

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**STUDENTS' ITEM RESPONSE ANALYSIS REPORT
FOR THE FORM TWO NATIONAL ASSESSMENT
(FTNA) 2019**

014 BIBLE KNOWLEDGE

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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TABLE OF CONTENTS

| | |
|---|----|
| FOREWORD..... | iv |
| 1.0 INTRODUCTION..... | 1 |
| 2.0 ITEM RESPONSE ANALYSIS FOR EACH QUESTION..... | 2 |
| 2.1 Section A: Multiple Choice and Matching Items..... | 2 |
| 2.1.1 Question 1: Multiple Choice Items: | 2 |
| 2.1.2 Question 2: Matching Items: The Hebrews in Egypt..... | 10 |
| 2.2 Section B: True/False Items and Filling in the Blanks | 12 |
| 2.2.1 Question 3: True/False Items: Israel under the Leadership of Joshua | 12 |
| 2.2.2 Question 4: Filling in Blank Spaces: The sons of Isaac | 17 |
| 2.3 Section C: Short Answer Items | 22 |
| 2.3.1 Question 5: The Sons of Isaac | 22 |
| 2.3.2 Question 6: The Life of Abraham | 33 |
| 2.4 Section D: Essay Type of Questions | 43 |
| 2.4.1 Question 7: The Fall of Man and Its Outcome..... | 43 |
| 2.4.2 Question 8: Israelites' Journey through the Desert | 48 |
| 3.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH TOPIC | 55 |
| 4.0 CONCLUSION | 56 |
| 5.0 RECOMMENDATIONS | 56 |
| Appendix..... | 57 |

FOREWORD

The Students' Item Response Analysis Report in Bible Knowledge subject in the Form Two National Assessment (FTNA) 2019 provides feedback to the public on the performance of students in the subject. It shows the effectiveness of the educational system in general and educational delivery system in particular. Basically, the students' responses to the examination questions is an indicator that the education system was able or unable to offer the knowledge and skills required to the students in their first two years of secondary education.

This report is intended to make an understanding of some reasons which contributed to the performance of the students and highlights some of the factors that made students to have such a performance in the examination. The factors for high performance include the ability of the students to identify the requirements of the questions, write according to the requirements of the questions, and express themselves well in English language as well as having adequate knowledge of biblical facts, concepts, themes, events, stories, and important persons. On the contrary, the factors for low performance include failure of the students to identify, understand and adhere to the requirements of the questions as well as being unable to express themselves in English language. They also had inadequate knowledge of the Biblical facts, concepts, themes, events, stories and important persons. It is hoped that the feedback provided will enable the educational stakeholders to take proper measures in order to improve the students' performance in the future examinations administered by the Council.

Finally, the National Examinations Council of Tanzania would like to thank all those who participated in the preparation of this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The Form Two National Assessment (FTNA) 2019, Bible Knowledge subject, was held on 18th November 2019. There was a total of 21,618 registered students, of which 20,638 (95.47%) sat for the assessment. However, the results of 34 (0.16%) students were withheld for various reasons. Therefore, this report deals with 20,604 students, of which, 16,721 (81.15%) passed and 3,883 (18.85%) failed. This performance is higher by 4.75 per cent when compared to the 2018 performance in which 22,632 sat for the assessment of which, 17,133 (76.40%) passed and 5,293 (23.60%) failed.

The assessment tested the form I and II students' competences as outlined in the Bible Knowledge Syllabus issued in 2012. The paper was set in accordance with the FTNA format issued by the National Examinations Council of Tanzania (NECTA) in 2017. The paper comprised four (4) sections A, B, C and D. The students were required to answer all questions in sections A, B and C and one question from Section D. Section A consisted of ten multiple choice items and ten matching items in questions 1 and 2, respectively. Section B consisted of True/False items and filling-in-blank spaces in question 3 and 4, respectively. Each question carried 10 marks. Section C consisted of question 5 in which students were required to give short answers to ten items and question 6 in which students were required to explain briefly items (a) to (e). Each question weighed twenty (20) marks. Section D consisted of two essay type questions (7 and 8) whereby students were required to answer one question. Each question carried twenty (20) marks. Therefore, the assessment paper weighed 100 marks.

In this report, the performance of the students is regarded as good, average or weak if the percentage of students who scored 30 per cent (of the marks in a given question) or above ranges from 65 to 100, 30 to 64 or 0 to 29, respectively.

This report provides the analysis of each question by giving an overview of what the students were required to do, the general performance and the likely reasons for their performance. Sample extracts of students' correct and incorrect responses are presented in order to illustrate students' responses to each item. This is followed by the analysis of students' performance per topic, concluding remarks and recommendations. A summary of the students' performance per topic has been appended.

2.0 ITEM RESPONSE ANALYSIS FOR EACH QUESTION

2.1 Section A: Multiple Choice and Matching Items

This section consisted of two (2) questions, 1 and 2. In question 1(i) - (x) the students were required to choose the correct answer from the given alternatives and then write its letter in the box provided. In question 2, the students were required to match the descriptions of people in **List A** with their corresponding names in **List B** by writing the letter of the correct name below the corresponding description number in the table provided.

2.1.1 Question 1: Multiple Choice Items:

This question consisted of ten (10) items which weighed one (01) mark each, making a total of ten (10) marks. The items were set from different topics such as *Creation*, *The Fall of Man and its Outcome*, *The Life of Abraham* and *The Sons of Isaac*. The students were required to choose the correct answer and write its letter in the box provided.

The question was attempted by all 20,638 (100%) students, and their performance was good, as 67.22 per cent scored from 7 to 10 marks, 29.10 per cent scored from 3 to 6 marks and 3.68 per cent scored from 0 to 2 marks, with only 0.2 per cent scoring 0. This performance is summarised Figure 1.

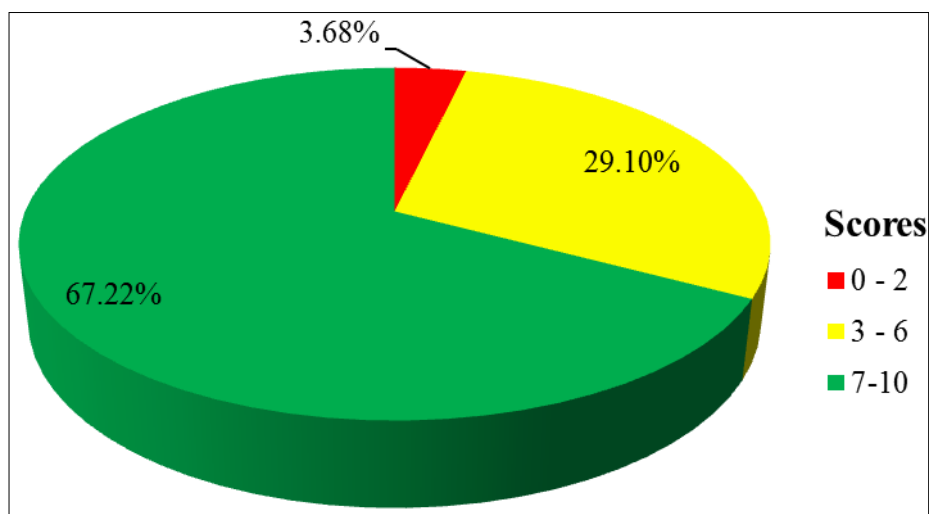


Figure 1: *Percentage of the students and their scores in question 1*

The analysis shows that 96.32 per cent of the students performed well. These students chose the correct answers in 3 to 10 items and scored from average to high marks. They had sufficient knowledge of Biblical persons, books, concepts, events and facts. On the contrary, 3.68 per cent scored below average, because they made choices which exhibited their lack of knowledge on the topics from which the items were set. The following is the analysis of students' responses to item (i) to (x):

Item (i): Which books are regarded as the books of the Law of Moses?

- A Genesis, Exodus, Numbers, Joshua and Deuteronomy
- B Genesis, Exodus, Leviticus, Joshua and Ruth
- C Genesis, Exodus, Leviticus, Numbers and Deuteronomy
- D Genesis, Exodus, Deuteronomy, Judges and Ruth

The students who chose the correct answer C (*Genesis, Exodus, Leviticus, Numbers and Deuteronomy*) had sufficient knowledge on the topic of *Introduction to Bible Knowledge*. Those who failed to score in this item had inadequate knowledge about the introduction to Bible Knowledge. Those who chose A, B or D did not know that Joshua, Ruth and Judges are not among the books of the Law of Moses. In fact, the books of the Law of Moses are the first five books of the Bible, which are also called the Pentateuch.

Item (ii): Why did the LORD God create man and place him in the Garden of Eden?

- A To eat the fruits of the garden.
- B To till and keep the garden.
- C To name the creatures He had created.
- D To look for a helper fit for him.

An average number of students chose the right answer B (*To till and keep the garden*) indicating that they were familiar with the concept of the second account of creation. Other students scored a zero mark by choosing incorrect responses A, C and D. Their wrong choices signify that they were not familiar with the concept and did not know the responsibilities God gave to man in the garden.

Item (iii): Which of the following was more subtle than any other wild creature that the LORD had made?

- A Serpent C Hare
- B Dove D Lion.

A considerable number of students chose the wrong answers B, C or D because they had inadequate knowledge of the wild creature that was more subtle. Students were required to know the meaning of the word “subtle” (which means clever or intelligent). But a good number of students were able to choose the correct answer A (*Serpent*), showing that they had adequate knowledge of the topic of creation.

Item (iv): Cain sinned by killing his brother Abel, yet God put a mark on Cain’s forehead so that nobody would harm him (Genesis 4:15).

What does this imply?

- A God hates sin and the sinner.
- B God hates sin, but not the sinner.
- C God hates the sinner, but not sin.
- D God hates sinners and sinfulness.

This item tested the students’ knowledge of important events in Cain’s life. They were required to identify the implication of God’s attitude towards sinners and sin. A good number of the students were able to choose the correct answer B (*God hates sin, but not the sinner*). This shows that the students had adequate knowledge of the topic of *The Fall of Man and its Outcome* in general and especially the story of Cain and Abel. However, some of those who were not able to identify the correct answer chose A, C or D. This indicates that the students did not know God’s attitude towards sin and sinners.

Item (v): How many years did Adam have when he died?

- A 969 years C 930 years
- B 910 years D 905 years.

This item was set from the topic of *The Fall of Man and its Outcome*. The item tested the students’ knowledge about Adam the first man on earth and his age before his death. Majority of the students chose the correct answer C (*930 years*), indicating that they were conversant with the life and death of Adam. However, other students chose options A 969 years, B 910 years

or D 905 years, which were incorrect, implying that they did not know the age of Adam when he died.

Item (vi): Who were the sons of Noah?

- | | |
|-------------------------|--------------------------|
| A Shem, Ham and Cush. | C Shem, Ham and Canaan. |
| B Shem, Ham and Joseph. | D Shem, Ham and Japheth. |

The item tested the students' knowledge of various important persons in the Bible. On the one hand, a considerable number of students chose the correct answer D (*Shem, Ham and Japheth*) showing that they were conversant with the names of the sons of Noah. On the other hand, the students who lacked knowledge about the names of the sons of Noah opted for A, B, or C did not know that Cush and Canaan were the sons of Ham and grandsons to Noah (Genesis 9:22; 10:6). They also did not know that Joseph was not a member of the family of Noah, but of Jacob (Genesis 30:24). This shows that such students were unfamiliar with the names of persons in the biblical stories.

Item (vii): When he was called by God, Abraham responded by going where he was told to go without questioning. What behaviour did Abraham show to God (Genesis 12:1)?

- | | |
|---------------------------|--------------------------------|
| A Obedience and trust.. | C Fearful and hatred. |
| B Bravery and courageous. | D Stubbornness and impatience. |

The students who answered the question incorrectly by choosing D (Stubbornness and impatience) show that they either did not understand the requirements of the question or did not know the behaviour of Abraham. If they had known Abraham's behaviour, they would not have chosen the words which represent the opposite meaning. Yet, a good number of students chose the correct answer A (*Obedience and trust*). This indicates that the students were aware of the behaviour which Abraham showed to God. Other students opted for B or C indicating that they did not understand the question in relation to Abraham.

Item (viii): Isaac and Rebekah remained barren for 20 years. Isaac prayed to the LORD for his sorrowful barren wife; and she conceived twins. What does this imply?

- | |
|---|
| A God is able to turn sorrowfulness to joyfulness. |
| B God does not care any sorrowful state but joyful state. |

- C God hears prayers of the sorrowful person only.
- D God does not like people who are sorrowful.

