



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



STUDENTS' ITEM RESPONSE ANALYSIS
REPORT ON THE FORM TWO NATIONAL
ASSESSMENT (FTNA) 2023

BIBLE KNOWLEDGE



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014 BIBLE KNOWLEDGE

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FOREWORD

The Form Two National Assessment (FTNA) is a formative evaluation after two years of study in secondary school. The assessment intends to determine students' progress in mastering of different topics and competences intended for Bible Knowledge Syllabus in molding moral values and ethics for improving academic excellence and human behavior in the society. It also intends to show how the students responded to each question/item. The analysis of the students' responses to each question is a good indicator of what the education system was able or unable to offer to the students in their two years of secondary education.

This Students' Item Response Analysis (SIRA) report on Bible Knowledge subject was prepared to give feedback to students, teachers, policy makers, curriculum developers and other education stakeholders on how students responded to assessment items in this subject in terms of their overall cognitive development progress and competences.

A total of 22,234 students sat for FTNA 2023 Bible Knowledge subject where 84.01 per cent passed, indicating a good performance. This performance is an increase by 10.41 per cent when compared to FTNA 2022 where 73.60 per cent passed.

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

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

The National Examinations Council of Tanzania would like to express its gratitude to all those who in one way or another contributed to the preparation and production of this report.



Dr. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The Students' Item Response Analysis report on the Form II Bible Knowledge assessment provides an analytical evaluation on the performance of the students who sat for the assessment in November 2023. The assessment tested the competence intended for Form II Bible Knowledge syllabus.

Bible Knowledge assessment paper consisted of three sections; A, B and C with a total of 10 questions. Students were required to answer all questions. Section A consisted of two (2) questions (question 1 and 2). Question 1 had 10 multiple choice items which weighed 10 marks and Question 2 had five (5) matching items and weighed five (5) marks. Therefore, Section A had 15 marks. Section B consisted of seven (7) questions from Question 3 to Question 9. The questions required the students to provide short answers. Each question carried 10 marks, making a total of 70 marks. Section C had one (1) essay question, which required the students to provide lessons they learn from the story of Samson. This question had 15 marks. Therefore, the paper weighed 100 marks.

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

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

Among the 22,234 students who sat for the assessment, 18,629 (84.01%) students passed. In the 2022 FTNA, 20,649 students sat for 014 Bible Knowledge assessment, of whom 15,108 (73.60%) passed the assessment. This indicates that students' performance in FTNA has increased by 10.41 per cent in 2023.

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

2.0 ITEM RESPONSE ANALYSIS IN EACH QUESTION

2.1 SECTION A: Multiple Choice and Matching Items

The significance of multiple choice and matching item questions is to assess the status of higher order thinking brain development in the students in terms of identification, recognition and recollection skills competence in specific content areas.

This section had a total of 15 marks and it comprised two questions. The students were required to answer both questions 1 and 2. Question 1 required students to provide the best choice from the four alternatives given. In question 2, the students were required to match the descriptions of events in List A with the corresponding places in List B, by writing the letter of the correct response below the item number in the table provided.

2.1.1 Question 1: Multiple Choice Items from various Topics

The question consisted of ten items (i) to (x), which carried one mark each, making a total of 10 marks for the question. The items were set from various topics, which are *Creation, The Life of Abraham, The Sons of Isaac, The Hebrews in Egypt, Israelites' Journey through the Desert, and Israel under the Leadership of Joshua and Israel under the Leadership of Judges*.

The analysis of the performance to this question shows that 6,457 (29.04%) out of 22,234 students who sat for this assessment scored from 6.5 to 10 marks, 13,885 (62.42%) scored from 3.0 to 6.0 marks and 1,892 (8.51%) scored from 0.0 to 2.5 marks. This performance is illustrated in Figure 1.

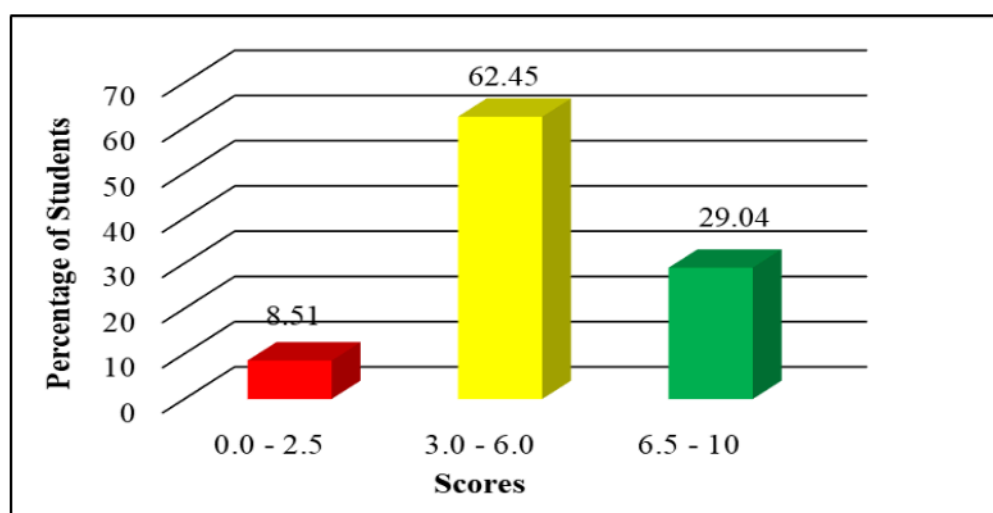


Figure 1: The Students' performance on Question 1

The analysis shows that the performance of students in this question was good, as 91.49 per cent scored from 3 to 10 marks. that is 30 to 100%. The students with high marks were 29.04 per cent and scored from 6.5 to 10.0 marks of whom, 0.27 per cent scored full 10 marks. These 0.27 per cent of students responded correctly to 10 items. This implies that the students had adequate knowledge of the topics from which the items were set. The following is the analysis of the question per item.

Item (i): *How old was Joshua when he died (Judges 2:8)?*

- A 90
- B 115
- C 110
- D 120.

Few students managed to choose the correct answer, which was C (110), showing that they had a good understanding of the topic of *Israel under the Leadership of Judges*. Most of the students were unable to recall the age of Joshua when he died and provided incorrect choices. For example, they opted for D that Joshua died at the age of 120, mistaking it with the age of Moses when he died. Others chose B while some chose A. This implies that the students had insufficient knowledge about important biblical persons and events.

Item (ii): *In Genesis 2:21-23 we read the story of creation of the suitable helper being made by God for the Man. What name did the Man give to his helper?*

- A Bone of the bones
- B The woman
- C Flesh of the flesh
- D Eve.

Most of the students were able to choose the correct answer, B (The woman), indicating that they had adequate identification ability about important Biblical persons and events in the topic of "Creation." They also had sufficient knowledge of the story of the creation of Man and woman.

However, few students provided incorrect choices indicating that they had inadequate recollection ability. They demonstrated inadequate knowledge about the topic of *Creation* especially the creation of woman, hence were not able to provide the correct choice for this item. Instead of B, most in this group chose D (Eve) as the name given by the man to his suitable helper. Actually, they failed to differentiate that the man gave the name Woman in Genesis 2:21-23 when God created the woman from the ribs of the man and in Genesis 3:20 the man gave the name Eve after the fall of man in the Garden of Eden.

This indicates that the students had insufficient knowledge about important characters and events in the creation story.

Item (iii): *“God is the source of democracy practised by human beings today.”*
How true is this statement?

- A God declared man and woman as equal so as to help one another.*
- B God gave man and woman freedom to do anything he liked in the Garden.*
- C God gave man and woman free will and its consequences in the Garden.*
- D God punished man and woman, and all His creation as He wished.*

This item tested students’ ability to apply the knowledge about the creation of man and woman. The correct response was C, that God gave man and woman free will and its consequences in the Garden. Few students chose the correct answer C, indicating their ability to apply the knowledge about the creation of man and woman to their lives today. However, the majority of the students incorrectly opted for A, that God declared man and woman as equals so as to help one another.

Others opted incorrectly for B probably because of the word “freedom”. However, democracy does not give freedom to do anything one likes that can cause chaos in the society. Moreover, some students incorrectly chose D though it was democracy for God to treat his creation, as he wished, which is not the real sense of the word democracy. This implies that the majority of students had insufficient skills and knowledge to reflect on God as the source of democracy practised by human beings today. Besides, they failed to link the story of creation with the concept democracy.

Item (iv): *Which was the first place that Abraham built an altar for the Lord God when he arrived in the land of Canaan from Ur of Chaldeans in Mesopotamia?*

- A Shechem, at the oak of Moreh*
- B Bethel at the oak of Moreh*
- C Negeb at the oak of Moreh*
- D Luz at the oak of Moreh.*

The question tested students’ ability to recall important Biblical persons, events and places. Most of the students managed to chose the correct response A (Shechem, at the oak of Moreh). They show that they had adequate knowledge about *The call and Life of Abraham*.

On the contrary, few students failed to choose the correct response they chose B, C and D. This shows that the students did not acquire the expected skills as per Genesis chapter 12 to 20. Those who chose B did not know that the altar at Bethel was the second (Gen 12:8) after that at Shechem. Additionally, the students, who chose C, were wrong because there was no altar at Negeb (Genesis 13:3-5).

Those who chose D did not know that Luz was the same as Bethel but in connection with Jacob's altar (Genesis 35:6-16).

Item (v): *Why did Jacob go to Laban his uncle in Paddanaram?*

- A To look for animals and a wife.
- B To look for friends and escape from his brother.
- C To escape from his brother and get a wife.
- D To get a wife and wealth.

The question tested students' ability to remember. The correct choice was C (Jacob went to Laban his uncle to escape from his brother and get a wife). Most of the students provided the correct choice C indicating that they had adequate knowledge about the topic of *The Sons of Isaac*, especial the story of Esau and Jacob.

Those who chose A, B and D were not aware that Jacob went to his uncle, Laban to escape from his brother and getting a wife following the advice of his mother. This means that they were not conversant with the events in Genesis 27:1-28:5 in general and the life of the sons of Isaac (Esau and Jacob) in particular.

Item (vi): *in Exodus 1:8-13 Israelites moved and lived in Egypt and were increasing in number and caused a threat to the new king. What did this new king do to the Israelites?*

- A He gave them heavy burdens and less food.
- B He gave them less water and a lot of whipping.
- C He gave them a lot of food and heavy jobs.
- D He gave them a lot of food and less water.

The item tested students' ability to recall what the king of Egypt did to the Israelites as he saw that they were increasing in number, therefore, causing a threat to him. The correct choice was A (He gave them heavy burdens and less food). Majority of the students made the correct choice A, indicating that they had adequate knowledge about *The Hebrews in Egypt*. Those few who chose incorrect answers B, C and D displayed that they were not aware of the new king who did not know Joseph in Egypt and what exactly he did to the Israelites.

Item (vii): *Joshua and Moses were great leaders of the Hebrews. What was the main difference between the leadership of Moses and that of Joshua?*

- A Moses did not have a good ending.
- B Moses did not have a good beginning.
- C Moses did not experience God's presence.
- D Moses was not chosen by God.

The item tested students' ability to analyse, as it required them to provide the difference between the leadership of Moses and Joshua. The correct choice was A (Moses did not have a good ending). A considerable number of the students made the correct choice A, indicating that they had skills to analyse the leadership of Moses and Joshua.

Few students chose incorrect alternatives B, C and D showing that they were not aware of the differences between the leadership of Moses and Joshua as they ruled Israelites in different times. They should know that Moses' leadership had a bad ending because he rebelled against God (Numbers 27:12-14).

Item (viii): *Moses disobeyed God at the waters of Meribah and was not allowed to enter the Promised Land. What message can today's leaders learn from the failure of Moses?*

- A *To be disloyal to God even in small things.*
- B *To obey God even in small things.*
- C *To become obedient to God only in great things.*
- D *To listen people above everything.*

The item tested students' ability to apply the knowledge of what happened at Meribah that led Moses not to enter the Promised Land. The correct choice was B (To obey God even in small things). Most of the students provided the correct choice B which implies that they were capable of applying the knowledge about the leadership of Moses by reflecting on his failure.

