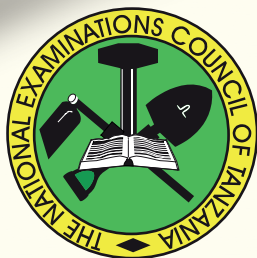


THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS REPORT
FOR THE CERTIFICATE OF SECONDARY EDUCATION
EXAMINATION (CSEE) 2015**

**019 THEATRE ARTS
(For School Candidates)**



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019 THEATRE ARTS

(For School Candidates)

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FOREWORD

The National Examinations Council of Tanzania is pleased to issue the 2015 Certificate of Secondary Education Examination (CSEE) report on the performance of candidates in the Theatre Arts subject. The report provides feedback to the candidates, teachers, policy makers and other stakeholders on how the candidates answered the questions.

The Certificate of Secondary Education Examination (CSEE) marks the end of four years of secondary education. It is a summative evaluation which, among other things, shows the effectiveness of the educational system in general and educational delivery system in particular. Essentially, the candidates' responses to the examination questions is a strong indicator of what the educational system was able or unable to offer to the candidates in their four years of secondary education.

In this report, issues which contributed to the failure of the candidates to answer questions correctly have been analyzed. Among the obstacles which inhibited the candidates from providing appropriate responses were inability to identify the task of the questions, lack of enough knowledge on the topic(s) tested, and poor command of the English language. The analysis of each question has been done, and the strengths and weaknesses shown by the candidates in answering the questions have been indicated.

This feedback will enable different educational administrators, teachers, educational stakeholders, students and others to take the right measures in improving the teaching and learning which will eventually improve the candidates' performance in future examinations administered by the Council.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from teachers, students and stakeholders that can be used for improving future examinations. Finally, the Council would like to thank all the Examinations Officers, Examiners and all others who participated in the preparation and analysis of the data used in this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of candidates in Theatre Arts subject for the Certificate of Secondary Education Examination (CSEE) done in November, 2015. The examination covered the Theatre Arts Syllabus of 2008 and adhered to the Examination Format of 2008.

The paper comprised 15 questions which were distributed in three (3) sections: A, B and C. Section A and B had twelve compulsory questions with the total of 60 marks. Section C consisted of three (3) essay questions, of which each candidate was required to answer any two (2) questions and each question carried 20 marks.

The report shows how the candidates performed in each question by indicates the strengths and weaknesses in various areas of their answers. The report also presents the percentage of scores in each group and finally it provides the conclusion and recommendations based on the analysis. The extracts of candidates' answers have been inserted in appropriate sections to illustrate the respective cases.

The performance of the candidates in each question is categorized as *good*, *average* and *weak*. The performance of the candidates is categorized into these groups depending on the percentage of the marks of candidates who scored an average of 30 percent and above of the marks allocated to a particular question. If the performance of the candidates ranges from 45 to 100 percent, the performance is categorized as good, from 30 to 44 percent is average and from 0 to 29 percent is a weak performance. The performances are indicated by using colours, whereby, green colour shows candidates with good performance, yellow colour indicates average and red colour shows weak performance.

A total of 13 candidates sat for Theatre Arts Examination, of which 21.43 percent passed with the following grades: A (0%), B (0%), C (1%) and D (2%). However, the candidates 11 (78%) failed the examination by obtaining grade F. This analysis of candidates' results indicates that the performance of this paper is poor. The comparison analysis in 2014 and 2015 indicates that the 2015 performance is lower by 47.8%.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION

2.1 Question 1: Multiple Choices

The question consisted of 10 multiple choice items constructed from various topics which are: *Art, Performance Techniques in Selected Non-African Theatre, World Theatre Practice, Theatre Production and Creation of Theatre Performance*. The candidates were required to choose the correct answer among the given alternatives and write its letter beside the item number.

The question was attempted by all (100%) candidates who sat for examination and their performance was good, as 14.3 percent of them scored from 1.0 to 2.0 marks, 50.0 percent scored from 3.0 to 4.0 marks and 35.7 percent scored 5.0 marks out of 10 marks. Figure 1 summarizes the candidates' performance in this question.

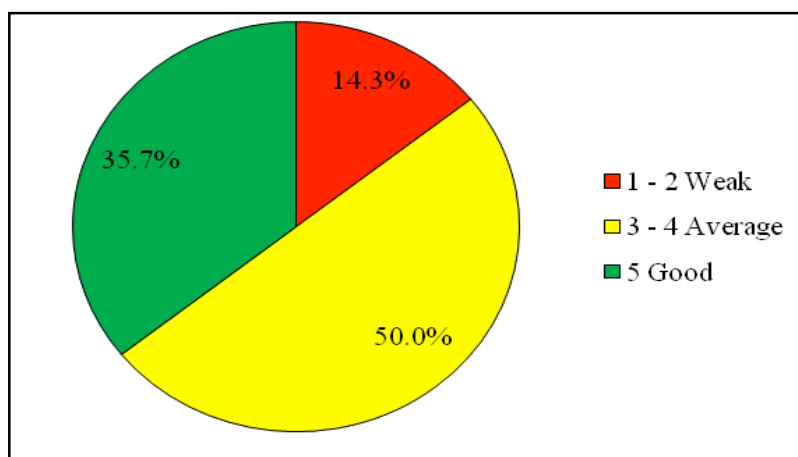


Figure 1: Candidates' performance percentage wise in all categories.