The students were required to demonstrate their understanding and knowledge about the barrenness and sorrowfulness of Rebekah and the power of prayer for those to whom it is directed. They were supposed to know that Rebekah was barren, a situation which made her to be unhappy all the time. After Isaac's prayer to God, the situation changed from sorrow to joy as she became pregnant after 20 years of her marriage.

A good number of students chose the correct answer A (*God is able to turn sorrowfulness to joyfulness*). This indicates that the students were aware of the sorrowful state of Rebekah which was turned into a joyful state after Isaac had prayed to God. The students who chose alternatives B, C and D were not aware of God's behaviour.

Item (ix): When Jacob learned that there is grain in Egypt (Genesis 42: 1-5), whom did he send to buy some?

- A His wives.
- C Joseph and Benjamin.
- B His ten sons.
- D All his twelve sons.

A considerable number of the students chose the correct answer B (*His ten sons*). This shows that the students were familiar with the event in which Jacob sent sons to go and buy grain in Egypt. Those who failed by opting for either A or C did not know that Jacob only sent his elder sons to Egypt not his wives or Joseph and Benjamin. Those who chose D did not know that Joseph was already in Egypt and Benjamin was not allowed to leave home. Their failure is an indication that the students had inadequate knowledge of the story of Jacob and the famine which led him to send his sons to Egypt for food.

Item (x): Why did Jacob love Joseph more than his brothers (Genesis 37:3)?

- A He was a skilled hunter.
- B He was a farmer like Jacob.
- C He was the son of his old age.
- D He did not go with his brothers.

A majority of the students chose the correct answer C, *He was the son of his old age*. This indicates that they were familiar with the story of Jacob's family as read in Genesis 37:3. However, some students answered it wrongly because they either did not understand the demand of the question or they did not know that Joseph was loved by Jacob his father more than his brothers. It seems that those who chose A, B or D had in mind the general concept of the story of Jacob's family but not why Jacob loved Joseph more than his brothers. Extract 1.1 is a sample of good 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) | Which books are regarded as the books of the law of Moses? A Genesis, Exodus, Numbers, Joshua and Deuteronomy. B Genesis, Exodus, Leviticus, Joshua and Ruth. C Genesis, Exodus, Leviticus, Numbers and Deuteronomy. D Genesis, Exodus, Deuteronomy, Judges and Ruth. | C |
| (ii) | Why the LORD God created man and placed him in the Garden of Eden? A To eat the fruits of the garden. B To till and keep the garden. C To name the creatures He had created. D To look for a helper fit for him. | B |
| (iii) | Which of the following was more subtle than any other wild creature that the LORD had made? A Serpent B Dove C Hare D Lion | A |
| (iv) | Cain sinned by killing his brother Abel, yet God put a mark on Cain's forehead so that nobody would harm him (Genesis 4:15). What does this imply? A God hates sin and the sinner. B God hates sin, but not the sinner. C God hates the sinner, but not sin. D God hates sinner and sinfulness. | B |
| (v) | How many years did Adam have when he died? A 969 years B 910 years C 930 years D 905 years | C |
| (vi) | Who were the sons of Noah? A Shem, Ham and Cush B Shem, Ham and Joseph C Shem, Ham and Canaan D Shem, Ham and Japheth | D |
| (vii) | When he was called by God, Abraham responded by going to where he was told to go without questioning. What behaviour did Abraham show to God (Genesis 12:1)? A Obedience and trust. B Brave and courage. C Fear and hatred. D Stubbornness and impatience. | A |

| | | |
|----------|--|---|
| 1 (viii) | Isaac and Rebekah remained barren for 20 years. Isaac prayed to the LORD for his sorrowful barren wife; and she conceived twins. What does this imply? | |
| A | God is able to turn sorrowfulness to joyfulness. | A |
| B | God does not care any sorrowful state but joyful state. | |
| C | God hears prayers of the sorrowful person only. | |
| D | God does not like people who are sorrowful. | |
| (ix) | When Jacob learned that there was grain in Egypt (Genesis 42:1-5), whom did he send to buy some? | |
| A | His wives | B |
| B | His ten sons | |
| | C Joseph and Benjamin | |
| | D All his twelve sons | |
| (x) | Why did Jacob love Joseph more than his brothers (Genesis 37:3)? | |
| A | He was a skilled hunter. | C |
| B | He was a farmer like Jacob. | |
| | C He was the son of his old age. | |
| | D He did not go with his brothers. | |

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

In Extract 1.1, the student answered all the items correctly. This indicates that he/she had sufficient knowledge on the topics from which the items were taken.

As was noted in the analysis of data, there were 759 (3.68%) students who performed poorly due to inadequate knowledge on the topics from which the items were taken. Extract 1.2 is a sample of poor 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) Which books are regarded as the books of the law of Moses?

- A Genesis, Exodus, Numbers, Joshua and Deuteronomy.
- B Genesis, Exodus, Leviticus, Joshua and Ruth.
- C Genesis, Exodus, Leviticus, Numbers and Deuteronomy.
- D Genesis, Exodus, Deuteronomy, Judges and Ruth.

D

(ii) Why did the LORD God create man and place him in the Garden of Eden?

- A To eat the fruits of the garden.
- B To till and keep the garden.
- C To name the creatures He had created.
- D To look for a helper fit for him.

A

(iii) Which of the following was more subtle than any other wild creature that the LORD had made?

- A Serpent
- C Hare
- B Dove
- D Lion

B

(iv) Cain sinned by killing his brother Abel, yet God put a mark on Cain's forehead so that nobody would harm him (Genesis 4:15). What does this imply?

- A God hates sin and the sinner.
- B God hates sin, but not the sinner.
- C God hates the sinner, but not sin.
- D God hates sinner and sinfulness.

D

(v) How many years did Adam have when he died?

- A 969 years
- C 930 years
- B 910 years
- D 905 years

A

(vi) Who were the sons of Noah?

- A Shem, Ham and Cush
- C Shem, Ham and Canaan
- B Shem, Ham and Joseph
- D Shem, Ham and Japheth

C

(vii) When he was called by God, Abraham responded by going to where he was told to go without questioning. What behaviour did Abraham show to God (Genesis 12:1)?

- A Obedience and trust.
- C Fearful and hatred.
- B Bravery and courageous.
- D Stubbornness and impatience.

C

| | | |
|--------|--|---|
| (viii) | Isaac and Rebekah remained barren for 20 years. Isaac prayed to the LORD for his sorrowful barren wife; and she conceived twins. What does this imply? | |
| A | God is able to turn sorrowfulness to joyfulness. | C |
| B | God does not care any sorrowful state but joyful state. | |
| C | God hears prayers of the sorrowful person only. | |
| D | God does not like people who are sorrowful. | |
| (ix) | When Jacob learned that there was grain in Egypt (Genesis 42:1-5), whom did he send to buy some? | |
| A | His wives | D |
| B | His ten sons | |
| | C Joseph and Benjamin | |
| | D All his twelve sons | |
| (x) | Why did Jacob love Joseph more than his brothers (Genesis 37:3)? | |
| A | He was a skilled hunter. | A |
| B | He was a farmer like Jacob. | |
| | C He was the son of his old age. | |
| | D He did not go with his brothers. | |

Extract 1.2: A sample of incorrect responses.

In Extract 1.2, the student answered all items incorrectly in question 1. The student lacked knowledge on the topics of *Creation*, *The Fall of Man and its Outcome*, *The Life of Abraham* and *The Sons of Isaac*, from which the items were taken.

2.1.2 Question 2: Matching Items: The Hebrews in Egypt

In this question, the students were required to match the descriptions of people in List A with their corresponding names in List B by writing the letter of the correct name below the corresponding number in the table provided. List A consisted of ten sentences describing important persons in the Bible, while List B consisted of thirteen names of people from which the students were supposed to select. The items were set from the topic of *The Hebrews in Egypt*, which is in the book of Exodus. This question tested the students' knowledge of important persons in the Bible.

| List A | | List B | |
|--------|---|--------|-----------|
| (i) | The Levite and brother of Moses (Exodus 4:14) | A | Zipporah |
| (ii) | One of the Hebrew midwives in Egypt (Exodus 1:15) | B | Eleazar |
| (iii) | The wife of Moses (Exodus 2:21) | C | Haran |
| (iv) | The father-in-law of Moses (Exodus 2:18) | D | Joechebed |
| (v) | The son of Moses (Exodus 2:22) | E | Amram |
| (vi) | The name means "I drew him out of the water" (Ex. 2:10) | F | Aaron |
| (vii) | The father of Moses (Exodus 6:20) | G | Reuel |
| (viii) | The mother of Moses (Exodus 6:20) | H | Elkanah |
| (ix) | The prophetess and sister of Aaron (Exodus 15:20) | I | Gershom |
| (x) | The son of Aaron (Exodus 6:23) | J | Moses |
| | | K | Shiphrah |
| | | L | Hanna |
| | | M | Miriam |

Answers

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

The question was attempted by 99.97 per cent of the students and their performance was good, as 63.96 per cent scored from 7 to 10 marks, 22.80 per cent scored from 3 to 6 marks and 13.23 per cent scored from 0 to 2 marks. There were 6 (0.03%) students who did not answer the question. This performance is summarised in Figure 2.

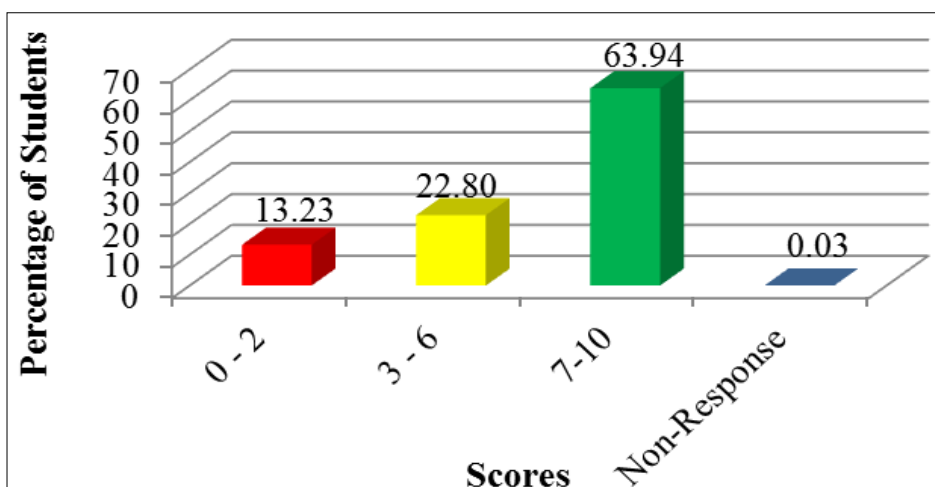


Figure 2: *Percentage of the students and their scores in question 2*

The students with high performance scored from 7 to 10 marks depending on the strength of their responses. Those who scored 10 marks were able to match all the descriptions in List A with the corresponding names in List B correctly, indicating that they knew the names of persons in relation to the descriptions given in this question. The high performance of students in this question can be attributed to their familiarity with the names of Biblical persons and sufficient knowledge of the topic of *The Hebrews in Egypt*.

Although the general performance was good, 22.80 per cent scored average marks (ranging from 3 to 6), as they were able to match correctly between three and six items. Most of them matched correctly item (iii) “The wife of Moses (Exodus 2:21) ” with A (*Zipporah*); (v) “The son of Moses (Exodus 2:22)” with I (*Gershom*); (vi) “The name means “I drew him out of the water” (Exodus 2:10)” with J (*Moses*) and (vii) “The father of Moses (Exodus 6:20)” was correctly matched with E (*Amram*). This can be attributed to students’ partial knowledge on the subject matter. Extract 2.1 is a sample of a good response.

| | | | | | | | | | | |
|---------------|-----|------|-------|------|-----|------|-------|--------|------|-----|
| List A | (i) | (ii) | (iii) | (iv) | (v) | (vi) | (vii) | (viii) | (ix) | (x) |
| List B | F | K | A | G | I | J | E | D | M | B |

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

In Extract 2.1, the student matched the items correctly, demonstrating the ability to correlate the descriptions of persons with their corresponding names as required.

Further analysis shows 13.23 per cent of the students scored low marks by matching less than three items correctly. Most of them were unable to correlate the descriptions of people in List A with their corresponding names in List B. This shows that they were unfamiliar with the topic of *The Hebrews in Egypt*. Extract 2.2 is a sample of a poor response.