Those who provided incorrect choice A did not understand that being disloyal is the same as disobedience against God. Those who opted for C, failed to know that God requires obedience to him in all situations. Likewise, those who opted for D, lacked knowledge that listening people above everything can imply people are more than God and is disobedience against God. This depicts that they were not able to draw a valuable lesson or teaching from the story of Moses' disobedience to God at Meribah.

Item (ix): *According to the book of Joshua, for how long did the priests stand still in the middle of River Jordan as the Israelites were crossing it?*

- A *Until some of the people had crossed over.*
- B *Until some of the people and leaders had crossed over.*
- C *Until all people had crossed over.*
- D *Until all the people and some soldiers had crossed over.*

The item tested students' ability to recall important Biblical persons, events and places. The correct response was C (Until all people had crossed over).

Most of the students were able to identify the time taken by the priests to stand in the water of Jordan until all the people had crossed over. This implies that the students had adequate knowledge of the story of the Israelites crossing River Jordan under the leadership of Joshua.

Few students provided incorrect choices indicating that they had inadequate knowledge of the story and the event of the Israelites crossing River Jordan as recorded in Joshua chapter 3-5. In addition, such students failed because they lacked knowledge on the subtopic of "The conquest of Canaan," which might be caused by their failure to adhere to the teaching and learning strategies stated in the Bible knowledge syllabus page 25.

Item (x): *According to Judges 2:11-23, the Israelites did what was more evil to the sight of the Lord than their fathers, as they saved the Baals. Identify the main reason for turning into worship of idols.*

- A The judges taught them on how to worship Baals.*
- B After the death of Joshua, Israelites were left without Judges.*
- C It was a generation that did not know the Lord and what he did to Israel.*
- D It was after the Lord gave them to plunderers who oppressed them.*

A considerable number of students managed to choose the correct response, which was C (It was a generation that did not know the Lord and what he did to Israel). This indicates that they had good understanding of the topic of *Israel under the Leadership of Judges*. However, some students made incorrect choices A or B or D implying that they were not able to identify the right reason, which led the Israelites to turn to worship of idols.

The general performance of students for this question was good as 91.49 per cent of the students who sat for the FTNA 2023 scored 3 to 10 marks. This shows that the students had adequate knowledge and ability to recall, identify, and apply Biblical concepts, themes, persons and places. Extract 1.1 is a sample of correct responses to question 1.

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

(i) How old was Joshua when he died? (Judges 2:8).

- A 90 B 115
C 110 D 120

C

(ii) In Genesis 2:21-23 we read the story of creation of a suitable helper being made by God to the Man. What name did the Man give to his helper?

- A Bone of the bones B The woman
C Flesh of the flesh D Eve

B

(iii) "God is the source of democracy practised by human beings today." How true is this statement?

- A God declared man and woman as equals so as to help one another.
B God gave man and woman freedom to do anything he liked in the Garden.
C God gave man and woman free will and its consequences in the Garden.
D God punished man and woman and all His creation as He wished.

C

(iv) Which was the first place that Abraham built an altar for the Lord God when he arrived in the land of Canaan from Ur of the Chaldeans in Mesopotamia?

- A Shechem, at the oak of Moreh
B Bethel, at the oak of Moreh
C Negeb, at the oak of Moreh
D Luz, at the oak of Moreh

A

(v) Why Jacob went to Laban his uncle in Paddanaram?

- A To look for animals and a wife.
B To look for friends and escape from his brother.
C To escape from his brother and get a wife.
D To get a wife and wealth.

C

(vi) In Exodus 1:8-13 Israelites moved and lived in Egypt and were increasing in number and caused a threat to the new king. What did this new king do to the Israelites?

- A He gave them heavy burdens and less food.
B He gave them less water and a lot of whipping.
C He gave them a lot of food and hard jobs.
D He gave them a lot of food and less water.

A

- (vii) Joshua and Moses were great leaders of the Hebrews. What was the main difference between the leadership of Moses and that of Joshua?
- A Moses did not have a good ending.
 B Moses did not have a good beginning.
 C Moses did not experience God's presence.
 D Moses was not chosen by God.
- A
- (viii) Moses disobeyed God at the waters of Meribah and was not allowed to enter the Promised Land. What lesson can today's leaders learn from the failure of Moses?
- A To be disloyal to God even in small things.
 B To obey God even in small things.
 C To become obedient to God only in great things.
 D To listen to people above everything.
- B
- (ix) According to the book of Joshua, for how long did the priests stand still in the middle of River Jordan as the Israelites were crossing it?
- A Until some of the people had crossed over.
 B Until some of the people and leaders had crossed over.
 C Until all the people had crossed over.
 D Until all the people and some soldiers had crossed over.
- C
- (x) According to Judges 2:11-23, the Israelites did what was more evil in the sight of the Lord than their fathers, as they served the Baals. Identify the main reason for turning into worship of idols.
- A The Judges taught them on how to worship Baal.
 B After the death of Joshua, Israelites were left without Judges.
 C It was a generation that did not know Lord and what he did to Israel.
 D It was after the Lord gave them to plunderers who oppressed them.
- C

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

In Extract 1.1, the student chose correct answers (responses) for all items of the question and scored 10 marks.

On the contrary, as it was shown on data analysis, 1,892 (8.51%) students failed to choose the required answers to most of the items, as a result they scored from 0 to 2 marks, of whom 133 (0.60%) scored 0 mark. This connotes that the students who scored 0 lacked knowledge of the topics from which the items were set. Hence, they lacked the recognition and recollection skills competence in general. Extract 1.2 shows a sample of incorrect responses to question 1.

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

(i) How old was Joshua when he died? (Judges 2:8).

- A 90 B 115
C 110 D 120

B

(ii) In Genesis 2:21-23 we read the story of creation of a suitable helper being made by God to the Man. What name did the Man give to his helper?

- A Bone of the bones B The woman
C Flesh of the flesh D Eve

D

(iii) "God is the source of democracy practised by human beings today." How true is this statement?

- A God declared man and woman as equals so as to help one another.
B God gave man and woman freedom to do anything he liked in the Garden.
C God gave man and woman free will and its consequences in the Garden.
D God punished man and woman and all His creation as He wished.

~~A~~

(iv) Which was the first place that Abraham built an altar for the Lord God when he arrived in the land of Canaan from Ur of the Chaldeans in Mesopotamia?

- A Shechem, at the oak of Moreh
B Bethel, at the oak of Moreh
C Negeb, at the oak of Moreh
D Luz, at the oak of Moreh

B

(v) Why Jacob went to Laban his uncle in Paddanaram?

- A To look for animals and a wife.
B To look for friends and escape from his brother.
C To escape from his brother and get a wife.
D To get a wife and wealth.

A

(vi) In Exodus 1:8-13 Israelites moved and lived in Egypt and were increasing in number and caused a threat to the new king. What did this new king do to the Israelites?

- A He gave them heavy burdens and less food.
B He gave them less water and a lot of whipping.
C He gave them a lot of food and hard jobs.
D He gave them a lot of food and less water.

B

(vii) Joshua and Moses were great leaders of the Hebrews. What was the main difference between the leadership of Moses and that of Joshua?

- A Moses did not have a good ending.
- B Moses did not have a good beginning.
- C Moses did not experience God's presence.
- D Moses was not chosen by God.

B

(viii) Moses disobeyed God at the waters of Meribah and was not allowed to enter the Promised Land. What lesson can today's leaders learn from the failure of Moses?

- A To be disloyal to God even in small things.
- B To obey God even in small things.
- C To become obedient to God only in great things.
- D To listen to people above everything.

D

(ix) According to the book of Joshua, for how long did the priests stand still in the middle of River Jordan as the Israelites were crossing it?

- A Until some of the people had crossed over.
- B Until some of the people and leaders had crossed over.
- C Until all the people had crossed over.
- D Until all the people and some soldiers had crossed over.

D

(x) According to Judges 2:11-23, the Israelites did what was more evil in the sight of the Lord than their fathers, as they served the Baals. Identify the main reason for turning into worship of idols.

- A The Judges taught them on how to worship Baal.
- B After the death of Joshua, Israelites were left without Judges.
- C It was a generation that did not know Lord and what he did to Israel.
- D It was after the Lord gave them to plunderers who oppressed them.

A

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

In Extract 1.2, the student chose incorrect responses to all the 10 items and scored 0.

2.1.2 Question 2: Matching Item from the Sons of Isaac

The question tested students' ability to remember important Biblical events and places. It required the students to match the descriptions of events in List A with the corresponding places in List B by writing the letter of the correct response below the item number in the table provided as follows:

List A	List B
(i) A place where Joseph did not find his brothers (Genesis 37:12-16)	A Beersheba
(ii) A place where Joseph was sent by his father from the valley (Genesis 37:14)	B Bethel
(iii) A place where Joseph was sold (Genesis 37:17-28)	C Gerar
(iv) A place where God appeared to Jacob on his way to Egypt (Genesis 46: 1-4)	D Goshen
(v) A place where the Hebrews settled in Egypt (Genesis 46: 28, 34)	E Hebron
	F Shechem
	G Dothan

The correct response was as follows;

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

The analysis of performance for this question shows that 13,380 (60.18%) out of 22,234 students scored from 0 to 1 mark, 7,773 (34.96%) scored 2 to 3 marks and 1,081 (4.86%) scored 4 to 5 marks. Figure 2 demonstrates this performance.

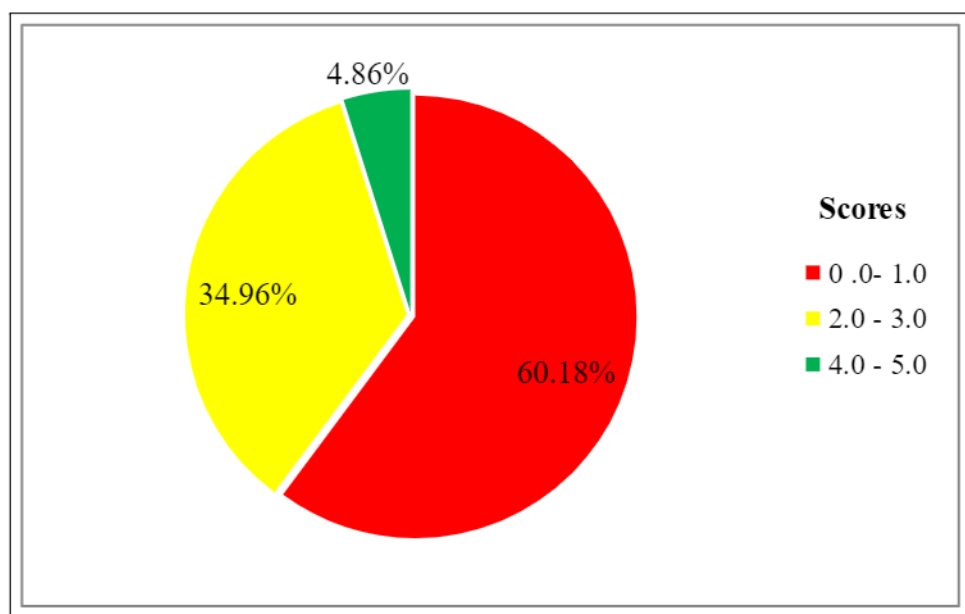


Figure 2: *The Students' Performance on Question 2*

As shown in figure 2, the general performance of students for this question was average as 8,854 (39.82%) out of 22,234 scored 2 to 5 marks. There were 13,380 (60.18%) students who scored from 0 to 1 mark. Among these, 5,585 (25.12%) students scored 0. Their failure to match the items indicated lack of knowledge of the subject matter in general (the topic of *The Sons of Isaac*).

There is a possibility that there was less coverage of the topic or the students did not adhere to the teaching and learning activities. Extract 2.1 is a sample of correct response for question 2.

