their responses exposed that the students had acquired sufficient knowledge, skills and competences relevant to the topic of *Creation*. Extract 10.1 is a sample of correct responses to question 10.

10. God gave Adam and Eva the responsibilities of protecting and taking care of the Garden of Eden (Genesis 2:15). Considering the responsibilities given to them, explain four ways you would use to protect the environment.

The Environment is anything that surrounds a human being. It consists of the air we breathe, the land we live on, the plants we see and the animals we have on the earth. Since creation human beings were given responsibility to take care of the earth. After creation Adam and Eve were given responsibility to take care of the Garden of Eden. This situation same applies to this generation because we are supposed to take care of and protect the environment. The following are the ways to be used in order to protect the environment:

Planting trees. Planting trees is very essential because trees are very important in our environment. Trees hold soil particles together preventing soil erosion. They also lead to production of oxygen gas during photosynthesis which is very important for respiration. Trees

10. have to be planted continuously especially in places with no trees and if in case a tree is cut, some other trees have to be planted in order to maintain fresh air in the environment and other benefits.

Littering wastes appropriately. Wastes produced during various activities should be disposed off safely. Disposing wastes inappropriately can cause the environment to be unattractive, injuries and far more effects such as spread of diseases. Appropriate methods should be used to dispose or eradicate each waste in the environment safely. This keeps the environment clean and attractive.

Treating harmful gases from the industries before emitting them. Harmful gases such as carbon dioxide, nitrogen dioxide and sulphur dioxide are produced as a result of industrial processes. These gases can cause air pollution to the environment. Thus, these gases have to be treated first in order to render them safe to the environment and not cause any hazardous effects in the environment.

Using good agricultural methods. Good agricultural methods have to be used in order to ensure the environment is not affected in anyway. Agricultural activities which are very near water bodies have to be stopped because harmful fertilizers can enter in the water bodies in case of water run-off during rain seasons. The use of compost manure should be more encouraged than using fertilizers which are ^{from} manufacturing industries in order to ensure the soil composition in the environment is maintained.

Generally, Environmental Conservation is very important because it was first commanded by God himself after creation. Most of the time people can fail to protect the environment because they don't have knowledge on the conservation of the environment. In order to solve this the Government, Religious Institutions and the citizens at large should cooperate effectively to educate people on the ways and importances of conserving and protecting the environment.

Extract 10.1: A Sample of Correct Responses to Question 10

In Extract 10.1, the student provided correct responses to question 10.

In contrast, 7.32 per cent of the students scored 5.0 marks and below. Among them 3.28 per cent scored 0.0 mark, as they were unable to explain four ways of protecting and taking care of the environment. For example, some of the students, explained about the importance of environment while others explained four factors which lead to the destruction of the environment. This suggests that the students had inadequate knowledge and understanding of God's creation and the responsibility given to man as God's steward over his creation. Extract 10.2 is a sample of incorrect responses to question 10.

10. God gave Adam and Eva the responsibilities of protecting and taking care of the Garden of Eden (Genesis 2:15). Considering the responsibilities given to them, explain four ways you would use to protect the environment.

They was the God your given to ki
 Adam and Eva to give the considering of the
 responsibilities of do not of created the throe
 the Eva is they was the do not to kills of
 the God is the Adam is the women of
 husband of the Eva This is the Adam and
 is the Eva is confusion of the God
 Adam and Eva is the God is you give
 to do not the take the throe is the
 being through the confusion the God
 the Adam and Eva is the first sad is the
 God my the the peoples of the one of
 to it to the earth is my God do not eat
 of the food of the haden Adam and Eva
 do not to kill of to the God.
 The Adam and Eva this they do not to kill
 do not to steal do not it of the father of God
 the people of the form one is should not to
 kill of God Adam and Eva God is you
 given the sharenge of to hedon this is the
 challenges of the example of challenges you give
 haden of so the beautiful God is the given the
 challenges do not to eat of the Eden Adam and
 Eva is do not to kill of God.

Extract 10.2: A Sample of Incorrect Responses to Question 10

In Extract 10.2, the student provided incorrect responses to question 10.