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

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

In Extract 2.2, the student failed to associate the descriptions of persons in List A with their corresponding names in List B. This shows that the student had inadequate knowledge of the topic.

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

This section had two questions, that is, questions 3 and 4. In question 3 the students were required to identify the correct or incorrect statements by writing **True** or **False** respectively. In question 4 the students were required to use the words given in the box to fill-in-blank spaces in order to complete the story of “*The Sons of Isaac*” in Genesis 25:24-34.

2.2.1 Question 3: True/False Items: Israel under the Leadership of Joshua

The question consisted of ten (10) True/False items, (i) - (x). Each item carried one (01) mark, hence making a total of ten (10) marks. The items were set from the topic *Israel under the Leadership of Joshua* which is in the book of Joshua.

The question was attempted by 100 per cent of the students and the performance was good, as 50.92 per cent scored from 7 to 10 marks, 47.35 per cent scored from 3 to 6 marks and 1.73 per cent scored from 0 to 2 marks. This performance is summarised in Figure 3.

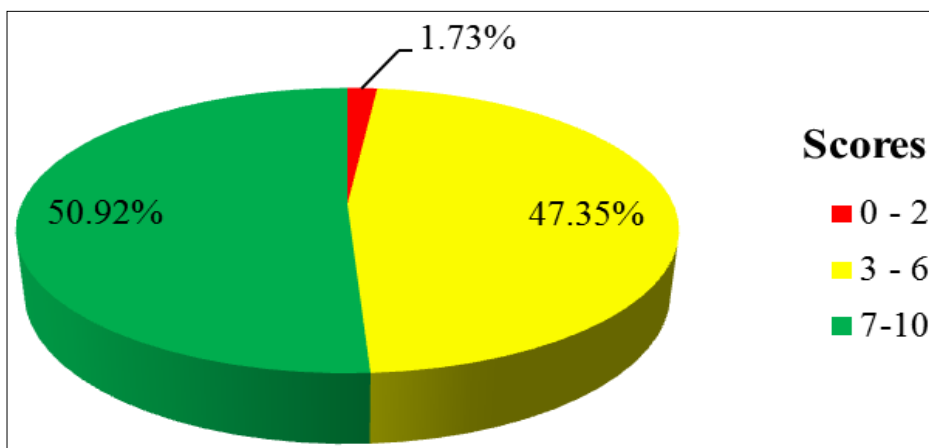


Figure 3: *Percentage of the students and their scores in question 3*

The students who scored high marks in this question were able to identify the true and false statements (i)-(x). Analysis of the data shows that 98.27 per cent of the students answered three to ten items correctly, scoring from 30 to 100 per cent of the total marks of the question. The good performance was a result of the students' familiarity with the events and names of people from the book of Joshua and the topic of *Israel under the Leadership of Joshua*. Among these, 47.35 per cent of the students scored average marks, as they answered correctly three to six items. Additionally, 1.73 per cent of the students gave incorrect responses to most of the items by scoring below three out of ten marks; of which 1.06 per cent scored 0. This failure indicates that the students were unable to recall the events and names of people as they were expected. The following is the analysis of students' responses to each item in question 3.

Item (i): Joshua was the son of Moses

There were few students who wrote the incorrect response *True* to the statement; because they had inadequate knowledge that Joshua was the successor to Moses who led the Israelites into the Promised Land (Joshua 1:1-2). Those who wrote *False* knew who the Sons of Moses were and that Joshua was the son of Nun.

Item (ii): Before entering the Promised Land, Israelites crossed river Nile
.....

The statement was incorrect. On the one hand, most of the students were able to write the correct response *False*, showing that they were familiar with the incident of Israelites before entering the Promised Land. On the other hand, the students who wrote *True* for item (ii) lacked adequate knowledge about the water body through which the Israelites crossed before entering the Promised Land. It was the time when Joshua ordered the priests to carry the Ark of the Covenant and lead the way to cross river Jordan (Joshua 3:17).

Item (iii): Joshua sent twelve spies to spy Jericho

This statement was incorrect. A considerable number of students were able to write the correct answer *False* to the statement, indicating that they knew the story of the conquest of Canaan. They were aware that it was Moses who sent twelve spies to spy the land of Canaan and Joshua sent only two spies to Jericho. On the contrary, the students who answered by writing *True* were not familiar with the story of the conquest of the city of Jericho (Joshua 2:1-4).

Item (iv): Rahab was a harlot in the city of Jericho

This statement was correct. The students were expected to write *True* and most of them did so. Few students wrote *False* which was a wrong answer. It seems they were not aware that Rahab was a harlot/prostitute in the city of Jericho who welcomed the two spies sent by Joshua (Joshua 2:1). Most of the students gave the correct response because they had adequate knowledge of the story of the conquest of the city of Jericho.

Item (v): Israelites encamped at Gilgal and kept Passover

The statement was correct. A few students were unable to write the correct answer. This is because they did not know the events which took place at Gilgal (Joshua 5:10-11). They had inadequate knowledge of the events which occurred at Gilgal such as the provision of manna ended there, circumcision, and passover being one of them. A considerable number of students wrote *True* which was the correct answer, implying that they had adequate knowledge concerning the events which took place when the

Israelites encamped at Gilgal in the topic of *Israel under the leadership of Joshua*.

Item (vi): The book of Joshua is classified as the first book of a series of historical books

This statement was correct. The students were supposed to write *True* as the correct response. This item was answered correctly by most of the students because they knew categories (groupings) of books in the Bible. However, there were some who answered incorrectly by writing *False*. Such students did not remember or know the classification of historical books in the Old Testament.

Item (vii): The Israelites drowned when they were crossing river Jordan

The expected response for item (vii) was *False*. Many students wrote the correct response, showing that they knew how the Israelites crossed the River Jordan during the time when they were entering the Promised Land. The students were aware that when the priests who carried the Ark of the Covenant stepped their feet in the River Jordan, the water separated and gave way for the Israelites to cross it on dry land. The few students who wrote *True* for this item had inadequate knowledge of the story of the Israelites at Gilgal (Joshua 3:14-17).

Item (viii): The other name of the “ark of the covenant” is “Covenant box”

This statement was correct and majority of the students were able to answer correctly by writing *True*. These students had adequate knowledge of the Ark of the Covenant which Moses made in the wilderness. On the contrary, few students answered incorrectly by writing *False* in item (viii) because they were not familiar with the other name of the Ark of the Covenant.

Item (ix): The second city to be captured by Joshua was Jericho

The expected response for item (ix) was *False*. Most of the students wrote the incorrect answer *True* which implies that they did not know the event which involved the strategies used by Joshua to capture the first cities in the

Promised Land. In fact, Jericho was the first city to be captured (Joshua 6:1-27). The second city to be captured was Ai (Joshua 8:1-29).

Item (x): The Levites were not supposed to inherit any part of the Holy Land

The statement was correct. Most of the students managed to answer it correctly by writing *True*. This implies that they knew about the division of the land after the Israelites had entered the Promised Land. Joshua divided the portion of land according to the tribes of Israel; but the Levites were not given any portion (Joshua 13:14; 14:4b) except only 48 cities among the other tribes of Israel. “The cities of the Levites in the midst of the possession of the people of Israel were forty-eight cities with their pasture lands” (Joshua 21:41). This is because they had duties of serving as priests.

Basing on data analysis and the analysis of students’ responses, the general performance in this question was good as most of the students answered the question correctly and scored high marks. This indicates that they had adequate knowledge of events and names of people from the topic of *Israel under the Leadership of Joshua*. Extract 3.1 is a sample of correct responses in question 3.

| | |
|---|--------------|
| 3. For each of the following items write TRUE if the statement is correct or FALSE if the statement is not correct. | |
| (i) Joshua was the son of Moses..... | <i>FALSE</i> |
| (ii) Before entering the Promised Land Israelites crossed river Nile..... | <i>FALSE</i> |
| (iii) Joshua sent twelve spies to spy Jericho..... | <i>FALSE</i> |
| (iv) Rahab was a harlot in the city of Jericho | <i>TRUE</i> |
| (v) Israelites encamped at Gilgal and kept Passover | <i>TRUE</i> |
| (vi) The book of Joshua is classified as the first book of a series of historical books..... | <i>TRUE</i> |
| (vii) The Israelites drown when they were crossing river Jordan..... | <i>FALSE</i> |
| (viii) The other name of the “ark of the covenant” is “covenant box”..... | <i>TRUE</i> |
| (ix) The second city to be captured by Joshua was Jericho | <i>FALSE</i> |
| (x) The Levites were not supposed to inherit any part of the Holy Land..... | <i>TRUE</i> |

Extract 3.1: A sample of correct responses.

Conversely, there were students who lacked knowledge on the topic and failed to respond correctly to any of the items in this question. Extract 3.2 is a sample of incorrect responses in question 3.

3. For each of the following items write **TRUE** if the statement is correct or **FALSE** if the statement is not correct.

- (i) Joshua was the son of Moses.....**TRUE**.....
- (ii) Before entering the Promised Land Israelites crossed river Nile.....**TRUE**.....
- (iii) Joshua sent twelve spies to spy Jericho.....**TRUE**.....
- (iv) Rahab was a harlot in the city of Jericho.....**FALSE**.....
- (v) Israelites encamped at Gilgal and kept Passover.....**FALSE**.....
- (vi) The book of Joshua is classified as the first book of a series of historical books.....**FALSE**.....
- (vii) The Israelites drown when they were crossing river Jordan.....**TRUE**.....
- (viii) The other name of the "ark of the covenant" is "covenant box".....**FALSE**.....
- (ix) The second city to be captured by Joshua was Jericho.....**TRUE**.....
- (x) The Levites were not supposed to inherit any part of the Holy Land.....**FALSE**.....

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

In Extract 3.2, the student was unable to identify any statement, neither true nor false. This implies that the student lacked knowledge of the topic and did not understand the content of the statements.

2.2.2 Question 4: Filling in Blank Spaces: The sons of Isaac

This question was in the form of a paragraph with blank spaces in which students were required to fill in by using words which were provided in the box. Each answer carried one (01) mark, which made a total of ten (10) marks for the whole question. The question was taken from the topic of *the sons of Isaac* in the book of Genesis.

This question was attempted by all students who sat for the assessment. Their performance was good, as 60.16 per cent scored from 7 to 10 marks, 22.71 per cent scored from 3 to 6 marks indicating average performance and 17.13 per cent scored from 0 to 2 marks. Figure 4 is a summary of this performance.

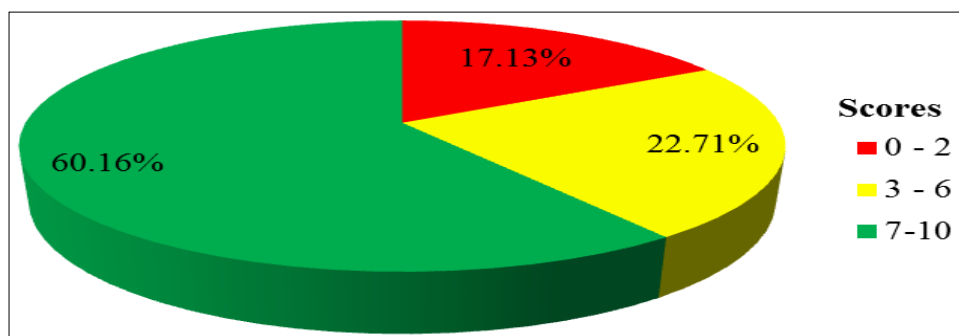


Figure 4: Percentage of the students and their scores in question 4

In this question, 82.87 per cent of the students responded correctly to more than 3 items. The students who scored high marks were able to complete the story of *The Sons of Isaac* using the words given in the box. This indicates that they understood the requirements of the question and had adequate knowledge of the topic of *The Sons of Isaac*. This means that the students achieved the required Bible Knowledge competences which enabled them to recognise the Biblical stories, quotations, persons and occasion of the statements. Extract 4.1 is a sample of good responses to question 4.

4. Using the list of words given in the box, fill in the blank spaces in items (a)-(j) to complete the story of "*The Sons of Isaac*" Genesis 25:24-34.

seventy, Esau, skilful hunter, twins, sixty, drank, brown porridge, Rebekah, livestock keeper, the field, Edom, red pottage, birthright, Jacob.

(a) When her days to be delivered were fulfilled, behold, there were twins in her womb (Genesis 25:24).

(b) The first came forth red, all his body like a hair mantle; so they called his name Esau (Genesis 25:25).