2. Match the descriptions of places in **List A** with the corresponding places in **List B** by writing the letter of the correct response below the item number in the table provided.

List A	List B
(i) A place where Joseph did not find his brothers (Genesis 37:12-16).	A. Beersheba
(ii) A place where Joseph was sent by his father from the valley (Genesis 37:14).	B. Bethel
(iii) A place where Joseph was sold (Genesis 37:17-28).	C. Gerar
(iv) A place where God appeared to Jacob on his way to Egypt (Genesis 46:1-4).	D. Goshen
(v) A place where the Hebrews settled in Egypt (Genesis 46: 28; 34).	E. Hebron
	F. Shechem
	G. Dothan

Answers

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

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

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

On the contrary, 25.12 percent of the students failed to match correctly the five items as a result they scored below 1 mark. This shows the students' inadequate knowledge and understanding of important Biblical persons, events and places related to the story about *The Sons of Isaac*. Extract 2.2 shows a sample of incorrect matching to all the items.

2. Match the descriptions of places in **List A** with the corresponding places in **List B** by writing the letter of the correct response below the item number in the table provided.

List A	List B
(i) A place where Joseph did not find his brothers (Genesis 37:12-16).	A Beersheba
(ii) A place where Joseph was sent by his father from the valley (Genesis 37:14).	B Bethel
(iii) A place where Joseph was sold (Genesis 37:17-28).	C Gerar
(iv) A place where God appeared to Jacob on his way to Egypt (Genesis 46:1-4).	D Goshen
(v) A place where the Hebrews settled in Egypt (Genesis 46: 28; 34).	E Hebron
	F Shechem
	G Dothan

Answers

List A	(i)	(ii)	(iii)	(iv)	(v)
List B	G	A	B C	B	F

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

In Extract 2.2, the student matched wrongly to all the five items.

2.2 SECTION B: Short Answers

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

This section consisted of seven (7) questions, including question number 3 to 9, in which the students were required to give brief explanation or short answers. Each question carried ten marks, making a total of 70 marks for this section.

2.2.1 Question 3: Creation

The question had four items (a) to (d), in which the first three items tested students' ability to recall while the fourth item tested students' ability to apply the knowledge regarding the story of Adam and Eve in the Garden of Eden.

The analysis of students' performance in this question shows that 2,045 (9.20%) out of 22,234 scored from 0 to 2.5 marks, 4,777 (21.48%) scored from 3.0 to 6.0 marks and 15,412 (69.32%) scored from 6.5 to 10 marks. This analysis is illustrated in Figure 3.

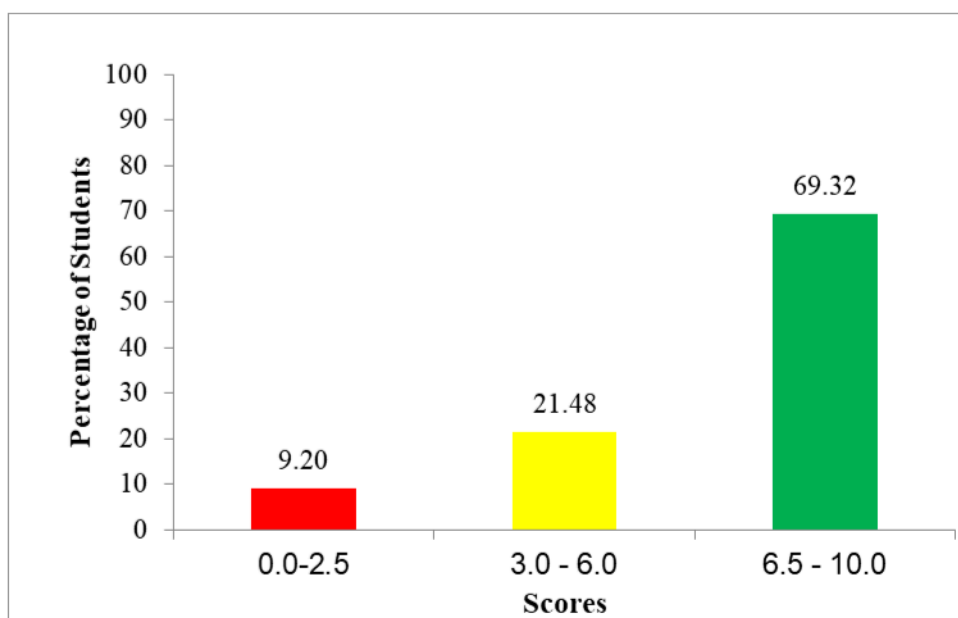


Figure 3: *The Students' Performance on Question 3*

Basing on figure 3, the general performance of the students was good as 20,189 (90.80%) scored 3 marks and above. Among these, 18.76 per cent answered all the four items correctly. This demonstrates that they had adequate knowledge of the topic of *Creation*.

Furthermore, 4,777 (21.48%) students scored average marks ranging from 3 to 6. These had adequate knowledge of the topic but were not able to provide the responses fully. On the other hand, those who scored low marks depicted lack of knowledge of the topic and failure to understand the requirements of the question. As a result, 2,045 (9.20%) scored from 0 to 2.5 marks, of whom 757 (3.40%) students scored 0.

The following is the analysis of students' performance for each item in question 3.

In part (a), the students were required to name the Garden in which God put the man after creating him and the required response was *Eden*. Most of the students mentioned correctly the Garden where God put the man. This indicates that the students had adequate knowledge about the story of Adam and Eve in the Garden of Eden as recorded in Genesis 2:4b-24.

Few students failed to name the Garden where God created the man and put him there. For example, one of them wrote, "Garden is house of human the first is a life and God to bless of the Garden." Some of them provided the meaning of garden as a paradise and others provided the names of the rivers that watered the Garden of

Eden like Tigris and Euphrates instead of writing the name of garden. This indicates that the students did not understand the requirements of the item.

Item (b) tested students' ability to recall the command of God given to the man in the garden. The question required the students to describe God's command to the man. The expected answer was that *God commanded the man to eat all the fruits in the garden except the fruit from the tree of knowledge of good and evil.*

The majority of students were able to provide relevant description of God's command to the man. This indicates that the students had enough knowledge about what the command of God to the man was all about. That is, they were knowledgeable about the subject matter as they had read Genesis 2:16-17.

There were also some students who failed to describe the command of God to the man. Instead of describing God's command to the man, some of them provided the meaning of the word command. Others listed down the Decalogue, for example, you shall not kill, and you shall not steal, and others wrote about God's plagues to Pharaoh and the Egyptians. For example, one of them wrote, "water turned into blood, the death of first born." Moreover, one of the students wrote, "God's command to the man said man is a work of jash." This indicates that such students had inadequate knowledge of the story of the creation of man according to Genesis 2. Some of them were even not competent to understand the demands of the question.

Item (c) tested the students' ability to remember the two responsibilities of the man in the Garden. The required response was *to till/farm the garden and keep/guard it.* This item was performed well by majority of students, which implies that they were conversant with the responsibilities of the man in the Garden of Eden as given to them by God.

However, a considerable number of students provided irrelevant explanations about the responsibilities of the man in the Garden. For example, some of them wrote about the blessing given by God to man and woman after creating them according to the first creation account (Genesis 1). Other students described God's command to the man as the responsibility of the man, that he was free to eat all the fruits from the garden except the tree of knowledge of good and evil. Additionally, one of them wrote, "Cooking, sleeping." This indicates that such students were not aware of the responsibilities of the man in the garden as they had inadequate knowledge and understanding of the requirements of the item.

Item (d) tested students' ability to apply the knowledge of the consequences of going against God's command in the lives of believers today. The correct answer was *broken relationship with God, and exposure to destruction.* A considerable number of students were able to identify the two consequences of going against

God's command, indicating that they understood the requirements of the item and had enough skills to identify the consequences of going against God's command to believers today.

On the contrary, some students were not able to identify the consequences of going against God's command. For example, some of them listed down sins or man's violation of God's command like stealing, corruption and adultery. Other students wrote about the outcome of obeying God's command like being blessed and fruitful, to be healed from various diseases like HIV/AIDS and corona (Covid 19). Moreover, one of the students wrote, "The water turns into blood, the land was covered by frogs." This implies that the students did not understand the task of the question, as they did not acquire enough knowledge on the subject matter. Thus, they lacked skills/competence on how to identify the consequences of going against God's command today.

Generally, the performance in this question was good as 90.80 per cent of the students scored from 3 to 10 marks. They demonstrated the competences as required by the topic. This indicates that the students had adequate knowledge of the topic of *Creation* especially the subtopic, *The Garden of Eden*. Extract 3.1 is a sample of correct responses to question 3.

3. According to Genesis 2, God created man and put him in the Garden.

(a) What was the name of the Garden?

The garden was called Eden

(b) Describe God's command to the man.

They have to eat all fruits of all trees in the garden but the tree of good and evil they should not eat.

(c) What were the two responsibilities of the man in the Garden?

- To till and
- To keep the garden.

(d) Identify two consequences of going against God's command in the lives of believers today.

- Death
- Curse from God.

Extract 3.1: A Sample of Student's Correct Responses to Question 3

In extract 3.1, the student provided correct responses for all the four items in question 3.

As it was shown before, 9.20 per cent of the students scored from 0.0 to 2.5 marks as they failed to explain the story of the fall of man in the Garden of Eden. Some of them scored 0 mark as they failed to provide relevant answers of the items. This signifies that the students had lacked knowledge of the story, and they were not able to understand the demands of the question. Extract 3.2 is a sample of incorrect responses to question 3.

3. According to Genesis 2, God created man and put him in the Garden.

(a) What was the name of the Garden?
Creation

(b) Describe God's command to the man.
God gave man and woman freedom to do a
nothing he liked in the Garden.

(c) What were the two responsibilities of the man in the Garden?
D. God gave man and woman free will and its consequences
in the Garden
ii) God Punished man and Woman and all His Creation as He
Washed

(d) Identify two consequences of going against God's command in the lives of believers today.
D. God shall not Kill
ii) God shall not Steal

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Extract 3.1: A Sample of Student's Incorrect Responses to Question 3

In Extract 3.2, the student copied statements from other question (items) as responses to this question. For example, in 3 (b) he/she copied from question 1(iii) B, in 3 (c) the student copied from question 1(iii) D. This shows that the student lacked the knowledge of the topic of creation especially the Garden of Eden.

2.2.2 Question 4: Fall of Man and its Outcomes

The question had four parts (a) to (d), set from the topic of *Fall of Man and its Outcomes*. It began with the statement,

“The story of the fall of man involves three characters.” The students were asked, (a) Mention the character who initiated the event (b) What role did the woman play in the event? (c) Basing on your response in 4 (b), show three possible negative effects of peer groups to students today. (d) Which three punishments were given to the man by God?

The analysis of students’ performance in this question shows that 2,238 (10.07%) out of 22,234 scored from 0.0 to 2.5 marks, 7,993 (35.95%) scored from 3.0 to 6.0 marks and 12,003 (53.98%) scored from 6.5 to 10 marks. This analysis is illustrated in Figure 4.