3.0 ANALYSIS OF THE STUDENTS' PERFORMANCE PER TOPIC

The students' general performance in FTNA 2024 for 014 Bible Knowledge subject was good, as shown in the analysis of each question. However, one topic, (*Israel under the Leadership of Joshua*) was tested in the multiple-choice items only. Among the topics tested, six had a good performance and one topic had average performance.

The highest performance featured in the multiple choice questions with 96.14 per cent, that tested the topics of *Creation*, *The Fall of Man and its Outcome*, *The Sons of Isaac*, *Hebrews in Egypt*, *Israelites' Journey through the Desert*, *Israel under the Leadership of Joshua* and *Israel under the Leadership of Judges*. Followed by the topic of *The Fall of Man* with 95.86 per cent, *Creation* with 92.80 per cent and *Israel under the Leadership of Judges* with 89.40 per cent.

The other topics were *The Sons of Isaac* with 88.98 per cent, *Hebrews in Egypt* with 82.94 per cent and *Israelites' Journey through the Desert* with 57.32 per cent. The summary of performance in each topic is appended at the end of this report.

4.0 CONCLUSION AND RECOMMENDATIONS

4.1. Conclusion

The performance of the students in Bible Knowledge subject in 2024 FTNA was good given that most of the students performed well in most questions and topics. Their good performance was attributed to skills that have been acquired in the classroom and used in answering questions. The assessment aimed to evaluate knowledge of recalling, understanding and applying among students. The report revealed that the majority of the students managed to recall, understand and apply knowledge and skills acquired during teaching and learning process.

Despite the strength shown by most students in answering questions, a few failed to score high marks in most questions/topics. Most students who performed poorly failed to understand the requirements of questions, and had inadequate knowledge of topics. They also had low English language proficiency, which hindered them from providing

good explanations. Most of students need to increase more effort in studying Bible *Knowledge* subject to improve their competences.

4.2. Recommendations

There is no Academic Excellency without Sincere Discipline and there is no Sincere Discipline without Fear of God as it is written, “*The fear of the LORD is the Beginning of Knowledge*” (Proverbs 1:7a). Bible Knowledge is an important subject which plays a great role in improving spiritual, ethical and moral values of students to be committed, responsible and accountable citizens in their daily life. Thus, all education stakeholders, teachers, and religious leaders in various Christian communities should take necessary measures to improve students’ performance on this subject. In order to raise performance of the students, it is recommended that:

- (a) Teachers should teach and cover all topics during teaching and learning processes.
- (b) Teachers should provide enough activities such as exercises, assignments, home works, tests, and examinations, mark them and give feedback to the students on time in order to improve students’ competence and academic achievement.
- (c) Teachers should give the students different text books like Bibles (Revised Standard Version Bible) and task them to read and write summaries so as to improve their reading and writing skills.
- (d) Students should do all exercises; assignments, homework, tests and examinations provided by the teachers and seek for help in case of any challenge.

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

S/N	Topic	Type of Question	Question Number	The Percentage of Students who Scored 30 or Above per Question	Remarks	The Percentage of Students who Scored 30 or Above per Topic	Remarks
1.	Creation, The Sons of Isaac, The Hebrews in Egypt, Israelites' Journey through the Desert, and Israel under the Leadership of Joshua and Israel under the Leadership of Judges	Multiple Choice	1	96.14	Good	96.14	Good
2.	Fall of Man and its Outcomes	Short answers	4	95.86	Good	95.86	Good
3.	Creation	Short answers	3	92.91	Good	92.80	Good
		Essay	10	92.68			
4.	Israel under the Leadership of the Judges.	Short answers	9	89.40	Good	89.40	Good
5.	The Sons of Isaac	Short answers	5	90.76	Good	88.98	Good
			6	87.20			
6.	Hebrews in Egypt	Matching Items	2	82.80	Good	82.94	Good
		Short answers	7	83.08			
7.	Israelites' Journey through the Desert	Short answers	8	57.32	Average	57.32	Average