(c) Afterwards his brother came forth, and his hand had taken hold of Esau's heel; so his name was called Jacob. Isaac was sixty years when she bore them (Genesis 25:26).

(d) When the boys grew up, Esau was a skilful hunter, a man of the field, while Jacob was a quiet man, dwelling in tents (Genesis 25:27).

(e) Isaac loved Esau because he ate of his game; but Rebekah loved Jacob (Genesis 25:28).

(f) Once when Jacob was boiling pottage, Esau came in from the field, and he was famished/hungry (Genesis 25:29).

(g) And Esau said to Jacob, "Let me eat some of that red pottage, for I am famished!" therefore his name was called Edom (Genesis 25:30).

(h) Jacob said, "First sell me your birthright." Esau said, "I am about to die; of what use is a birthright to me?" (Genesis 25:31-32).

(i) Jacob said, "Swear to me first." So he swore to him, and sold his birthright to Jacob.

(j) Then Jacob gave Esau bread and pottage of lentil, and he ate and drank, and rose and went his way. Thus Esau despised his birthright (Genesis 25:33-34).

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

As was noted in the data analysis, 22.72 per cent of the students scored average marks ranging from 3 to 6. They scored averagely because their responses showed that the students had partial knowledge of the story, and so, they could not fill in all the blank spaces correctly.

Further analysis shows that 17.13 per cent of the students scored below 3 marks. Among these, 4.11 per cent scored 0 because they filled wrong words in all the blank spaces they were given. This indicates that the students had inadequate knowledge of the story. It may also be due to incompetence in English reading and writing skills which deprived them of the ability to understand the story in connection with the words they were given in the box. The following is the question and analysis of the students' responses:

In (a), the students were expected to give the word *twins*. However, some of those who failed to give the correct word wrote irrelevant words, indicating that they did not know the proper word which suites the statement. For example, there were students who wrote "brown porridge", "Edom", "skillful hunter" and so on. These responses show that the students were unable to see any connection between the sentences and the words they were provided. This might be due to lack of English language proficiency.

In (b), the correct word was *Esau*. Though many students managed to write the correct word, there were some who wrote words that were irrelevant and grammatically wrong. For example, some wrote the words "birthright", "seventy" and so on. Such students did not know that the proper word that had to be filled in should be a name. Other students wrote "Rebekah" implying that they did not know that the personal pronoun *his* is used for a man's possession.

In (c) they were supposed to fill in with the word *sixty*. Although most of the students wrote the correct answer, there were some who gave incorrect responses such as "seventy". This response implies that the students did not know the age when Isaac married and the years when his wife Rebekah remained barren. If they had known the age of Isaac when he married (40 years old), they would have added the 20 years of Rebekah's barrenness (since they were married) to get the correct response. That is $40+20=60$.

In (d), the students were supposed to fill in the blank space by using the words *skillful hunter*. Yet, some students filled in irrelevant words such as "drank", "brown pottage", "birthright", and so on. This failure might be due to inadequate knowledge of the story of the sons of Isaac and lack of English language proficiency.

In (e), the students were expected to write the name *Rebekah*, which most of them did correctly; indicating that they had enough knowledge of the subject matter. On the contrary, some of the students wrote incorrect words like “Edom”, “twins”, “the field”, “skillful hunter”, and so on. These responses suggest that the students wrote the answers not through understanding the context but by guessing. This might also be due to lack of English language proficiency.

Space (f) was supposed to be filled in with the words *the field*, which most of the students did. Nevertheless, there were students who failed to give the correct answer by writing irrelevant words such as “livestock keeper” and “red pottage”. This implies that they did not know the proper word which suites the statement. Such students did know the use of the preposition “from” that it should be used with a noun representing a place.

In space (g), the students were expected to write the name *Edom*. A considerable number of students answered correctly. Those who had insufficient knowledge of the story and incompetence in English language wrote incorrect words such as “sixty”, “twins” and “birthright.”

Space (h) was to be filled in with the word *birthright*. Most of the students wrote the correct response which indicated that they had enough knowledge of the subject matter. On the other hand, there were students who wrote irrelevant words like “brown porridge” and “red pottage”. These responses suggest that the students wrote the answers not through understanding the context but by guessing.

In space (i), the students were expected to write the name *Jacob*. A good number of students wrote the correct response because they were able to link the words “So he swore to him, and sold his birthright to”, which preceded the space, guiding them to getting the correct answer, which is a name. Some of the students wrote words such as “seventy” and “sixty” because, probably, they thought they were required to provide the price at which the birthright was sold. However, it is clear that they lacked skills in English language grammar to the effect that they were unable to link the action of selling with the preposition “to” which obviously guided them to a person.

Space (j) was to be filled in with the word *drank* as the correct response. Most of the students wrote the correct answer which indicated that they had adequate knowledge of the story. However, some students failed to give the correct answer possibly because of their poor English language reading and writing skills, the problem which deprived them of the ability to read, understand and write.

In general, most of the students who failed to give the correct responses, showed both their lack of knowledge of the story of the sons of Isaac and failure to understand the question. Extract 4.2 is a sample of incorrect responses to question 4.

4. Using the list of words given in the box, fill in the blank spaces in items (a)-(j) to complete the story of "The Sons of Isaac" Genesis 25:24-34.

seventy, Esau, skilful hunter, twins, sixty, drank, brown porridge, Rebekah, livestock keeper, the field, Edom, red pottage, birthright, Jacob.

- (a) When her days to be delivered were fulfilled, behold, there were Rebekah in her womb (Genesis 25:24).
- (b) The first came forth red, all his body like a hair mantle; so they called his name Jacob (Genesis 25:25).
- (c) Afterwards his brother came forth, and his hand had taken hold of Esau's heel; so his name was called Jacob. Isaac was red pottage years when she bore them (Genesis 25:26).
- (d) When the boys grew up, Esau was a twins, a man of the field, while Jacob was a quiet man, dwelling in tents (Genesis 25:27).
- (e) Isaac loved Esau because he ate of his game; but skilful hunter loved Jacob (Genesis 25:28).
- (f) Once when Jacob was boiling pottage, Esau came in from birthright, and he was famished/hungry (Genesis 25:29).
- (g) And Esau said to Jacob, "Let me eat some of that red pottage, for I am famished!" therefore his name was called livestock keeper (Genesis 25:30).
- (h) Jacob said, "First sell me your birthright." Esau said, "I am about to die; of what use is a brown porridge to me?" (Genesis 25:31-32).
- (i) Jacob said, "Swear to me first." So he swore to him, and sold his birthright to Esau.
- (j) Then Jacob gave Esau bread and pottage of lentil, and he ate and red on Esau, and rose and went his way. Thus Esau despised his birthright (Genesis 25:33-34).

Extract 4.2: A sample of incorrect responses.

Extract 4.2 are incorrect responses of a student who exhibited complete lack of knowledge of the subject matter.

2.3 Section C: Short Answer Items

This section comprised two questions (question 5 and 6). The students were required to give short answers to ten items in question 5 and brief explanation on five items in question 6.

2.3.1 Question 5: The Sons of Isaac

The question consisted of ten items (a) - (j) which required the students to give short answers. Each item carried two (2) marks, making a total of twenty (20) marks. The items were taken from the topic of *Sons of Isaac* which is derived from the book of Genesis.

The question was attempted by 99.99 per cent of the students and the performance was good, as 18.48 per cent scored from 13 to 20 marks, 51.16 per cent scored from 6 to 12 marks and 30.36 per cent scored from 0-5 marks, while 0.01 per cent did not attempt the question. The percentage of the students and their scores is illustrated in Figure 5.

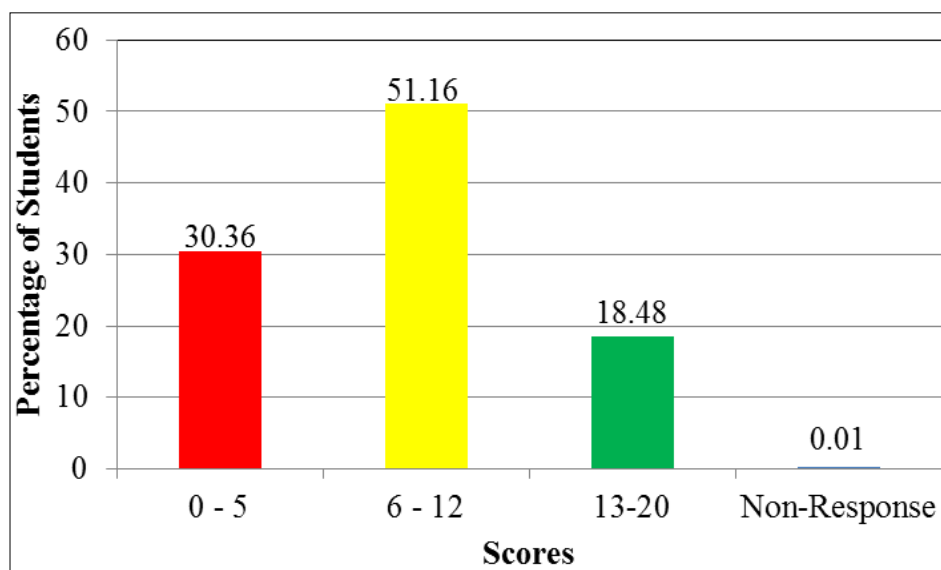


Figure 5: Percentage of the students and their scores in question 5

In this question, most of the students (51.16%) scored average marks as shown in Figure 5. This is because most of them offered incomplete responses and others responded correctly to few items. Though the students

had some knowledge on the subject matter, they did not respond to the items exhaustively. In most of the items they scored one out of two marks. However, 18.48 per cent of students scored high marks (ranging from 6-20) because they gave correct responses to more than six items. Their responses showed that they were knowledgeable about the topic of *The Sons of Isaac*. Therefore, the general performance for the question was good, as 69.64 per cent of the students scored 30-100% of the 20 marks allocated for the question. Extract 5.1 shows a sample of correct responses given by a student in question 5.

5. Give short answers to the following questions: Each question carries **two (2)** marks.

- (a) What did Potiphar's wife tell her husband that caused Joseph to be sent to prison?

Potiphar's wife told her husband that Joseph tried to go into her but when she shouted Joseph ran away leaving his coat with her.

- (b) Why did Joseph send wagons from Egypt to Canaan with his brothers who had gone to buy food?

Joseph sent wagons from Egypt to Canaan with his brothers who had gone to buy food so as to take his father and entire father's household to Egypt.

- (c) Joseph arranged for his father's family to settle in a certain part of Egypt. Identify the place and explain why Joseph chose that particular place.

The place where Joseph arranged for his father's family to settle was Goshen. He chose it because it had good and palatable pastures for livestock and it was fertile in terms of soil.

- (d) Why was it necessary to ensure Jacob's family lived separately from the Egyptians?

It was necessary to ensure Jacob's family lived separately from Egypt the Egyptians because it was ^{an} abomination for the Egyptians to eat or live with Hebrews.

- (e) Before Jacob died he let his sons swear not to bury him in Egypt but in Canaan. What was the reason behind?

Jacob wanted to be buried in Canaan at the Machpelah cave because there it is where Abraham, Sarah, Isaac and Rebekah were buried but also where he buried Leah.

- (f) Briefly explain the qualifications that caused Pharaoh to appoint Joseph in-charge over Egypt.

The qualifications that caused Pharaoh to appoint Joseph in-charge over Egypt were discreet and wise. Whereby Pharaoh thought there will be no man who was wise and discreet than Joseph.

- (g) The sons of Jacob went to Egypt to buy some food. They bowed to a man who was the boss without knowing he was Joseph (Genesis 42:1-11). What did their bowing fulfil?

Their bowing fulfilled the first dream of Joseph that was him and Joseph and his brothers were gathering sheaves, his sheaf rose and his brother sheaves bowed to his.

- (h) When Joseph heard his brothers discussing about the evil they did against him, he turned away from them and wept. What did Joseph's weeping signify?

Joseph's weeping signify that he was heartbroken that his brothers sold him but also sorry towards his brothers for not telling them the truth that it is him Joseph whom they sold to the Midianites.

- (i) What lesson do you learn from the evil of the brothers to sell Joseph and Joseph's attitude towards them as he introduced himself to them in Egypt?

The lesson I learn from the evil of the brothers to sell Joseph is that sometimes we do bad things to our friends thinking that we have destroyed them but in time to come we see as if we have helped them to reach their goals or dream in life. And on Joseph's attitude towards them I learn that the person whom you heart will always forgive you but difficult to forget the action that you did to her or him.