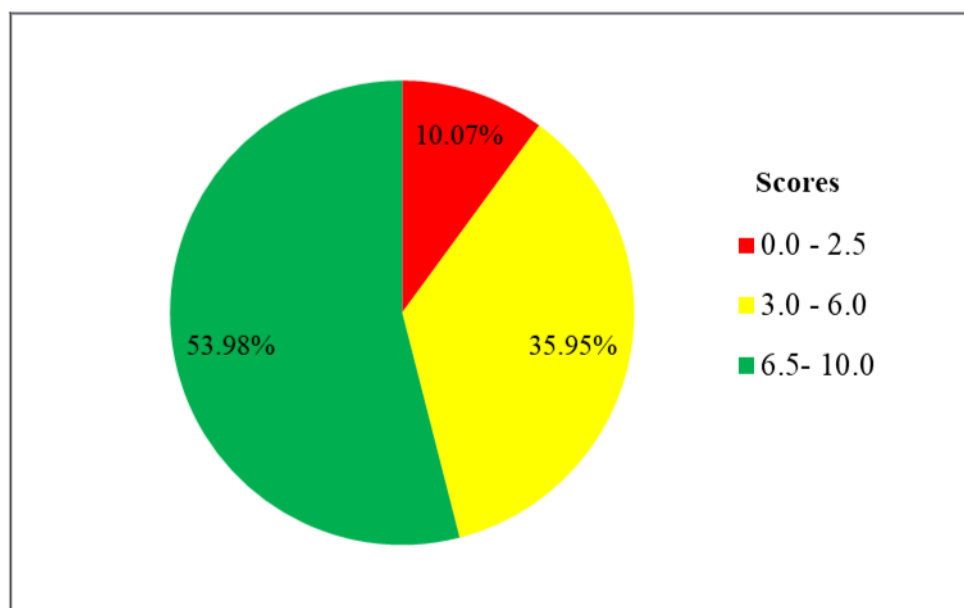


Figure 4: *The Students’ Performance on Question 4*

The general performance of students in this question was good as 19,996 (89.93%) scored 3 marks and above. Among these, 2,263 (10.18%) answered correctly all the four items and scored 10 marks. This demonstrates that they had adequate knowledge of the topic of the *Fall of Man and its Outcomes*. On the other hand, those who scored low marks (0.0 to 2.5) were 2,238 (10.07%). They depicted lack of knowledge of the topic and failure to understand the requirements of the question. The following is the analysis of the students’ responses to each part (a) to (d).

Part (a) tested students’ ability to recall, whereby they were asked to mention one character that initiated the event of the story of the fall of man in the Garden of Eden. The correct answer was *serpent/snake, Satan or the devil*.

Most of the students mentioned correctly the character that initiated the event. This suggests that the students were conversant with the characters involved in the story of the fall of man and its outcomes.

Few students failed to mention the correct character who initiated the event. For example, some of the students identified God as among the characters who initiated the event. Some of the students listed the first five books of the Bible (The Pentateuch). Others provided the names of famous people in the Bible like Adam, Abraham, Moses and Eve. Moreover, one of the students wrote, "They are people who lead the bible then to help others." The incorrect answers suggest that students had inadequate knowledge about the important characters involved in the story of the fall of man and its outcomes.

Part (b) tested students' ability to recall the role played by the woman in the story of the fall of man. The question asked the students, "What role did the woman play in the event?" The answer was *after being deceived by the serpent; the woman ate the forbidden fruit and took some to the man who also ate them*. The majority of students managed to provide the role played by the woman in the event of the fall of man, indicating that such students had adequate knowledge and understanding about the role played by the woman in the story of the fall of man and its outcomes.

Although most of them managed to provide relevant responses, there were also few students who failed to explain the role played by the woman in the story regarding the fall of man. For example, some of the students explained about the punishment given by God to the woman instead of explaining the role played by the woman in the story of the fall of man. Some of them wrote about the punishment given to the man that he would eat by sweat instead of explaining the role played by the woman in the event of the fall of man.

Additionally, one of them wrote "flesh of the flesh, Eve and Adam." This depicts that the students were unable to understand the task of the question. Due to lack of proficiency in English language, they failed to understand the meaning of the term "role."

Part (c) tested students' ability to apply the knowledge and skills they acquired from the role played by woman in the story of the fall of man. The item required the students to show three effects of peer groups to students today. The expected response was *to be exposed to risky behaviour, destruction of the future plans and increase of poverty in life*.

A considerable number of students managed to show three effects of peer groups to students today correctly. This shows that they had attained the required skills in applying the knowledge acquired from the role of the woman in the story of fall of man. Therefore, they reflected it to the effects of peer groups to students today.

In contrast, some of the students did not manage to show the effects of peer groups to students today. For example, one student wrote, “day1 light and darkness, day2, sea and sky, day3 land and vegetation.” This student mentioned the things, which God created in each day instead of the effects of peer groups. Another student wrote, “Respect their teachers, they respect their duty, they are pray to God to Bress him.” This implies that the students lacked competence to apply the skills acquired in the life of students today.

Part (d) tested students’ ability to remember the punishment that God gave to the man. The students were asked, “Which three punishments were given to the man by God?” The relevant response was that *the ground was cursed, he was to work hard in order to make the ground productive and he was to die*. On the one hand, many of the students managed to identify the three punishments given to the man by God. This suggests that they were aware of the punishments given to the characters involved in the fall of man.

On the other hand, there were also few students who failed to mention the three punishments that God gave to the man. For example, some of the students mentioned the characters involved in the story of the fall of man instead of mentioning three punishments given to the man. Others explained how one may escape from the punishment of God to human kind. Moreover, one of them wrote, “to clean the environment, to take the rubbish to the dampo.” Such answers show that the students did not understand the task of the question.

As stated earlier the analysis shows that the general performance of students in this question was good as 89.93 per cent of them scored from 3.0 to 10 marks. Among them, 10.18 per cent scored 10 marks as they managed to provide four correct responses to all the items showing that they had adequate knowledge of the topic of “The Fall of Man and its Outcomes.” Extract 4.1 is a sample of correct responses to question 4.

4. The story of the fall of man involves three characters.

(a) Mention one character that initiated the event.

~~Eve is~~ The Serpent initiated the event.

(b) What role did the woman played in the event?

She accepted to eat the fruit after the serpent lied to her. She also shared it with Adam his husband and both of them ate it.

(c) Basing on your response in 4 (b), show three possible negative effects of peer groups to students today.

- (i) Leads to poor academic performance. As peers influence one to do wrongs things at the wrong time.
- (ii) Causes the imitation of bad morals. Negative peers influence people who were once good to behave badly.
- (iii) Increase of crimes at school and home. Crimes such as stealing, drug abuse and teenage alcoholism spread among peers.

(d) Which three punishments were given to the man by God?

- (i) Man was chased out of the garden of Eden.
- (ii) ~~the~~ The punishment of Death.
- (iii) Man was to work hard all the days of his life.

Extract 4.1: A Sample of Student's Correct Responses to Question 4

In Extract 4.1, the student responded correctly to all the four items in question 4. The student wrote the responses in good English due to English language proficiency.

On the contrary, 10.07 per cent of the students scored from 0.0 to 2.5 marks. Among these, 4.9 per cent failed to provide relevant points to all the four parts of the question, which led them to score 0. This implies that the students had inadequate knowledge and understanding of the subject matter. Most of them displayed poor command of English language as one of the factor for their failure. Extract 4.2 is a sample of incorrect responses to question 4.

4. The story of the fall of man involves three characters.

(a) Mention one character that initiated the event.

Mrd the on the garden

(b) What role did the woman played in the event?

rs eat the apple which God usee dont eat

(c) Basing on your response in 4 (b), show three possible negative effects of peer groups to students today.

(i) unfaith full to foy fridre

(ii) Donot death

(iii) Man get food by free

(d) Which three punishments were given to the man by God?

(i) you safe to get food

(ii) you hat snak you kill sneck by ster self

(iii) donot stea in garden

Extract 4.2: A Sample of Student's Incorrect Responses to Question 4

In Extract 4.2, the student provided incorrect responses to the whole question referring to the story of the fall of man.

2.2.3 Question 5: The Life of Abraham

Question 5 comprised four parts (a), (b), (c) and (d), reflecting on Lot who was taken into captivity by enemy kings who invaded Sodom; and Abram rescued him (Genesis 14:11-12).

The analysis of students' performance in this question shows that 372 (1.68%) out of 22,234 scored from 6.5 to 10 marks, 8,610 (38.72%) scored from 3.0 to 6.0 marks. The remaining 13,252 (59.60%) students scored from 0.0 to 2.5 marks. This analysis is illustrated in Figure 5.

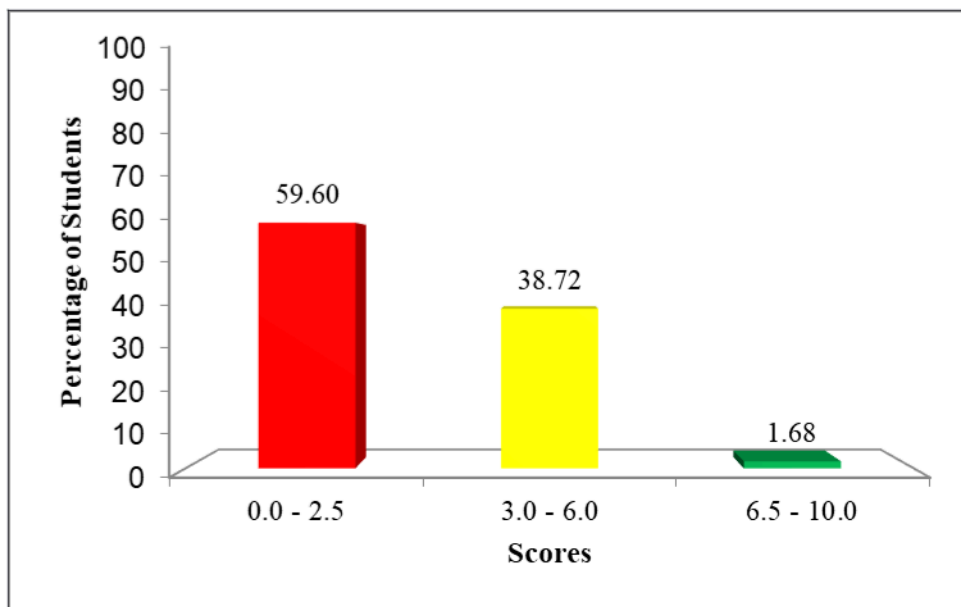


Figure 5: *The Students' Performance on Question 5*

Basing on Figure 5, the general performance of the students was average as 8,982 (40.40%) scored 3 marks and above. Among these, 0.18 per cent answered all the four items correctly. This demonstrates that they had adequate knowledge of the story of Abraham and Lot.

The following is the analysis of students' performance for each item in question 5.

Part (a) tested students' ability to recall the relationship between Lot and Abram. The students were asked, "What was the relationship between Lot and Abram?" The correct answer was *Lot was Abram's nephew or a son of Abram's brother known as Haran*. An average number of students managed to provide the correct/relevant answers. Their responses indicated that they knew the family ties between Abram and Lot.

However, a considerable number of students wrote that Lot was the captive of Abram or a servant of Abram. Some wrote that Lot was the brother of Abram while others wrote that Abram was the young brother of Lot. Moreover, some student wrote that Lot was the son of Enoch. Furthermore, one of the students wrote, "the relationship between Lot to Abraham was the sister of Abraham." This implies that the students had inadequate knowledge about the relationship between Lot and Abram.

Part (b) demanded students' ability to recall the name of the countries of the two kings who welcomed Abram after his victory. The students were asked, "What were the names of the countries of the two kings who welcomed

Abram after his victory?” In response to this question, students were expected to write that *the names of the countries were Salem and Sodom*.

An average number of students provided the correct names of the countries of the two kings who welcomed Abram after his victory. Their responses depicted that the students were conversant with the story of important Biblical persons, places and events. This implies that the students had obtained the competence and skills during the teaching and learning process.

On the other hand, the majority of the students were not able to mention the names of the two countries of the two kings who welcomed Abram after his victory. For example, some of the names mentioned included Gomorrah, Beersheba, Canaan and Egypt instead of Salem and Sodom. This shows that such students had inadequate knowledge of the subject matter and did not understand the demands of the question.

Part (c) tested students’ ability to remember what Melkizedeck did in appreciation to Abram’s victory. The required answer was that *King Melkizedeck gave Abram gifts; bread and wine and blessed him for his victory over the enemies*. A few students described correctly; what King Melkizedeck did to appreciate the victory of Abram. This shows that the students had adequate knowledge and understanding of the encounter of King Melkizedeck and Abram.