- (j) Why was Reuben, Jacob's firstborn cursed by his father (Genesis 49:3-4)?

Reuben was cursed by Jacob because he slept with his father's concubine who was Bilhah.

Extract 5.1: A sample of correct responses in question 5.

Conversely, 30.36 per cent of the students showed lack of knowledge of the subject matter. Their failure was also caused by the inability to understand and adhere to the requirements of the question. Some of the students gave responses which showed that they were unable to express themselves clearly in English language. Among them, 11.98% per cent scored 0 because they gave wrong answers to all items. This could be due to lack of adequate knowledge, to the effect that they had no idea of what to write. Below is the analysis of students' responses to items (a)-(j).

Item (a): What did Potiphar's wife tell her husband that caused Joseph to be sent to prison?

There were some students who correctly wrote, *Potiphar's wife told a lie to her husband that Joseph tried to rape her (lie with her by force) and ran away when she cried for help* (Genesis 39:17-18). The responses indicated that the students had adequate knowledge of the story of Joseph in the house of Potiphar.

In contrast, there were students who provided responses that were not related to the requirements of the question. For example, one of the students wrote, "Potiphar is an officer of Pharaoh." Another student wrote, "Sell your me birthright", words from the context of question 4. Furthermore, one of the students wrote, "Joshua son of Moses" while the other wrote, "Joseph to be sent to Canaan." One wrote, "The Potiphar tell her husband that caused Joseph to be sent to prison is Sarah." These words have no connection with the requirements of the question. This implies that some students had inadequate knowledge of the story of Joseph in Potiphar's house and, therefore, wrote things that indicated that they did not understand the requirements of the question.

Item (b): Why did Joseph send wagons from Egypt to Canaan with his brothers who had gone to buy food?

Many students were able to write the appropriate reason that *Joseph sent wagons from Egypt to Canaan with his brothers so as to bring Jacob's family to Egypt* (Genesis 45:17-21). This implied that the students had understood the requirements of the question and had adequate knowledge about the event.

On the contrary, some students gave wrong responses because they did not understand the requirements of the question. For example, one of the students wrote, “Joseph send wagons from to Canaan buy food is *Mkate* and *divai*.” Another student wrote, “Because Joseph wagons from Egypt with his brother was means this; go to preach gospel of God then all people follow you.”

Item (c): Joseph arranged for his father’s family to settle in a certain part of Egypt. Identify the place and explain why Joseph chose that particular place.

The students who answered correctly wrote the name of the place and the reason for Joseph’s choice of the place as follows: *The place was Goshen. Joseph chose the place because it was a fertile land, the best of the land of Egypt, with enough pastures for livestock keeping* (Genesis 45:10; 18, 20; 47:6). There was also a student who wrote, “The place to settle was Goshen. It had good and palatable pastures for livestock and had fertile land.” Such responses imply that the students had adequate knowledge of the story about Jacob’s movement to Egypt.

Conversely, some of the students provided responses that were not related to the requirements of the question. For example, one of them wrote, “(i) because people from Canaan is God promises of Moses. (ii) the place Joseph chose that particular place is Canaan.” Another student wrote, “(i) the place was Gihon. God say Joseph a great you nation.” Another student wrote, “To look for a helper fit for him.” There was a student who wrote the response in the context of the New Testament, about the parents of Jesus, saying, “Joseph his wife Mariam. Children of Mariam and Joseph is Imanuel this is God to me.” These responses show that the students did not understand the requirements of the question. They also did not have adequate knowledge about the event.

Item (d): Why was it necessary to ensure Jacob’s family lived separately from the Egyptians?

The correct response was that *it was necessary to ensure Jacob’s family lived separately from the Egyptians because Jacob and his family were shepherds and therefore an abomination to the Egyptians* (Genesis 46:34).

Many competent students gave good responses to this item by showing that Jacob's family members were farmers and livestock keepers; and that it was a disgrace (shame or humiliation) for Egyptians to eat or live with Hebrews. Their responses indicated that they had adequate knowledge of the topic and understood the requirements of the question.

However, there were students who gave answers which proved that they did not understand the requirements of the question. For example, one of them wrote, "Because Jacob family lived separately from Egyptians God promises Jacob then people go to the Israelites." Another student wrote, "It was necessary Jacob family separate from the Egyptians for the Exodus." Moreover, one of the students wrote, "...to ensure Jacob's family lived separately from the Egyptians is separately family from Egyptians." These responses indicate that the students did not understand the requirements of the question, and did not know the reason for Jacob's family to live separately from the Egyptians. They did not know that the objective of Joseph to choose Goshen was for his family to have a suitable land for their livestock and farming.

Item (e): Before Jacob died he let his sons swear not to bury him in Egypt but in Canaan. What was the reason behind?

In response to this question, the students were supposed to write, *It is because Canaan was the land which God had promised them to live forever and they had their burial place at Machpelah which was bought by Abraham; but Egypt was not their permanent place* (Genesis 49:1, 29-32).

Most of the students were able to write the correct reason as was required. Their responses showed that the students were knowledgeable about the story. Equally, there were some students who provided incorrect answers because of inadequate knowledge of the story and failure to understand the requirements of the question. For example, one student wrote, "...is a sons swear not buy him in Egypt but in Canaanwas are appoint Jacob diede he let his sons". Furthermore, "...Moses is promised of ten commandment God say people to remember Sabbath...." Another one wrote, "... death of people and given hope in the people who was going the Egypt." These responses demonstrate that some students did not understand the requirements of the question due to, among other things, poor English language competence.

Item (f): Briefly explain the qualifications that caused Pharaoh to appoint Joseph in-charge over Egypt.

The required response was: *Joseph had the Spirit of God (Genesis 41:38). He was discreet and wise (Genesis 41:39-44).*

Most of the students wrote the correct answers as was required. For example, one of them wrote, “He was full of the spirit of God, discreet and wise.” Another student wrote, “Joseph was a faithful man and was a fearer of God.” These students’ answers prove that they were knowledgeable about the life of Joseph in Egypt and understood the requirements of the question.

However, there were some students who responded incorrectly due to the fact that they did not know the topic and did not understand the requirements of the question. For example, one of them wrote, “Death of people who qualification that caused Pharaoh and lack of education it increase and poverty this qualification that caused Pharaoh.” Another student wrote, “ten commandments of Pharaoh one commandment frog, flies, boiling neir river, gnot.” These responses are completely irrelevant to the question.

Item (g): The sons of Jacob went to Egypt to buy some food. They bowed to a man who was the boss without knowing he was Joseph (Genesis 42:1-11). What did their bowing fulfil?

The students were required to answer: *The bowing of the sons of Jacob was the fulfilment of the dreams which Joseph had before they sold him; that they would bow before him. Though they hated him due to the dreams, the dreams had become a reality. He was a great man to deserve honour.*

Most of the students answered the question correctly because they understood the requirements of the question and had adequate knowledge of the event which took place in Egypt in connection with Joseph’s dreams. For example, one of the students wrote, “Their bowing fulfilled the first dream of Joseph where Joseph and his brothers were gathering sheaves. His sheaf rose and his brothers’ sheaves bowed to his.”

However, there were some students who provided incorrect responses due to lack of knowledge of the story of Joseph, the event of his brothers

bowing to him in Egypt and poor English language proficiency. For example, one of them wrote, “son of Jacob went to buy food is Benjamini.” Another example of incorrect responses was, “because did their bowing fulfill is the hunted and Jacob to Moses is the Moses is king of Israelites.” This response is out of context because the student wrote about Moses being the king of Israelites instead of showing that the bowing of his brothers fulfilled his dreams.

Item (h): When Joseph heard his brothers discussing about the evil they did against him, he turned away from them and wept. What did Joseph’s weeping signify?

The suitable response was: *Joseph’s weeping signified love for his brothers. That is, the true love to his brothers and his father’s family was still in Joseph’s heart despite the evil deeds against him by his brothers.*

Most of the students managed to answer correctly. There were some who offered relevant explanations like, “he was heartbroken that his brothers sold him to Egypt and did not recognise him as they met him. He was also sorry for not telling them the truth of who he was.” Those who had insufficient knowledge offered various responses which did not meet the requirements of the question. Some of them repeated the words of the item itself and others did not write anything in the space provided, possibly, because they did not know what to write.

Item (i): What lesson do you learn from the evil of the brothers to sell Joseph and Joseph’s attitude towards them as he introduced himself to them in Egypt?

The correct response was: *The lesson is that do not mistreat your brother or any other person because you do not know who he will be. Human beings can plan evil against you, but God uses the evil plan for a good purpose (Genesis 45:1-8).*

Most of the answers from students were good, indicating that they had sufficient knowledge concerning the event and understood the task of the question. One of the lessons provided by students was, “...sometimes we do bad things to our friends thinking that we have destroyed them but in

time to come we see as if we have helped them to reach the goals of their dreams....”

However, there were some who wrote wrong answers. Some of them repeated the words of the item itself. There were students who wrote names of people like Benjamin, Moses, Mariam, and so on. Though Benjamin was one of Joseph’s brothers who witnessed the event, the question did not require the students to identify the persons. Therefore, they did not understand the question. Other students left the item unanswered possibly because they did not know what to write. This shows that the students had inadequate knowledge on the topic. Besides, their responses indicated that they lacked English language writing skills which deprived them of ability to express themselves.

Item (j): Why was Reuben, Jacob’s firstborn cursed by his father (Genesis 49:3-4)?

The suitable answer was: *Because Reuben sinned by breaking into his father's marriage. That is, he lay with his father's concubine Bilhah (cf. Genesis 35:22).*

Most of the students were able to answer this item correctly. For instance, one of them wrote, “because he slept with his father’s concubine who was Bilhah”. Another student wrote, “He was cursed because he uncovered his father’s nudity by sleeping with his father’s wife or concubine.” These responses depict that the students were familiar with the topic and understood the requirements of the question well.

Conversely, instead of indicating what caused Reuben to be cursed by his father Jacob, some of the students wrote things out of context. For example, one of them wrote, “...because Reuben the son promises of the Jacob’s then Reuben of work is livestock.” Another student wrote, “Reuben Jacob’s is for first born caused his father.” Moreover, one of them wrote, “Because was the first born of Jacob’s was to encourage our young brothers.” These students did not understand what to write. Furthermore, there was a student who wrote:

Because the Jacob was want the second born that way the Reuben jacob’s firstborn cause by his father and that second born was called

Rachel lord help much Rachel becous lord told Jacob to marry rachel.

In this response the student wrote something related to the event when Jacob married Rachel in the house of Laban as told in Genesis 29:15-30.

The poor responses in question 5 are represented by Extract 5.2 from a student who had inadequate knowledge of the topic.

5. Give short answers to the following questions: Each question carries **two (2)** marks.

- (a) What did Potiphar's wife tell her husband that caused Joseph to be sent to prison?

we did say tell the husband that come
and sleep husband in elon.

- (b) Why did Joseph send wagons from Egypt to Canaan with his brothers who had gone to buy food?

because from Egypt to canaan with brother
is buy food to Joseph.

- (c) Joseph arranged for his father's family to settle in a certain part of Egypt. Identify the place and explain why Joseph chose that particular place.

Joseph arranged father to settle in
the particular place.

- (d) Why was it necessary to ensure Jacob's family lived separately from the Egyptians?

was necessary Jacob family separate
from the Egyptians to the exclud.

- (e) Before Jacob died he let his sons swear not to bury him in Egypt but in Canaan. What was the reason behind?

Before Jacob's son not to bury him in Egypt in Canaan. The died let swear to Canaan.

- (f) Briefly explain the qualifications that caused Pharaoh to appoint Joseph in-charge over Egypt.

Qualification Pharaoh to appoint Joseph to Egypt the counsel in-charge.

- (g) The sons of Jacob went to Egypt to buy some food. They bowed to a man who was the boss without knowing he was Joseph (Genesis 42:1-11). What did their bowing fulfil?

The sons of Jacob went to Egypt buy some food a man who was the boss without knowing.

- (h) When Joseph heard his brothers discussing about the evil they did against him, he turned away from them and wept. What did Joseph's weeping signify?

Joseph his brother about the evil they did against him.

- (i) What lesson do you learn from the evil of the brothers to sell Joseph and Joseph's attitude towards them as he introduced himself to them in Egypt?

Lesson do you learn evil of the brother to sell Joseph is introduced himself to them in Egypt.