Contrariwise, there were incorrect responses whereby some students wrote about Melkizedeck taking the wife of Abram and then being punished by God. Some students wrote that Melkizedeck and Abram sacrificed to God while some wrote that Melkizedeck killed a woman and other people in the community. Additionally, one of the students wrote, “King Melkizedeki give Abraham the land of settlement and cultivation.” This implies that the students had inadequate knowledge about the story of the encounter between Melkizedeck and Abram.

Part (d) tested the students’ ability to recall for Abram’s refusal to accept the gifts, which the king of Sodom offered him. The students were asked, “Why did Abram refuse to accept the gifts which the king of Sodom offered him?” The reasonable response was that *Abram refused to accept the gift given to him by the king of Sodom because he had sworn an oath to God that he would not take any possession of the King, lest he says he made Abram rich*.

Majority of the students were not able to provide the reason as to why Abram refused to accept the gifts given to him by the king of Sodom. Instead, most of them wrote, that Abram refused the gifts from the king of Sodom because the king was evil. Furthermore, one of them wrote, “Because the Abraham god will honest of god and true and religio to the mand to care the one goodwill get of in the life.”

Such incorrect responses imply that the students had inadequate knowledge of the story of Abram in relation to the king of Sodom.

Nevertheless, few students provided the correct answer that Abram refused to accept the gift given to him by the king of Sodom. They showed that Abram had promised to God that he would not take any possession of the King, to prevent the king from saying that he made Abram rich. This indicates that the students had enough knowledge about the story of Lot and Abram and the two kings of Salem and Sodom.

As indicated earlier, the general performance of the student who answered this question was average because most of them (59.60%) scored below average marks. Among them 4,488 (20.19%) provided incorrect points to all the items, which led them to score a 0 mark. This shows such students had inadequate knowledge of the story of Lot and Abram. Extract 5.1 illustrates this fact.

5. Lot and his properties was taken captive by enemy kings who invaded Sodom; and Abram took some armed men to rescue him (Genesis 14:11-21).

(a) What was the relationship between Lot to Abram?

Lot was the young brother to Abram

(b) What were the names of the countries of the two kings who welcomed Abram after his victory?

1) Egypt

1) Moab

(c) What did King Melkizedek do in appreciation to Abram's victory?

king Melkizedek give Abram the land ^{of} settlement and cultivation

(d) Why did Abram refuse to accept the gifts which the king of Sodom offered him?

Because the victory of Abram was from God and not Abram power. Those gifts were supposed to be given to God

Extract 5.1: A Sample of Student's Incorrect Responses to Question 5

In Extract 5.1, the student provided incorrect answers referring to the story of Abraham and Lot.

Moreover, as indicated in the data analysis, 40.40 per cent of the students who sat for this paper scored from 6 to 10 marks. Among them, 0.18 per cent scored 10 marks as they managed to provide four correct responses to all the items showing that they had adequate knowledge of the relationship between Lot, Abram and the two kings of Sodom and Salem. Extract 5.2 is a sample of correct responses in question 5.

5. Lot and his properties was taken captive by enemy kings who invaded Sodom; and Abram took some armed men to rescue him (Genesis 14:11-21).
- (a) What was the relationship between Lot to Abram?
 Lot was a nephew to Abram, the son of Haran the brother of Abraham? Abram.
- (b) What were the names of the countries of the two kings who welcomed Abram after his victory?
 The countries were Salem and Sodom.
- (c) What did King Melkizedeck do in appreciation to Abram's victory?
 He offered him a bread and wine and he blessed him ~~Abram~~ w Abram? for he was a high priest of the God most High. In return Abram gave him one tenth of every thing he had and continued with his journey back.
- (d) Why did Abram refuse to accept the gifts which the king of Sodom offered him?
 Because the King of Sodom could say that he was the one who made Abram rich that is the reason why Abram refused the gift.

Extract 5.2: A Sample of Student's Correct Responses to Question 5

In Extract 5.2, the candidate responded correctly to all the four items in question 5.

2.2.4 Question 6: The Sons of Isaac

This question was preceded by a scenario, "Joseph made himself known to his brothers after testing his brothers' attitudes towards him and his young brother Benjamin." Then the scenario was followed by four parts: (a) What was the reaction of his brothers when he introduced himself to them? (b)

What Joseph did to assure them? (c) What Joseph said concerning his father and his household? (d) What practical lesson a Christian can learn from Joseph's attitude to his brothers?

The analysis of students' performance in this question shows that 8,323 (37.43%) out of 22,234 scored from 6.5 to 10 marks, 7,955 (35.78%) scored from 3.0 to 6.0 marks and 5,956 (26.79%) scored from 0.0 to 2.5 marks. This analysis is illustrated in Figure 6.

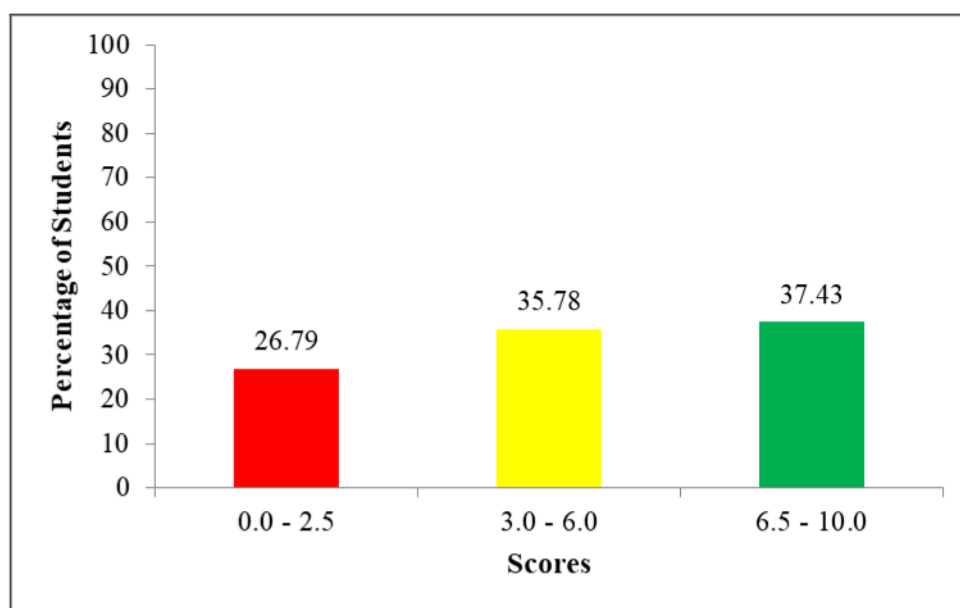


Figure 6: *The Students' Performance on Question 6*

Referring on Figure 6, the general performance of the students was good as 16,278 (73.21%) scored 3 marks and above. Among these, 9.08 per cent answered all the four items correctly. This demonstrates that they had adequate knowledge of the story of Joseph and his brothers. The following is the analysis of students' performance for each item in question 6.

Part (a) tested students' ability to recall the reaction of Joseph's brothers when he introduced himself to them. The item asked, "What was the reaction of his brothers when he introduced himself to them?" The required response to this item was; *When Joseph made himself known to his brothers, they were shocked and remained speechless even when he asked them a question of the well being of their father.*

Majority of the students were able to provide the required responses correctly. This shows that such students were familiar with the story of Joseph and his brothers.

On the other hand, few students failed to explain the reaction of the brothers of Joseph after he had introduced himself to them. For example, some of them wrote that Joseph decided to take Benjamin because his brothers wanted to cast him into the spring. Others wrote that the reaction of his brothers was anger while some wrote that his brothers wanted to kill him and Benjamin. Furthermore, another student wrote, “the reaction of his brothers when he introduced himself to them known to his brothers after testing his brothers’ attitudes towards.” This signifies that such students had inadequate knowledge and failed to understand the task of the question.

Part (b) tested students’ ability to remember what Joseph did to assure them. The required response was that *Joseph assured them of forgiveness and that he considered it as God’s plan for their survival from the famine*. A big number of students answered correctly showing the assurance provided by Joseph to his brothers. This suggests that the students were familiar with the story of Joseph in Egypt.

However, few students provided incorrect responses of what Joseph did to assure his brothers. Some of them wrote that Joseph was the father of Jesus while others wrote that Joseph cursed his brothers. Moreover, one of the student wrote, “the Joseph assure them to present wife and children to the six children.” This shows that the students had inadequate knowledge of the story of Joseph and his brothers recorded in Genesis 45:4-6.

Part (c) tested students’ ability to recall what Joseph said concerning his father and his household. The correct response was that *Joseph ordered them to bring his father to Egypt together with his household*. Most of the students wrote the correct response as it was demanded by the item. This shows that the students had adequate knowledge of the subject matter.

On the other hand, some of the students provided incorrect answers such as his father told Joseph that he thought that he was dead but that now he was happy to see him. Others wrote that his brothers showed their father the garment of Joseph and so they suggested that a lion had eaten him and his father began to cry. Additionally, one of them wrote, “may he say concerning his father and his household to their parent because the Benjamin he wanted to go away.” These responses are about the conversation between Joseph and his father or between his father and his brothers instead of writing about the conversation Joseph had with his brothers concerning their father. This implies that the students did not understand the task of the question and had insufficient knowledge about the subject matter.

Part (d) tested students' ability to apply the knowledge of Joseph's attitude to his brothers to their contemporary context. The question asked, "What practical lesson a Christian can learn from Joseph's attitude to his brothers." The appropriate response was that a notable practical lesson for Christians today is imitating the forgiving spirit, which is the very character of God. A considerable number of students provided relevant lessons they can get from Joseph's attitude to his brothers. They revealed that they had skills to apply classroom knowledge to real life. This shows that the students were conversant with the story of Joseph and his brothers.

Inversely, few students failed to provide the correct lessons from the story of Joseph to his brothers. For example, some of them wrote that Christians today learn to follow God's commandment and others wrote that Christians should stop doing sins. Furthermore, a student wrote, "the practical lesson Christian may learn is to prepare life for you and your young brother." This shows that such students lacked skills in applying the knowledge acquired during teaching and learning process about the story of Joseph and his brothers.

The analysis shows that the general performance of students in this question was good as 73.21 per cent of them scored from 3 to 10 marks. Among them, 9.08 per cent scored 10 marks as they managed to provide four correct responses to all the items showing that they had adequate knowledge of the relationship between Joseph and his brothers. Extract 6.1 is a sample of correct responses in question 6.

6. Joseph made himself known to his brothers after testing his brothers' attitudes towards him and his young brother Benjamin.

(a) What was the reaction of his brothers when he introduced himself to them?

The brothers of Joseph felt ashamed and decided as for forgiveness for what they had did to him for the last few years when he was 17 years old.

(b) What did Joseph assure them?

He assured that he has forgiven them and that he had already removed them in his heart and he has no doubt with his brothers again for they had changed.

(c) What did he say concerning his father and his household?

He tolded them that they should bring his father and his household in Egypt for the time they lived, it was the time of hunger during 7 years of hunger.

(d) What practical lesson Christian can learn from Joseph's attitude to his brothers.

We should first thank God for what he has allowed in our lives as for glorifying himself. We should also pray for his will to be done and be patient for the answers. We should forgive our neighbours for what we had done wrong to them.

Extract 6.1: A Sample of Student's Correct Responses to Question 6

In Extract 6.1, the candidate responded correctly to all the four items in question 6.

On the contrary, 26.79 per cent of the students scored from 0.0 to 2.5 marks. Among them, 15.66 per cent provided incorrect points to all the items, which led them to score a zero mark. This shows that such students had inadequate knowledge of the story of Joseph and his brothers. Extract 6.2 is a sample of incorrect responses in question 6.

6. Joseph made himself known to his brothers after testing his brothers' attitudes towards him and his young brother Benjamin.

(a) What was the reaction of his brothers when he introduced himself to them?

The reaction of his brothers was to hate him and dump him in the dam but Judah said that it is better to sell him so they sell to Ishmaelites and Ishmaelites sold him and they took his cloth and put blood on it and turned to his father and said that your son has been eaten by animals and as we found his cloth while having blood so we decide to bring it so that you can prove.

(b) What did Joseph assure them?

Joseph was telling his father about his brother when they are keeping flocks of his father what are they doing also and his dreams which he explained to them even to his father. Father said the dream was the dream of sheaves and the dream of sun, moon and eleven stars.

(c) What did he say concerning his father and his household?

To his father he said that he will be loving me among all son and I will be loved more than you. Household he said that one you will come to me and kneel down because of something when I will be the chief commander of food in Egypt.

(d) What practical lesson Christian can learn from Joseph's attitude to his brothers.

We should not show disrespect to our young because you don't know the future he/she will become whom one so we should respect each and show discipline.

Extract 6.2: A Sample of Student's Incorrect Responses to Question 6

In Extract 6.2, the candidate responded incorrectly to all the four items in question 6.

2.2.5 Question 7: Hebrews in Egypt

Question 7 was about the call of Moses who was called by God to deliver the Israelites from Egypt (Exodus 3:11-14). The question had four parts (a), (b), (c) and (d).

The analysis of students' performance in this question shows that 6,845 (30.79%) out of 22,234 scored from 0.0 to 2.5 marks, 8,150 (36.65%) scored from 3.0 to 6.0 marks and 7,239 (32.56%) scored from 6.5 to 10 marks. This analysis is illustrated in Figure 7.

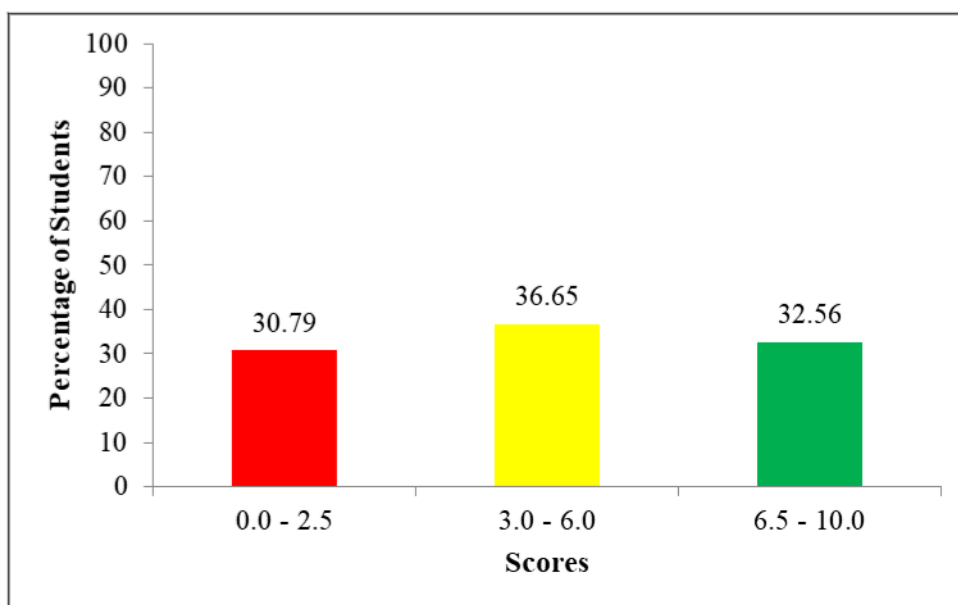


Figure 7: *The Students' Performance on Question 7*

The general performance of students in this question was good as 69.21 per cent of them answered well and scored from 6.5 to 10 marks. Among them, 5.78 percent scored 10 marks as they managed to provide four correct responses to all the items showing that they had adequate knowledge of the call and mission of Moses.

The following is the analysis of students' performance for each item in question 7.

Part (a) tested students' ability to understand the concepts behind the events. The students were asked, "Explain the condition that made Moses to complain." The required response was *the mission given to him by God was too great for him to accomplish and he felt disqualified to become Israelites' deliverer as he was unable to speak and he feared of being killed by Pharaoh*. The majority of students provided the correct answers, which indicate that they had adequate knowledge about the call of Moses and understood the task of the question.

Contrariwise, there were few students who provided incorrect answers. For example, instead of explaining about the condition that made Moses to complain, some of the students wrote about the consequences of his complaints like, "God told Moses that Aaron would speak on his behalf." Others provided the lesson we get from the complaints of Moses such as "we should love and have peace to one another." Furthermore, one of them wrote, "he didn't know God and have experience about God so he couldn't go."

Part (b) tested students' ability to remember God's assurance of Moses' doubts. The question was, "How did God clear his doubts?"

The expected response was that *God promised that He would be with him and bring the Israelites out of Egypt*. Majority of the students provided the correct answer signifying that they had satisfactory knowledge about the call of Moses. The students also understood and adhered to the requirements of the question.

However, there were few students who provided incorrect answers on how God cleared the doubts of Moses. For example, some of the students described the story of Noah building the ark as he was commanded by God, while others provided the lesson, we learn from the story of the call of Moses such as, God clears doubts by reducing accidents in our environment and some effects. Furthermore, another student wrote, “By telling them how is he and by showing hem some margid which made Moses to clear his doubts.” This depicts that such students had inadequate knowledge about the call of Moses and they did not understand the demands of the question.

Part (c) tested students’ ability to recall the Promised Land that the Lord promised the Israelites. The students were asked to explain briefly about the Promised Land that the Lord promised the Israelites. The required answer was that God promised to give to the Israelites after they got out of Egypt the land, which was full of milk and honey. A considerable number of the students demonstrated their knowledge of the topic by providing the correct answer of the call and mission of Moses.

Nevertheless, there were few students who provided incorrect responses. For example, some of the students wrote about the report of the ten spies that were sent by Moses to spy the land of Canaan. Others wrote about God’s covenant with Noah whereby God promised that He would never again destroy the land by floods and that the rainbow was the sign of that covenant. There were also few students who wrote about the responsibility given to Adam after putting him in the Garden of Eden, that is tilling and keeping the land and that by so doing they would be fruitful and multiply. Likewise, one of the student wrote, “they promised land that the Lord promised the Israelites to the it was after the Lord gave them to plunderers.” This implies that the students were not conversant with the Promised Land where the Israelites would go to live after being delivered from Egyptian bondage.

Part (d) tested students’ ability to recall the tribes that lived in the Promised Land by identifying three tribes that lived in the Promised Land. The correct answer was that the tribes who lived in the Promised Land were the Canaanites, Hittites, Amorites, Hivites and Jebusites. Most of the students mentioned up to three tribes that lived in the Promised Land correctly. This shows that the students had adequate knowledge of the land of Canaan and the tribes that lived there when the Israelites entered it.

On the contrary, few students provided incorrect answers about the tribes that lived in the Promised Land. For example, some of the students mentioned the rivers like Pishon, Tigris and Gihon that watered the Garden of Eden while others wrote about the blessing that God promised to Abraham when he reached the land of Canaan. There were also few students who wrote about the Israelites wandering in the desert for forty years as a punishment from God due to their disobedience. Additionally, another student wrote, “(i) to become obedient (ii) it was a generation that did not know Lord and what he did to Israel (iii) to be disloyal to God even in small thing.” This student paraphrased or copied some words from question 1 (viii) A and C.

This implies that the students did not have enough knowledge to understand and adhere to the demand of the question. Extract 7.1 is a sample of correct responses to question 7.

7. Moses was doubtful and complaining when he was called by God to go and deliver the Israelites from Egypt (Exodus 3:11-14).
- (a) Explain the condition that made Moses to complain.
Moses complained that: he had no self-confidence, lack of knowledge on God's name, lack of concrete proof and lack of eloquence
- (b) How did God clear his doubts?
i) Lack of self confidence: God told him that he will be him on his mission.
ii) Lack of knowledge on God's name: God told him that His name is I AM WHO I AM.
iii) Lack of concrete proof: God gave him signs that the rod turned to serpent and water to blood.
iv) Lack of eloquence: God told him that Aaron his brother will help him.
- (c) Briefly explain about the Promised Land that the Lord promised the Israelites.
The promised land that the lord promised the Israelites was Canaan. It was a good and fertile land. It was the land flowing of milk and honey. It was a productive land that the lord promised the people of Israel.
- (d) Identify three tribes that lived at Promised Land which the lord promised the Israelites.
- (i) Canaanites
- These are people who descended from Canaan. They lived in Canaan.
- (ii) Hittites
- These are people who lived in Canaan. Example: The Hittite whom Abraham bought Meshpela.
- (iii) Jebusites
- These are people who lived in Canaan. They were not circumcised.

Extract 7.1: A Sample of Student's Correct Responses to Question 7

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

On the contrary, 30.79 per cent of the students scored from 0.0 to 2.5 marks. Among them 16.61 per cent provided incorrect points to all the items, which led them to score a 0 mark. This shows that the students had insufficient knowledge of the call and mission of Moses. Extract 7.2 is a sample of incorrect responses to question 7.

7. Moses was doubtful and complaining when he was called by God to go and deliver the Israelites from Egypt (Exodus 3:11-14).

(a) Explain the condition that made Moses to complain.

The condition that made Moses to complain is that he felt that Israelites will go against the lord.

(b) How did God clear his doubts?

God cleared his doubt by telling that 'once they will do apostasy against me they will be vent into death.'

(c) Briefly explain about the Promised Land that the Lord promised the Israelites.

The promised land : is the land that God promised the Israelites to stay there after the wars of pharaoh; where by some people didn't entered because they obeyed God example Moses. Because he struck the stone twice.

(d) Identify three tribes that lived at Promised Land which the lord promised the Israelites.

(i) Nazarites

(ii) Midianites

(iii) The tribe of Moses

Extract 7.2: A Sample of Student's Incorrect Responses to Question 7

In Extract 7.2, the student wrote about the punishment given by God to Moses due to his disobedience and the long journey in the desert instead of providing the condition for Moses' doubt, how God cleared his doubts and the Promised Land.

2.2.6 Question 8: Israelites' Journey through the Desert

This question was about the advice of Jethro to Moses his son-in-law as he was leading the Israelites to the Promised Land (Exodus 18:13-27). The question had two parts (a) and (b).

The analysis of students' performance in this question shows that 4,306 (19.37%) out of 22,234 scored from 0.0 to 2.5 marks, 6,960 (31.30%) scored from 3.0 to 6.0 marks and 10,968 (49.33%) scored from 6.5 to 10 marks. This analysis is illustrated in Figure.

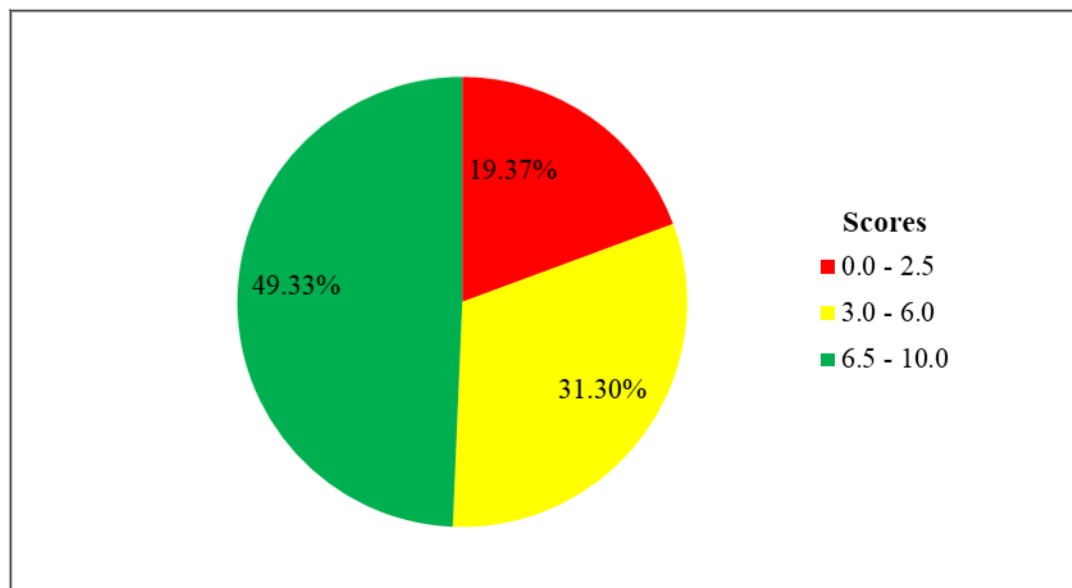


Figure 8: *The Students' Performance on Question 8*

The general performance of students in this question was good as 80.63 per cent of them scored from 3 to 10 marks. Among them, 19.44 per cent scored 10 marks as they managed to provide four correct responses to all the items showing that they had adequate knowledge of qualifications of leaders, reflecting on the advice of Jethro to Moses in Exodus 18:13-27. The following is the analysis of students' performance for each item in question 8.