- (j) Why was Reuben, Jacob's firstborn cursed by his father (Genesis 49:3-4)?

Reuben Jacob's 1st son for first born cursed his father.

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

In Extract 5.2, the student wrote incorrect responses to all items. The student just rephrased the items to become answers. This shows that he/she lacked knowledge of the subject matter.

2.3.2 Question 6: The Life of Abraham

The question consisted of five items (a)-(e) which required the students to give a brief explanation. Each item carried four (04) marks, making a total of twenty (20) marks. The items were taken from the topic of *The Life of Abraham*.

The question was attempted by 99.94 per cent of the students and the performance was good as 28.20 per cent scored from 13 to 20 marks, 41.34 per cent scored from 6-12 marks and 30.41 per cent scored from 0-5 marks. The rest, 0.06 per cent did not attempt the question. This performance is illustrated in Figure 6.

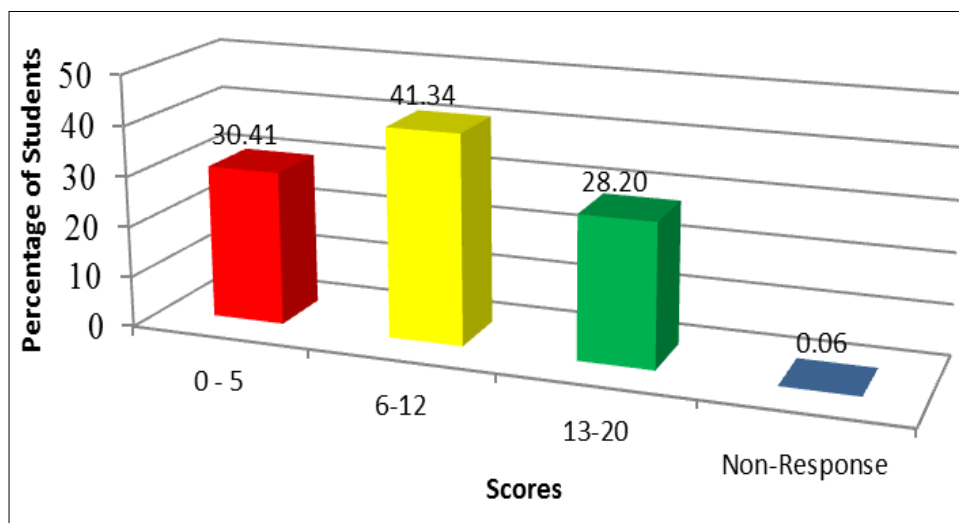


Figure 6: *Percentage of the students and their scores in question 6*

In this question, 28.20 per cent of the students scored high marks (ranging from 13-20) because they gave correct responses to more than three items. Their responses showed that they were knowledgeable about the topic of *The Life of Abraham*. Furthermore, 41.34 per cent scored average marks because some of them offered incomplete responses and others responded correctly to few items. In most of the items they scored two out of four marks. The lower scorers, 30.41 per cent showed lack of knowledge of the subject matter. Their failure was also caused by inability to understand and

adhere to the requirements of the question. Some of the students were unable to express themselves clearly in English language. Among these lower scorers, 11.66 per cent obtained 0 because they gave wrong answers to all items. Besides, 0.06 per cent of the students left all the items unanswered; which could be due to inadequate knowledge of the subject matter, and so they did not have anything to write. Below is the analysis of students' responses to items (a)-(e).

Item (a): Abraham's sojourn in Egypt and his deception.

The correct responses were: *There was famine in the land of Canaan where Abraham lived. For this reason, Abraham and his family decided to go to Egypt where there was plenty of food and water. When he was about to enter the land of Egypt he said to his wife Sarai, "I know that you are a woman beautiful to behold; and when the Egyptians see you they will say, 'this is his wife'; then they will kill me but they will let you live. Say you are my sister that it may go well with me because of you, and that my life may be spared on your account" (Genesis 12:11-13).*

When Abram and his wife entered Egypt, it happened as he said. Then Sarai was taken into Pharaoh's house. But the Lord punished Pharaoh and his house with great plagues because of Sarai. After Pharaoh had noticed that Sarai was Abraham's wife, he ordered Abraham and his wife to take all their possessions and go out of his country.

Few students gave relevant explanations to the item. Few students managed to give the correct responses by explaining the story in detail.

Although some of the students had good knowledge of the story of Abraham in Egypt, they were unable to explain fully the sojourn (visit) of Abraham in Egypt when he left Canaan because of famine. Therefore they scored average marks.

The students who failed to score marks in this item had incorrect responses which showed that they were unfamiliar with the subject matter for they wrote things not related to Abraham's sojourn in Egypt. For example, one of them wrote, "Abraham was the father of the all nations in the earths." Another student wrote, "Because Abraham are wife is Sarah but themselves tell God to give one children." Another one wrote, "Abraham went in

Egypt in order to find a wife who was Sarah and Abraham died in 175 also called by God in 75 also Sarah was died in 127 year.” These responses show things the students knew about Abraham in general, but not related to the question. Other students wrote about Moses instead of Abraham. For example, one of them wrote, “is the deception in the Israelites is a king Moses of the father’s of Moses is a Jochebed and mother’s of Moses is a Miriam and father-in-law Reuel.” Moreover, one of the students wrote that Abraham was sent to preach in Egypt:

Abraham sojourn in Egypt he spread and preach the word of God and tells the people about the marvelous things that God has done to Israelites and his deception is to spread the word of the Lord and he made the covenant with God to Egypt by circumcision process.

These responses reveal that the students lacked knowledge of the story, and did not understand the context of the question.

Item (b): Hagar and Ishmael.

A considerable number of students were able to describe Hagar and Ishmael correctly. They wrote about Hagar as the servant of Sarah: *Sarai had an Egyptian maid whose name was Hagar. Seeing that she was barren, she persuaded her husband to get a child by her maidservant Hagar. Abraham agreed, so he went in to Hagar and she conceived. This was after a ten years stay in Canaan.*

At the age of 86, through Hagar, Abraham got a son whom he named Ishmael (which means “God hears”). He was given such a name because the Lord had given heed to Hagar’s affliction. God blessed Ishmael and promised to make him the father of great people.

There were students whose responses showed that they knew something about Hagar and Ishmael, but were unable to respond to the item as per requirements. Most of the students only explained who Hagar and Ishmael were. For example, one of them wrote, “Hagar was the second wife of Abraham and Ishmael was the first son of Abraham.” Another one wrote, “Hagar is the *house girl* of Abraham and Ishmael the son Abraham.” There were some students who lacked knowledge of Hagar and Ishmael and one of them wrote, “Hagar and Ishmael is the children of Rachel.”

Item (c): Abraham's Circumcision

In this item students were required to explain that *Circumcision is the removal of the foreskin of the male sexual organ. When God made a covenant with Abraham, he ordered Abraham and his descendants to circumcise. This would be a sign of the covenant between God and Abraham and his descendants.*

God told Abraham that all males who were eight days old should all be circumcised and this should be throughout generations to generations. Abraham was circumcised when he was ninety nine years old while his son Ishmael was circumcised when he was thirteen years old.

Most of the students scored 2 to 3 marks because, though they had some knowledge about the circumcision of Abraham, they did not explain it fully. Amongst these students, there were those who wrote some relevant explanations including the definition of circumcision and the age which God told Abraham to circumcise male children.

On the contrary, there were some students who did not know the topic, hence they wrote responses out of the context. For example, one of them wrote, "Abraham of the wife is Sarah and Hanna, children of a Hanna is Isaac and house girl of Sarah is Zipporah and house girl of Hanna is Shiprah." There were also students who misconceived the word *circumcision* as *sacrifice*. Therefore, they wrote in the context of Abraham's sacrificing of Isaac his only son as a burnt offering. Here is an example of such responses:

Abraham circumcision was circumcision which Abraham gave God who at heaven after he got Isaac his only son that can give circufice to God because God ordered him to do so and he agreed and he did so. But that was God's plan so that can look the faith of Abraham and God knew that Abraham is respecting him that he decided to tell him to move an animal as circurifice.

Item (d): Rebekah's life

In this item students were required to write: *She was the daughter of Bethuel and the sister of Laban. She became the wife of Isaac and mother of Esau and Jacob. When Abraham was old, he sent his servant Eliezer to*

find a wife for his son Isaac. Eliezer met Rebekah and successfully persuaded her to become Isaac's wife.

Rebekah was loved by Isaac, but she bore him no children for twenty years. Afterwards God gave them twins whom they named Esau and Jacob. Jacob was a favourite son to his mother, thus she tricked the aged and blind Isaac to bless him (Jacob).

Most of the students scored full marks because they answered the question fully. They were able to explain about the father and brother of Rebekah, Eliezer the chief servant of Abraham and Isaac's marriage and sons. For example, one student wrote, "Rebekah was a daughter of Bethuel, who had a brother called Laban. They used to live in Haran....." Another student wrote, "Rebekah was a daughter of Bethuel, a sister to Laban was married to Isaac. She was barren for twenty years and at last she conceived twins" These responses demonstrated the students' adequate knowledge of the subject matter and understanding of the requirements of the question.

However, there were students who wrote irrelevant information about the life of Rebekah. For example, one of the students wrote, "Rebeka's life should be the life of rebeka can not be that will the life mistaken." Another student wrote, "Rebeka's live is the land in land of the God. Honor your father and you mother so that may live long in the land." There was another student who wrote, "Rebekah was life is good then Rebekah God promises that moses then Rebekah is wife of moses." There were also students who did not know what to write and left the item unanswered. This suggests that these students were unfamiliar with the life of Rebekah; leave alone their inability to express themselves in English language.

Item (e): Mount Moriah in connection to Abraham.

The appropriate explanation for this item was: *Moriah is a place where God tested Abraham when he wanted him to sacrifice his only son Isaac. God said to Abraham, "Take your son, your only son Isaac, whom you love, and go to the land of Moriah and offer him there as a burnt offering upon one of the mountains of which I shall tell you." Abraham obeyed the voice and travelled to the place which God had told him. He built an altar (Genesis 22:2-8).*

When he took his knife and wanted to slaughter his son, the angel of the Lord called him and asked him to stop killing the lad. Seeing his faith, God provided Abraham with a ram, which he slaughtered and offered as a burnt offering instead of his son. Abraham called the place “Jehovah Yire”, that is ‘the Lord sees’ (Genesis 22:9-14).

The name *Mount Moriah* seemed not to be common among students. There were only few students who managed to explain correctly about Mount Moriah in connection with Abraham. For example, one student wrote, “...This was the mount where God tested Abraham to give God sacrifice his son Isaac as burnt offering...but God gave him a he goat instead.” Another one wrote, “Moriah means The LORD will provide ... a place where God told Abraham to go and sacrifice Isaac...and God saw his faith and provided him with an animal.”

There were other students who answered the item partially and scored average marks. The responses demonstrated that the students were conversant with the event, but they did not answer the question fully. Most of them wrote that it was the place where Abraham was told by God to offer his son Isaac as burnt offering, but did not show that when Abraham obeyed God gave him a ram in the place of Isaac.

Furthermore, there were students whose responses indicated that they did not know anything about the place and its connection with Abraham. For example, one of them wrote, “Mount Moriah was the place where God gave Abraham the Ten Commandments.” Another student wrote, “the mount moriah in connection of Abram to called babell mountain and only people live in the mountain.” Other students just left the item unanswered. This gives an impression that they did not know what to write.

However, as was noted earlier, the general performance of the students in this question was good because 69.54 per cent of the students performed well by scoring from 6-20 marks. This means that they scored from 30 per cent to 100 per cent of the total marks of the question. Extract 6.1 is a sample of correct responses to question 6.

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

(a) Abraham sojourn in Egypt and his deception.

There was famine in the place where Abraham dwelt so he had to go to Egypt to get food. Before reaching Egypt, Abraham told his wife Sarah to say that she was his sister and not wife so that it can be well with Abraham. When they reached in Egypt they took Sarah to Pharaoh because they said she was Abraham's sister but the LORD cursed Pharaoh and as a result they chased Abraham with all his possession.

(b) Hagar and Ishmael.

Hagar ~~an~~ was the maidservant of Sarah who was bought from Egypt. Sarah was barren so she gave Hagar to Abraham so that she can get children through her. But after conceiving Hagar looked Sarah into contempt as a result Hagar was chased. But later on she came back to Sarah and bore Ishmael. After Sarah bore Isaac, she chased Hagar and Ishmael away and thus Ishmael married an Egyptian and lived in the wilderness of Paran.