Part (a) tested students' ability to recall the qualifications of the leaders according to Exodus 18: 13 -27. The required qualifications are as follows; *God-fearing people, capable people, trustworthy people and people who hate bribe/corruption*. Most of the students were able to provide three qualifications of leaders suggested by Jethro. This suggests that such students were conversant with the story and the advice of Jethro to Moses his son-in-law on the one hand.

On the other hand, some students failed to provide the qualifications of leaders as suggested by Jethro to his son-in-law. For example, instead, of providing the qualifications of leaders, some of the students wrote about social evils of leaders (exploitation, abuse of power and selfishness) in the society today. Some of the students provided the qualifications of Moses as a role model to the leaders today such as obedience to God's commandments and being called by God to deliver and lead the Israelites from Egypt to the Promised Land.

Likewise, another student wrote, "(i) the God said given the people of Israel to remove and go the promised land, (ii) the Pharaoh said who is your God, "I am who I am," (iii) the pharaoh cannot be the people of Israel you can be to your workers." The student was trying to narrate the story of the call of Moses, which was not the task of the question. The incorrect responses applied by students imply that they had inadequate knowledge and were not able to abide by the instructions of the question.

Part (b) tested students' creativity. The question requested the students to propose two qualifications apart from those suggested by Jethro for the election of head prefects at their schools. Most of them provided relevant qualifications for the election of head prefects showing that the students were knowledgeable and capable of adhering to the task of the question. For example, one of the students wrote, "Who is having discipline and good in academic issues."

On the other hand, few students failed to provide qualifications apart from those suggested by Jethro. For example, some of them provided the difference between the leadership of Moses and that of a head prefect such as; "Moses was chosen by God but the head prefect is chosen by other students in the school." Other students wrote about procedures of election such as nominating, campaigning, voting, counting and announcing election results. Additionally, one of them wrote, "(i) To save the Israel to go to Promised Land, (ii) to save the Israel to the Pharaoh to the workers." Such responses show that the students had inadequate application knowledge about qualifications of leaders and did not abide by the demands of the question. Extract 8.1 is a sample of correct responses in question 8.

8. Jethro advised Moses to choose some people as rulers over the people so as to assist him (Exodus 18:13-27).

(a) What three qualifications did he suggest for such leaders?

(i) They should be faithful to God and have fear of God.

(ii) They should be trustworthy and who hate bribe are honest.

(iii) They should be able men and who hate bribe.

(b) Propose two qualifications different from those suggested by Moses for the election of a head prefect at your school.

(i) He should be ready to listen to other people's opinions and problems.

(ii) He should be an example to other students Example: Hating corruption and participating fully in different activities of the school.

Extract 8.1: A Sample of Student's Correct Responses to Question 8

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

On the contrary, 19.37 per cent of the students scored from 0.0 to 2.5 marks. Among them 11.92 per cent provided incorrect points to all the items, which led them to score 0. This shows that the students had insufficient knowledge about the qualifications of leaders with reference to Exodus 18:13-27. Extract 8.2 is a sample of incorrect responses to question 8.

8. Jethro advised Moses to choose some people as rulers over the people so as to assist him (Exodus 18:13-27).
- (a) What three qualifications did he suggest for such leaders?
- Moses and Jethro conduct the leader in the people, qualification of the people.
 - To attract the people in the other society to promote the leader in the society.
 - To provide the people in the land to god, and your room heaven to you.
- (b) Propose two qualifications different from those suggested by Moses for the election of a head prefect at your school.
- The Moses the election of people head prefect at your school and country.
 - The Moses to give us the qualification of the god to give us good health of mind and body in the country.

Extract 8.2: A Sample of Student's Incorrect Responses to Question 8

In Extract 8.2, the student mentioned the names of the leaders of Israel in Part (a) and described the procedure on how to get the head prefect in Part (b), instead of qualification of leaders.

2.2.7 Question 9: Israel under the Leadership of Joshua

The question was about the role of the Ark of the Covenant with reference to the Israelites crossing River Jordan (Joshua 3-4). The question had four parts (a), (b), (c) and (d).

The analysis of students' performance in this question shows that 9,102 (40.94%) out of 22,234 scored from 0.0 to 2.5 marks, 6,437 (28.95%) scored from 3.0 to 6.0 marks and 6,695 (30.11%) scored from 6.5 to 10 marks. This analysis is illustrated in Figure 9.

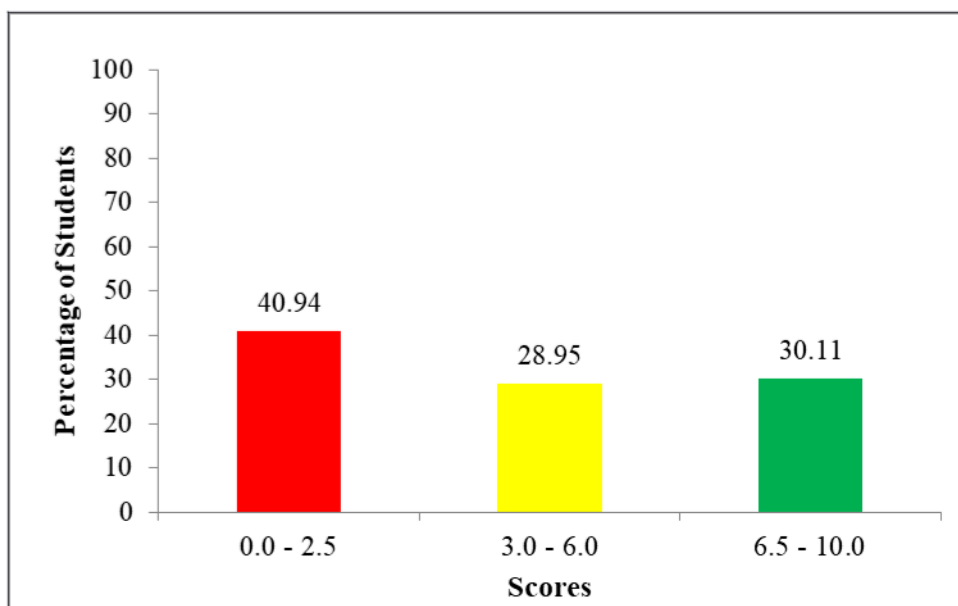


Figure 9: *The Students' Performance on Question 9*

The following is the analysis of students' responses for each part in question 9.

Part (a) tested students' ability to recall the significance of the Ark. The question asked, "What did the Ark of the Covenant symbolise to the people of Israel?" The expected answer was that *the Ark of the Covenant symbolised God's presence among the Israelites*. An average number of students provided the correct response on what the Ark of the Covenant symbolised. The students' responses proved that they were familiar with the Biblical concepts, events and persons.

On the contrary, some students provided incorrect responses. For example, some of them wrote the signs of some of the covenants between God and his people like Noah, such as rainbow, and circumcision. Some of them listed the components of the Ark of the Covenant while few students wrote about the bad behaviour of the Israelites to God instead of what the Ark of the Covenant symbolised. Moreover, one of them wrote, "because is better, because is happy." this student seems to have meant that having a covenant to the Israelites symbolised happiness to them. This implies that the students did not understand the question as they had insufficient knowledge about the subject matter.

Part (b) tested students' ability to remember whereby the students were asked to show any two things which were kept in the Ark of the Covenant. The students were to write any two among the following; *the two tablets of the Ten Commandments, the jar of manna and Aaron's staff/rod/stick*. An average number of the students provided correct answers indicating that they had sufficient knowledge about the Ark of the Covenant and its components.

On the other hand, there were students who provided incorrect answers to this item. For example, some of them wrote that in the Ark of the Covenant were kept the family of Noah and animals. Here the students confused between the Ark of covenant and Noah's ark. Few of them wrote about the story of Noah building the ark under God's instructions while others wrote about the sign of the Covenant between God and Noah. Furthermore, one of them even wrote, that "the two components of the Ark of the Covenant were The Ark of the Old Testament and the Ark of the New Testament."

Part (c) tested students' ability to remember the responsibilities among the Israelites. The question asked, who among the Israelites, were supposed to carry the Ark of the Covenant? Give reason. The correct answer was that *the Levitical priests were to carry the Ark of the Covenant*. This is because they were the only persons responsible with spiritual issues among the Israelites. An average number of the students provided correct answers to this question showing that they had adequate knowledge of Israelites crossing River Jordan.

However, some of the students provided incorrect answers to this question. For example, some of the students wrote about the significance of the Ark of the Covenant to the Israelites. Others mentioned Aaron while others mentioned Moses as among the Israelites who were supposed to carry the Ark of the Covenant because others were disobedient and did not believe in God. Additionally, one of the student wrote that, "Moses was the one to carry the Ark of the Covenant because he was the one who worked hard for them in Egypt." Another wrote, "Joshua because he was leading son of Israel to cross the river Jordan." This implies that the students had lacked knowledge of the Israelites crossing River Jordan.

Part (d) tested students' ability to apply the story of crossing River Jordan. The question asked why was it necessary for the Israelites to carry the Ark of the Covenant wherever they went and what might this suggest today? The students were expected to provide answers such as, *it was necessary because the Ark of the Covenant symbolised the presence of God and His kingship or leadership. Today this might suggest that we should involve God in whatever we plan*. An average number of the students provided relevant answers to this question which implies that they had satisfactory knowledge about the Israelites' Ark of the Covenant and its significance today.

On the contrary, some of them wrote that the Israelites wanted to show their relationship with the people of today. Moreover, some of them wrote about Abram's obedience when he was commanded by God to move from his father's land to the place where God would show him. Others described Noah's obedience when he was told by God to build the ark and enter into it with his family, animals and birds of the air.

Furthermore, one of them wrote, “Because they can be easily to pass at river Jordan and entering at the Promised Land through that ark of covenant.” Such answers imply that the students had poor knowledge and understanding of the Israelite’ Ark of the Covenant and its contemporary significance.

The analysis shows that the general performance of students in this question was average as 59.06 per cent scored from 3 to 10 marks. The average performance is attributed to students’ failure to provide whole/complete responses. Most of them wrote partial responses to all the items and scored 6 marks. However, 4.94 per cent scored 10 marks as they managed to provide four correct responses to all the items, showing that they had sufficient knowledge of the role of the Ark of the Covenant with reference to Joshua 3-4. Extract 9.1 is a sample of correct responses in question 9.

<p>9. The Ark of the Covenant played major role on crossing River Jordan (Joshua 3-4).</p> <p>(a) What did the Ark of the Covenant symbolize to the people of Israel?</p> <p>It symbolized the presence of God between them.</p> <p>(b) Show any two things which were kept inside the Ark of the Covenant.</p> <p>(i) Aaron rod : The staff which was used by Aaron in the Egypt during the ten plagues and used in the wilderness in other God's commands.</p> <p>(ii) The table of the ten commandments. In which on the table the commandment were written.</p> <p>(c) Who among the Israelites, were supposed to carry the Ark of the Covenant? Give a reason.</p> <p>The Levites for God chose them to take care for the ark of the Covenant and they were the priest of the Israelites.</p> <p>(d) Why was it necessary for the Israelites to carry the Ark of the Covenant wherever they went and what might this suggest today?</p> <p>It was the one which symbolize the presence of God between them. It was the one which was kept the 10 commandments of God to remind them not to do without committing sin. To our today's life it can be replaced by the faith we have to God, and thing we use to know God like Holy Bible.</p>
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Extract 9.1: A Sample of Correct Responses to Question 9

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

On the contrary, 40.94 per cent of the students scored from 0.0 to 2.5 marks. Among them, 26.01 per cent provided incorrect points to all the items, which led them to score a 0 mark. This shows that the students had poor knowledge about the Ark of the Covenant. Extract 9.2 is a sample of incorrect responses in question 9.

9. The Ark of the Covenant played major role on crossing River Jordan (Joshua 3-4).

(a) What did the Ark of the Covenant symbolize to the people of Israel?
 Is that Lord our w. our helper as they sign of remembering
 god.....

(b) Show any two things which were kept inside the Ark of the Covenant.

(i) ...food.....

(ii) ...Animat Each Animal.....

(c) Who among the Israelites, were supposed to carry the Ark of the Covenant? Give a reason.
 Samson because he was the strong man who has enough
 power.....

(d) Why was it necessary for the Israelites to carry the Ark of the Covenant wherever they went and what might this suggest today?
 Because it was need as the ~~same~~ source of transport
 for the Israel to the promised Land.....

Extract 9.2: A Sample of Incorrect Responses to Question 9

In Extract 9.2, the student wrote about the ark of Noah during the floods instead of the tasked Ark of the Covenant.

2.3 SECTION C: Essay Questions

2.3.1 Question 10: Israel under the Leadership of the Judges.

The scenario preceded a question that *Samson as a Nazarite of God did not obey God's instructions and the advice of his parents, the behaviour that caused his final life to be mocked by his enemies, and it led to his death.* Then the students were required to “explain any four things that they have learnt from Samson’s disobedience” (Judges13-16).

The students were supposed to write lessons such as; *to accept and work on the advice of the parents, listen to God and abide to His instructions; and admit the mistake committed and that God is merciful to sinners.* Therefore, all 22,234 students who sat for 2023 assessment attempted it.

The analysis of students' performance in this question shows that 2,852 (12.83%) out of 22,234 scored from 0.0 to 4.0 marks, 2,977 (13.39%) scored from 4.5 to 9.5 marks and 16,405 (73.78%) scored from 10.0 to 15.0 marks. This analysis is illustrated in Figure 10.

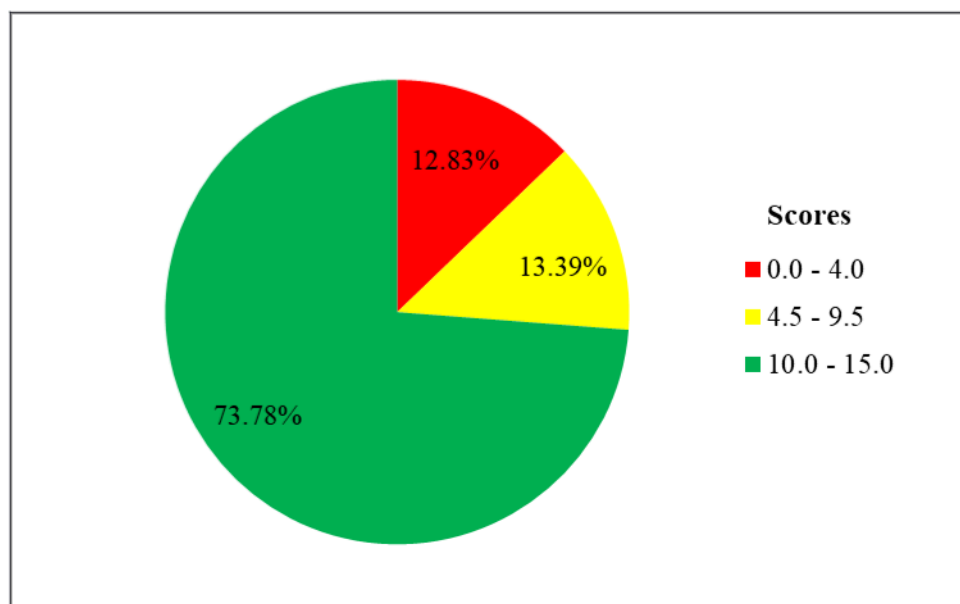


Figure 10: *The Students' Performance on Question 10*

Based on Figure 10, the general performance of students was good since 19,382 (87.17%) out of 22,234 scored from 4.5 to 15.0 marks. Further analysis of the students' responses shows that those who scored high marks ranging from 10 to 15 answered the question well. Most of them provided well elaborated points. Their responses were in good arrangement and the students observed rules for essay writing, they had good introduction, body with main points and a conclusion. Their responses revealed that the students had acquired adequate knowledge, skills and competences relevant to the topic of Israel under the leadership of Judges. Extract 10.1 shows a sample of good responses in question 10.

10. Samson as a Nazirite of God did not obey God's instructions and the advice of his parents, the behaviour that caused his final life to be mocked by his enemies, and it led to his death. Explain any four things that you have learnt from Samson's disobedience (Judges 13-16).

Samson was the Nazirite and also samson was the mayor Judge who saved Israelites from philistines. Samson was the Gift which God gave to his parents. Be cause his parents never had a child before and the angle said to his parents that Samson should never cut his hair. An the parents did so. because their hair they were the secret of his strength and power. but when he came to fall in love with delila who was the his enemy a philistine he disobeyed his parents and God and he was deceived by his enemies but he defeated them and die. The following are things which I have learnt from samson's disobedience;

We should obey our parents; In our life parents are the second God who will help us in going a good way with full of happiness. some of the parents will not help us to go in good way but majority the like to see there children being successful and it is the same way to samson if he could obey his parents he could be alive with successful and a good leader to his people the israelites as the Judge.

We should not believe any one we see; In this life not any one we should believe. It comes a time even parents are not supposed to be believed because even parents sometimes they put us in dangerous situation. Or even our best friends, teachers, and others we should not believe but the only one who you can believe and trust is the almighty God father who created the universe or the earth. This it happened to samson when he believed to much on delilah and telling her the secret of his strength and power and he ended to be betrayed by her and make her to fall on hands of the philistines.

We should obey God's instructions and commandments to avoid troubles in life; In our life God is everything because he is the one who gives us oxygen so that we can succeed he is the only one who can end this world or make it to continue. he is our life so we supposed to sing and praise his holy name. Because he is the one who helps us in troubles and difficulties in our life. And God choosed samson but samson did not obey God and left. And God knew that samson will be caught by his enemies and he will send out of prison then he will defeat the philistines and die. God knew all of these so we should obey God's Commandments.

Therefore, In the book of Judges we learn about the Judge called samson. he did alot of good things. he helped the israelites and serve them out of philistines but one more the one who gave him power and strength he disobeyed him including his parents but through samson we learn many thing which will help us in our daily life and for our future generation.

Extract 10.1: A Sample of Correct Responses to Question 10

In Extract 10.1, the student provided the four required relevant lessons learnt from the story of Samson.

On the other hand, 12.83 per cent of the students scored below 6 marks as they failed to apply the knowledge acquired from the story of Samson. For example, instead of explaining the four lessons from Samson's disobedience, some of them provided lessons that we learn from the mission of Samson like helping people and being strong. Others explained about the behaviour of Samson like killing a lion destroying the Philistines while others wrote about the story of Samson defeating

the Philistines and destroying all their property. Moreover, these students did not observe rules for essay writing. Some of them listed irrelevant points and they had poor English proficiency. This indicates that the students did not acquire the required skills and competences during the teaching and learning process. Extract 10.2 is a sample of incorrect responses in question 10.

10. Samson as a Nazirite of God did not obey God's instructions and the advice of his parents, the behaviour that caused his final life to be mocked by his enemies, and it led to his death. Explain any four things that you have learnt from Samson's disobedience (Judges 13-16).

The thing that have learn from Samson disobedience is

i) ^{do not} they obey about Telled the instructions and the advice of his parent

ii) The behavior that is caused his final life.

iii) The mocked by his enemies

iv) They it and is led to his death

Extract 10.2: A Sample of Incorrect Responses to Question 10

In Extract 10.2, the student explained about the death of Samson instead of providing relevant lessons from the story of Samson.

3.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH TOPIC

The 014 Bible Knowledge paper for FTNA 2023 had questions set from the following topics; *Creation, The Fall of Man and its Outcomes, The Life of Abraham, The Sons of Isaac, Hebrews in Egypt, Israelites' Journey through the Desert, Israel under the Leadership of Joshua and Israel under the Leadership of Judges*. The highest good performance featured in the Multiple Choice question that was set from different topics of the syllabus. It had 91.49 per cent candidates who passed with 30 to 100%. This was followed by the topic of *Creation* (90.80%), *The Fall of Man and its Outcomes* (89.93%) and *Israel under the Leadership of Judges* (87.17%).

The other topics with good performance include *Israelites' Journey through the Desert* (80.63%) and *Hebrews in Egypt* (69.21%).

The topics with average performance include *Israel under the Leadership of Joshua* (59.06%), *The Sons of Isaac* (56.56%) and *The Life of Abraham* (40.40%).

4.0 CONCLUSION

The Analysis of the Students' Performance on FTNA 2023 in 014 Bible Knowledge reveals that, the general performance of the students was good. Most of the students (84.01%) performed well in most questions and topics. Among 8 topics that were assessed, five (5) had good performance and three had average performance. Students' good performance was attributed to skills they acquired in the classroom and used in answering questions. The report revealed that the majority of the students managed to recall, understand and apply knowledge and skills acquired during teaching and learning process.

Despite the strengths shown by most students in answering questions, a few failed to score high marks in most questions/topics. The students who performed poorly failed to understand the requirements of questions, and had inadequate knowledge of the topics. They also had low English Language proficiency, which hindered them from providing good explanations. This featured more in the topics with average performance including *Israel under the Leadership of Joshua* which had 59.06 per cent of the students who passed; *The Sons of Isaac* (56.56%) and *The Life of Abraham* (40.40%). Therefore, students need to add more effort in studying Bible Knowledge subject to improve their competences.

5.0 RECOMMENDATIONS

Taking into account that Bible Knowledge is very influential and important subject in shaping the ethical and moral values of individuals in the society, education stakeholders, policy makers, curriculum developers, school owners, parents, teachers and students are recommended to abide by the following recommendations;

- (a) Policy makers should develop policies, which involve training Bible Knowledge teachers in the Government employment.
- (b) School Owners and parents should encourage religious education, as it is helpful in molding students' moral values and ethics and it has positive contribution in improving academic excellence.
- (c) Parents should encourage their children to learn religious education as a compulsory subject to improve human behavior in the society.
- (d) Students should be committed during teaching and learning process and should adhere to the teaching and learning strategies to improve their academic performance.

Summary of the Students' Performance in Each Topic FTNA 2023

S/N	Topic	Type of Question	Question Number	Percentage of Students who Scored 30% or	Remarks	Percentage of Students who Scored an Average of 30%	Remarks
1.	Creation, The Life of Abraham, The Sons of Isaac, The Hebrews in Egypt, Israelites' Journey through the Desert, and Israel under the Leadership of Joshua and Israel under the Leadership of Judges	Multiple Choice	1	91.49	Good	91.49	Good
2.	Creation	Short answers	3	90.80	Good	90.80	Good
3.	Fall of Man and its Outcomes	Short answers	4	89.93	Good	89.93	Good
4.	Israel under the Leadership of the Judges.	Essay	10	87.17	Good	87.17	Good
5.	Israelites' Journey through the Desert	Short answers	8	80.63	Good	80.63	Good
6.	Hebrews in Egypt	Short answers	7	69.21	Good	69.21	Good
7.	Israel under the Leadership of Joshua	Short answers	9	59.06	Average	59.06	Average
8.	The Sons of Isaac	Short answers	6	73.21	Good	56.56	Average
9.	The Sons of Isaac	Matching Items	2	39.90	Average		
10.	The Life of Abraham	Short answers	5	40.40	Average	40.40	Average