(c) Abraham's circumcision.

Circumcision is an act of removing the male sexual skin organ. It was an external sign of the covenant between Abraham and God. Abraham was circumcised.

at the age of 86 years 99 years while Ishmail was at the age of 13 years old. Other people were supposed to be circumcised at the age of 8 days. Example Isaac was circumcised at the age of 8 days.

(d) Rebekah's life.

Rebekah was the daughter of Bethuel, who had a brother called Laban. They used to live in Haran but later she was married to Isaac. When she lived with Isaac, she was barren for 20 years but later God opened her womb and she gave to two twins named Esau and Jacob. Esau was a skillful hunter but Jacob used to dwell in tents. Rebekah loved Jacob her youngest son.

(e) Mount Moriah in connection to Abraham.

Moriah means "The LORD will provide." It was the place where God told Abraham to go and sacrifice Isaac as a burnt offering. Abraham had faith and obeyed to what God told him to do. He prepared everything and they went. But before removing the sacrifice, God told Abraham to stop and Abraham saw a lamb and used it as a sacrifice. So God blessed Abraham in all his things.

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

In Extract 6.1, the student answered all items correctly. The responses indicate that he/she was knowledgeable about (a) Abraham sojourn in Egypt and his deception, (b) Hagar and Ishmael, (c) Abraham's Circumcision, (d) Rebekah's life and (e) Mount Moriah in connection to Abraham.

Conversely, 30.41 per cent performed poorly by scoring less than 6 marks because most of their responses showed that the students had inadequate knowledge on the topic of *The Life of Abraham*. Extract 6.2 is a sample of poor responses in question 6.

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

(a) Abraham sojourn in Egypt and his deception.

Abraham sojourn in Egypt and his deception.

Because is the deception in the Israelities is a ~~the~~ King Moses of the fathers of the Moses is a Jochebed - and mother's of Moses is a Miriam and father-in-law Reuel.

(b) Hagar and Ishmael.

Hagar and Ishmael is the children of Rahel.

Because is the Moses is the Israelities of rise Moses is a King of people in the Israelities.

Hagar and Ishmael is the hunted in the Israelities.

(c) Abraham's circumcision.

Abraham's circumcision is the children of Abraham is a Moses also Isaac is a wife, wife is a Isaac Hagar is

Sarah. but also Abraham is of the wife is Rebekah and Hanna, children of a Hanna is Isaac and house girl of Sarah is Zipporah and house girl of Hanna is Shiphrah.

(d) Rebekah's life.

Rebekah's is a life bar

(e) Mount Moriah in connection to Abraham.

Mount Moriah in connection to Abraham is mount Moriah.

Abraham, is a wife of the Abraham is Rebekah and children of the Sarah is a Ishmael.

Wife of Ishmael is a Rebekah and Isaac father is Abraham and mother is Hagar.

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

In Extract 6.2, the student answered all items incorrectly. The responses indicate that he/she did not understand the requirements of the question and demonstrated lack of English language proficiency. It also shows that the student had insufficient knowledge concerning (a) Abraham sojourn in Egypt and his deception, (b) Hagar and Ishmael, (c) Abraham's Circumcision, (d) Rebekah's life and (e) Mount Moriah in connection to Abraham. Besides, the student did not know the relationship between the persons mentioned in the responses.

2.4 Section D: Essay Type of Questions

This section consisted of two essay type of questions which were optional. Students were required to answer only one question. They were required to demonstrate their skills in essay writing (by beginning with an introduction followed by the main body and conclusion). These questions were attempted by 20,464 (99.16%) students out of the 20,638 who sat for the assessment. This means that 174 (0.85%) students omitted the questions, which suggests that they faced difficulty in answering essay type of questions.

2.4.1 Question 7: The Fall of Man and Its Outcome

The students were required to *explain two main motives which caused Eve to eat the forbidden fruits and indicate two measures which they think would be taken to avoid that evil.*

In this question students were required to apply the knowledge acquired concerning the fall of man to suggest the measures they should take to avoid evil in their own society.

The question was attempted by 13,013 (63.05) students out of 20,638 students. Their performance was good as 31.99 per cent of the students who attempted the question scored from 13 to 20 marks, 37.76 per cent scored from 6 to 12 marks and 30.25 per cent scored from 0 to 5 marks. Figure 7 is an illustration of this analysis.

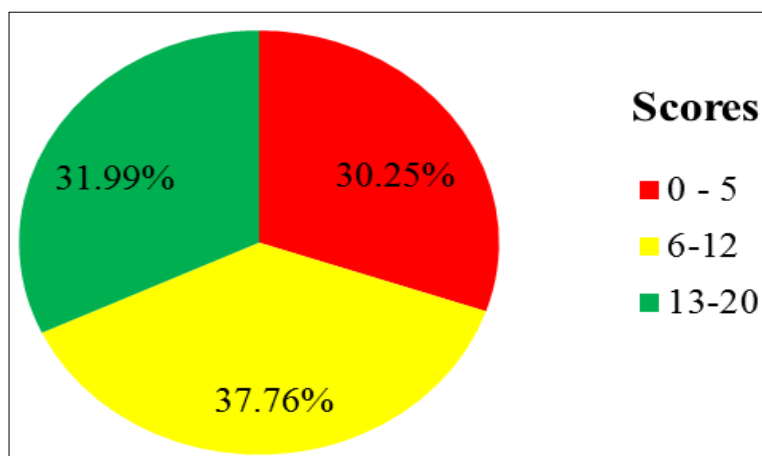


Figure 7: *Percentage of the students and their scores in question 7*

The general performance of students in this question was good because 69.75 per cent of the students who attempted the question performed well by scoring 6 marks and above. Among them, 31.99 per cent scored high marks ranging from 13-20 as they wrote good essays. They observed the rules for essay writing. In addition, 37.76 per cent scored average marks (ranging from 6-12) as most of them managed to explain two motives correctly but failed to indicate the measures which they would take to avoid that evil. There were other students whose responses showed that they had some knowledge about the subject matter and understood the question, but were unable to provide sufficient explanations. Some of them lacked essay writing skills as they did not have introductory and concluding remarks.

The students who performed well in this question were able to write the motives such as: (i) ***The desire to be like God:*** *The serpent cheated Eve that when she would eat the fruit from the tree which God prohibited they were likely to be like God by knowing good and evil.* (ii) ***Failure to be satisfied with what God has provided for them:*** *Eve desired the fruits from the tree which God had prohibited, although she had everything for survival. There was no need for her to find other alternatives for living because God was the source of life for them as the provider and the protector.* (iii) ***Disobedience:*** *Had Eve obeyed God she would have not sinned against Him. God created her in His image to let her know Him and do His will, but she obeyed the voice of the serpent and eventually ate the prohibited fruit.*

Concerning the measures to be taken in order to avoid similar evil deeds, the students wrote relevant points such as: (i) *To tell the serpent that God had already created them in His own image, so there is no need to find other alternatives to make them resemble him.* (ii) *To tell the serpent that they have everything which can satisfy their hunger, therefore they do not need more than what God had already given them freely.* (iii) *To tell the serpent that they have to obey God alone, for there is no other than Him.*

Most of the students gave relevant responses on the motives and measures to be taken so as to avoid evil. The responses showed that the students had adequate knowledge of the topic and were able to apply classroom knowledge to real life experiences. They were able to relate what was taught in the classroom about the fall of man in today's context. Extract 7.1 is a sample of a good response.

7. Explain two main motives which caused Eve to eat the forbidden fruits and indicate two measures which you think you would take to avoid that Evil.

INTRODUCTION

7. When God created man and woman, he placed them in the garden of Eden to till and keep it. They were given freedom to eat all the fruits of the garden, except those from the tree of knowledge of good and evil. But Eve is the one who ate the forbidden fruit and gave also to Adam. The following are the motives which caused Eve to eat the forbidden fruit.

CONTENT

The desire to be like God. This was one of the motives. When the devil (serpent) came to Eve, the devil tempted her to eat the fruits because they are good and that the tree was good for food, and that it was a delight to the eyes, and was to be desired to make one wise, Eve took and ate. She did so because she was told by the devil that after eating the fruits Eve and Adam will be like God. So the motive here was her desire to be like God.

Another motive was disobedience to God. Eve was disobedient toward God, that is why she obeyed the devil's voice and ate the forbidden fruit. If she was obedient to God, she would not have sinned against him. Eve and Adam were created with conscience. Because God told them not to eat the fruit from the tree of knowledge of good and evil, she was supposed to remember God's rules and refuse to be deceived. But she obeyed the voice of the devil and disobeyed God.

The measures which I would have taken or I would take to avoid that evil are as follows:

First, I would not allow the devil to have any discussion with me. I would use the word of God and tell the devil that I can not be like God just by eating the fruit because I was already created in the likeness of God/in the image of God.

Second, I would not agree to eat the fruit which God forbade, because there were many fruits in the garden, to satisfy me. I would tell the devil that I have to obey God only.

CONCLUSION

God created us to obey him. He gave us everything we need. We should listen to him and not to desire anything which is against God's will.

Extract 7.1: A sample of a correct response in question 7.

Conversely, there were students who were unable to write essays. Most of those who failed showed lack of English language proficiency. This led them to inability to write their points well. Besides, many of them tried to

write by including Kiswahili words, but they struggled in vain because they also failed to understand the requirements of the question. This might be attributed to the teaching and learning process that the students did not achieve the expected learning outcomes as specified in the syllabus.

Some of them wrote down the outcome of the fall of man especially the punishments which God gave to the woman and man. For example, one of the students wrote:

Jesus akaanza kuita Eve and Adam mkowapi Adam and Eve wakajificha wakajitokeza God she say go kwenye garden for Jesus she say you Eve utazaa kwa uchungu and you Adam utatafuta kwa jasho.

Extract 7.2 shows a sample of a poor response in question 7.

7. Explain two main motives which caused Eve to eat the forbidden fruits and indicate two measures which you think you would take to avoid that Evil.

7. Eve to eat the forbidden fruits and here I indicated two measures which you think you would take to avoid that Evil, effect of eve to take fruits by God.
 Birth with pain full Children to eat the forbidden fruits and indicated two measures which you would take to avoid evil. eve you shall no other...
 & God before of a single mistake towards God and God replaced him with joshua (24:14)
 Adam to find food for warms in the life in the children by God you shall not honor you father and you mother so that may live long in the land by God better leadership
 Eve and Adam - is the courtship the period which two people man and woman carefully study each other before they get marriage. For Adam and eve was far from God and God they say go out the garden
 God say Eve to birth with pain full and Adam to the find the food of the warms in the children
 water to blood is the combination of hydrogen in the god vein God was departed light and night you shall not honor you father and you mother so that may live in long in the land by God

Extract 7.2: A sample of incorrect responses in question 7.

In Extract 7:2, the student wrote something related to the punishment given by God to Adam and Eve instead of the motives for Eve to eat the forbidden fruits. For example, he/she wrote about Eve to experience pain in childbearing and Adam to eat food in toil.

2.4.2 Question 8: Israelites' Journey through the Desert

This question was set from the topic, *Israelites' Journey through the desert*. The students were asked, *Moses was a very good leader and reliable leader, but he failed to bring the people of Israel into the Promised Land because of a single mistake towards God and God replaced him with Joshua (cf. Numbers 27:12-23); Deuteronomy 34:1-9). Explain four teachings obtained from this context.*

The question was optional and was attempted by 7,451 (36.10%) students out of 20,638 students who sat for the assessment. Their performance was good as 44.68 per cent of the students who attempted the question scored from 13 to 20 marks, 34.13 per cent scored from 6 to 12 marks and 21.19 per cent scored from 0-5 marks. This performance is summarised in Figure 8.

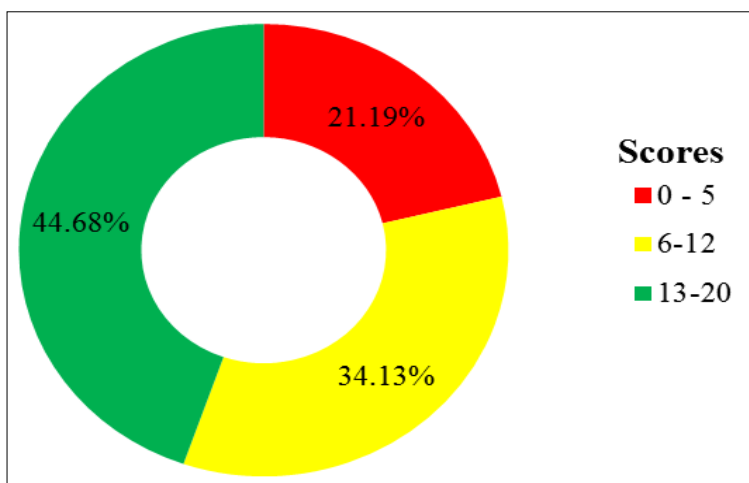


Figure 8: Percentage of the students and their scores in question 8

The students with high performance scored from 13 to 20 marks depending on the strength of their responses. Those who scored 20 marks demonstrated their competence in essay writing. They provided relevant introduction, strong and coherent points and a conclusion.

The correct responses given by students include the description of Moses' leadership and his failure, followed by four teachings obtained from that context. They wrote that Moses was chosen by God to lead the Israelites from slavery in Egypt to the Promised Land. He led the people by listening to what God commanded him. When Moses made a single mistake at Meribah, concerning the water, God punished him not to enter into Canaan and his position was given to Joshua his assistant.

They wrote lessons such as: (i) *Leaders (church, political or state) should learn to be faithful to God and obey his principles and rules that govern their authority, and to admit their mistakes.* (ii) *Leaders should learn that God is able to destroy any leader who seems to be a poison to other people. If Moses was not punished, his sin would be a deadly poison to the Israelites, because they would count it as justifiable before God because God himself did not withhold water even if Moses had done wrong.* (iii) *Leaders should learn to be careful, not to overdo things; instead they should know their areas of function and their limitations. Moses went beyond his authority and he angered God who, therefore, decided to demote him. Even today leaders can be punished for doing what is not their responsibility.* (iv) *Leaders should learn from Moses how to be concerned with uncompleted duties that are assigned to them, to make sure that they take initiatives to hand over to others without deception. Moses asked God to choose another person to whom he handed over his responsibilities.* (v) *Leaders should learn that being a leader is not a permanent occupation. Moses teaches that when the period is over or if people are not satisfied with one's leadership they are to be ready to step down, instead of wanting to remain in authority for ever.*

Their responses show that the students knew the fact that although Moses was God's chosen leader, who tried his level best to lead according to God's standards, when he made a mistake God did not spare him. Someone else had to take position while Moses himself was to die. They also knew that Moses handed over his office to Joshua peacefully after anointing him and that this is how God deals with those who go wrong even once in a lifetime. This indicates that the students had mastered the topic during the learning process and understood the requirements of the question.

In their responses, most of the students arranged their points systematically to form good essays which were in good and clear English language. Extract 8.1 shows a sample of correct responses in question 8.

8. Moses was a very good and reliable leader, but he failed to bring the people of Israel into the Promised Land because of a single mistake towards God and God replaced him with Joshua (cf. Numbers 27:12-23; Deuteronomy 34:1-9). Explain four teachings obtained from this context.

Introduction

8. Moses was a son of Amram and Jachabel his wife. He was from a tribe of Levi and he has one brother called Aaron and one sister called Miriam. But Moses lived a good life as a son of the daughters of Pharaoh. The name Moses means 'Because I drew him out of water'. Moses also married a wife called Zipporah the daughter of Jethro priest of Midian and had two sons: Gershom and Eliezer. He was a leader who was chosen by God to liberate Israelites from the house of bondage that is Egypt. The following are the teachings we get from the context of the reason that caused Moses not to enter the promised land:

Content of the essay

We should obey what we are told by God. One should keep and obey the saying of God not to follow their own decisions. For God told Moses pass before the people you and Aaron your brothers. And you should tell the rock before their eyes to yield its water, but Moses did not do as the Lord command him. Moses struck the rock with his rod twice and the waters came forth abundantly and the people drank. Moses disobeyed God's command that's why he did not

8. reach the promised land and did not lead the people to the land of Canaan which God promised to their fathers to give them for possession.

We should trust and believe in God. As the way the people of Israel did not believe in God and they found fault fighting and they contended the Lord also they put the Lord into proof that's why the place was called Massah and Meribah. Massah means proof and Meribah means contention. As the way people did not believe in the Lord also Moses didn't believe to sanctify the Lord before the people for the Lord told him "tell the rock before their eyes to yield water" but Moses feared and did not believe therefore he struck the rock. This shows that he had lack of faith to God which also prevented him to reach the promised land because he did not sanctify the Lord before the people in their eyes at the waters of Meribah.

We should control our anger and tongue. As the Lord said to Moses, for people were complaining about water, pass before their eyes you and rod staff in your hand also Aaron your brother. Then go to the rock and tell the rock to yield its water and Moses did as the Lord told him but when he reached to the rock he said "Hear now you rebels shall we bring forth water for you out of this rock?" This implies that anger of Moses was kindled because the people of Israel always complained about their misfortunes. So in hot anger he talked back by calling the people of Israel rebels therefore also this prevented him from reaching to the land of Canaan the promised land.

8. We should not be proud but we should humble ourselves. As the Lord gave Moses authority, he was very humble always and listened to what he was told by God. We should be humble like the way he was. Moses broke faith to God and became proud, asked people of Israel "shall we bring forth water for you out this rock?". This shows that Moses was very proud because of the authority and forgot about God who had helped him and gave him power and authority to do all those. Hence through his proud, he didn't enter the promised land of Canaan a land flowing with milk and honey.

Conclusion

Generally, Moses was a very good leader who delivered Israelites from the Egyptians to send them to the promised land but God did not allow him to enter the land. The reason behind was that he rebelled against God at the waters of Meribah, and he didn't sanctify the Lord in the eyes of the people. Therefore the Lord showed him a land which would be given to the people at (Abarim) on mount Nebo to the top of Pisgah. And Moses died there and was buried there being a hundred and twenty years and it is not known the place of his burial to this day.

Extract 8.1: A sample of correct responses in question 8.

Moreover, the analysis of students' responses shows that 34.13 per cent of the students provided partial responses, which deserved an average score (ranging from 6 to 12 marks). Although they knew the topic and understood the requirements of the question, most of them had only two correct points. Others wrote all the required points but without sufficient explanations.

As was shown in the data analysis, 21.19 per cent of the students scored low marks, ranging from 0 to 5 out of 20. Among them, 9.74 per cent scored 0. The students provided a variety of incorrect responses. Some of

the responses had no connection with the requirements of the question. Instead of writing about the leadership qualifications of Moses and his shortfalls which led to his failure to enter the Promised Land, one of them wrote, “the blessing God promised to Moses, to give a son, make him a great nation and to keep the ten commandments.” This response is in the context of the call of Abraham in Genesis Chapter 12, but not about Moses.

There were students who wrote things that could not be easily understood. For example, one of them wrote:

Moses was God to failed to bring the people of Israel into the promised that the people of Canaan from the aron can not the promised the people. Land because of a single mistake of towards means of the towards is the connected. Towards Gods and Gods replaced him with the connected the “Jesus or my God” by said Moses and Jesus that said Moses me a lion of Jude.

These responses are an indication that the students lacked knowledge and did not understand the requirements of the question. Furthermore, due to insufficient knowledge and inability to understand the requirements of the question, many students just left it unanswered, implying that they did not know what to write. The factors for students’ failure include failure to express themselves because of lack of English language skills, as seen in the quotation above. Extract 8.2 shows a sample of poor responses in question 8.

8. Moses was a very good and reliable leader, but he failed to bring the people of Israel into the Promised Land because of a single mistake towards God and God replaced him with Joshua (cf. Numbers 27:12-23; Deuteronomy 34:1-9). Explain four teachings obtained from this context.

god say that moses i great you nation
when moses i great you a nation
god say that i promises then god
th say that i will give you a a
blesses then people go to
Egypt.

Then god say that a
i will give you a son
when moses to take care of ten
commandment god i promise promises
moses go to Israelites than in
our life.

i will make you i great nation
god to promises of moses i will
make you great nation then
Israelites go to the Egypt then
moses god promises of a ten
commandment & then people
to don't punishment of god
or people don't "you shall not
take the name of god" than
people don't "you shall no other
god."

Extract 8.2: A sample of incorrect responses in question 8.

In Extract 8:2, the student wrote mostly on promises of God about making Moses a great nation instead of teachings obtained from the context of Moses' leadership and his failure which led God to replace him with Joshua.

3.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH TOPIC

The Form Two National Assessment (FTNA), 2019 results for Bible Knowledge subject shows that the general performance was good since many students scored above average. The analysis of the students' performance in each topic indicates that they performed well in all the topics tested. The highest performance is seen in the topic of *Israelites under the leadership of Joshua* which had 98.27 per cent of the students who did well and consisted of one question (Question 3) with True/False items. This was followed by the general (multiple choice) question (Question 1) from the topics of *Creation, The Fall of Man and Its Outcome, Life of Abraham and The Sons of Isaac* (96.32%). Other topics were *The Hebrews in Egypt* (86.74%) which comprised a matching item question (Question 2), *Israelites' journey in the desert* (78.81%) one question (question 8), and *The Sons of Isaac* (76.26%) which comprised two question (Question 4 and 5). Others were *The Fall of Man and its Outcome* (69.75%) which comprised one question (Question 7) and *The Life of Abraham* (69.54%) one question (Question 6).

Generally, the students performed well in this assessment because they were able to read, understand and stick to the requirements of the questions. They expressed themselves well in English language and had adequate knowledge of biblical facts, concepts, themes, events, stories, and important persons.

Further analysis of the performance in individual questions indicates that most of the students performed well in questions that had True/False items (Question 3), Multiple Choice items (Question 1), Matching items (Question 2), Filling-in-blank spaces (Question 4) and Short answer items (Question 5). Conversely, the questions with large number of students who performed below average were question 6 that required brief explanations (30.41%), question 5 that required short answers (30.36%) and essay type questions 7 (30.25%) and 8 (21.19%). The students who performed poorly failed to understand the requirements of the questions, had inadequate knowledge on issues at hand and were incompetent in the use of English language, which resulted into failure to provide good explanations. This analysis is summarised in the Appendix.

4.0 CONCLUSION

The general performance of the students in Bible Knowledge subject in the FTNA 2019 was good as most of them scored 30 per cent and above in all topics. The students performed well because they could identify the tasks of the questions, were able to follow instructions, and had adequate competence in biblical facts, concepts, themes, events, stories, and important persons. They were able to express themselves well in English language. However, there were students who failed to score high marks in some questions/topics because they failed to understand the requirements of the questions, had inadequate competence in the use of English language, which resulted into failure to express themselves when answering questions, especially those which needed explanations.

5.0 RECOMMENDATIONS

In order to improve the performance of students in the Bible Knowledge subject, it is recommended that:

- (a) Students should be guided to put more effort in reading the Bible and other recommended Biblical materials in teaching and learning in order to have a broader understanding of Biblical facts, concepts, themes, events, stories, places and important persons.
- (b) Since English language is a contributing factor to students' performance, students should practise the use of English language through writing, speaking, and reading so as to improve English language skills.
- (c) More emphasis should be given to the teaching/learning strategies outlined in the syllabus for better students' acquisition of knowledge in the given topics.

Appendix

Summary of Analysis of the Students' Performance in Each Topic

| S/N | Topic | Type of Question | Question Number | Total Number of Questions in a Topic | Percentage of Students Who Scored 30% or Above | Remarks | Average Percentage of Students Who Scored 30% or Above | Remarks |
|-----|--|-------------------------|-----------------|--------------------------------------|--|---------|--|---------|
| 1. | Israel under the Leadership of Joshua | True/False | 3 | 1 | 98.27 | Good | 98.27 | Good |
| 2. | Creation, The Fall of Man and Its Outcome, Life of Abraham and The Sons of Isaac | Multiple Choice | 1 | 1 | 96.32 | Good | 96.32 | Good |
| 3. | The Hebrews in Egypt | Matching Items | 2 | 1 | 86.74 | Good | 86.74 | Good |
| 4. | Israelites' journey through the desert | Essay | 8 | 1 | 78.81 | Good | 78.81 | Good |
| 5. | Sons of Isaac | Filling in blank spaces | 4 | 2 | 82.87 | Good | 76.26 | Good |
| 6. | | Essay | 5 | | 78.71 | Good | | |
| 7. | The Fall of Man and Its Outcome | Essay | 7 | 1 | 69.75 | Good | 69.75 | Good |
| 8. | Life of Abraham | Short descriptions | 6 | 1 | 69.54 | Good | 69.54 | Good |