The following is the analysis of the candidates' responses in each item. The analysis indicates the strengths and weaknesses of the candidates' responses.

Item (i) required the candidates to name the form of art that has the greatest potential for developing human being. The candidates who chose the correct answer B "Theatre" were knowledgeable about the form of art which has greatest potential for developing human being. The candidates who opted for A "dance" could not realize that dance is a form of

performance art consisting of purposefully selected sequences of human movement. The candidates who opted for C “sculpture” were not aware that sculpture is among the arts of carving or abstract works of art. Those who opted for D “Music” could not understand that music is an art of sound in time that expresses ideas and emotional. The candidates who opted for E “drawing” could not realise that drawing is among the visual arts.

Item (ii) required the candidates to name the common contemporary theatre practiced particularly with school groups. Option C “ngonjera” was the correct answer. The candidates who opted for this answer had adequate knowledge about contemporary theatre practiced in the school groups. The candidates who chose A “songs” could not realise that song is a single work of music intended to be sung by the human. Those who chose the incorrect option B “choir” associated the word choir with the ‘ngonjera’. The candidates who opted for D “drama” and E “story telling” failed to differentiate the terms because they resemble in actions.

Items (iii) required the candidates to identify the use of symbolic movements during the dance performance. The candidates who chose the correct answer E “dancers want to express an emotional state” were aware of the use of symbolic movement during the dance performance. The candidates who chose option A “discussing its characteristic” could not understand that, characteristics are not among the symbolic movements during the dance. Those who chose option B “instruments are not working” did not know that instruments are among the tools used in dance but not a symbol. The candidates who chose option C “they want to understand dance as cultural activities” and D “teaching elements of dance” had a general understanding of dance but could not understand the tasks of the question.

Item (iv) required the candidates to name the examples of art forms. The candidates who chose the correct answer C “painting, music, dance, basketry, film, oral and written literature, theatre” had adequate knowledge about art forms. On the other hand, the candidate who chose the incorrect answers A “buildings, architecture, painting, music, dance, basketry, literature, B “proverbs, riddles, storytelling, oral and written literature, theatre, poetry”, D “songs, parables, painting, music, basketry, film, oral and written literature” and E “dance, symbols, parables, painting, dance, basketry, film and oral literature” could not identify the examples which are

not art forms such as *proverbs*, *riddles*, *parables* and *symbols* due to inadequate knowledge about art forms.

Item (v) required the candidates to identify the indigenous theatre among the given alternatives which was used to promote indigenous cultural activities during post-colonial era. The candidates who chose the correct answer C “dance” were aware that dance is among the indigenous cultural activities during post-colonial era. The candidates who chose answer A “songs” could not differentiate between dance and song. The candidates who opted for B “traditional” failed to understand that traditional includes marriage, food, funeral ceremonies and players. Furthermore, the candidates who opted for D “theatre” could not realize that during colonial era theatre was done in order to influence Tanzanians to imitate the Europeans way of life. The candidates who chose answer E “plays” failed to understand that all plays during post-colonial era were written by the Europeans.

Item (vi) required the candidates to identify four cultural items which are shared by a social group. The candidates who chose the correct answer E “religious faith, customary law, language and cultural standards” were conversant with the cultural items which are shared by a social group. Those who chose option A “Traditional religious, Christianity, Islamic and Traditional healing” were not aware of the cultural items which are shared by a social group. Moreover, the candidates who opted for B “dressing, styles, house styles, life styles and marriage” failed to realize that norms are cultural products which represent individuals’ basic knowledge. The candidates who chose C “language, behavior, marriage and norms” could not understand that all these items are symbols of culture. Those who chose D “economic level, social level, political level and language” could not identify the correct answer probably because they confused the terms due to inadequate knowledge about the subject matter.

Item (vii) required the candidates to identify the importance of nation to have its own culture. The candidates who chose the correct answer D “to show national identity” were knowledgeable about the importance of promotion and preserving the national culture. Those who opted for A “to show where people came from”, B “to show where we are and reflects the future”, C “to show how people are united” and E “to show how people are

supposed to be”, could not identify the importance of the nation to have its own culture due to insufficient knowledge about cultural issues.

Item (viii) required the candidates to identify the process of staging a play. The candidates who chose the correct answer C “Reading the script, assigning roles, rehearsing and performing” were knowledgeable about the process of staging a play. On the other hand, the candidates who opted for A “Reading the script, rehearsing, assigning roles and performing”, B “Assigning roles, rehearsing, reading and performing”, D “Assigning roles, rehearsing, performing and reading the script” and E “Performing, reading the script, rehearsing and assigning roles” could not realise that all these are the processes of staging a play, but they are supposed to be arranged in a good order.

Item (ix) required the candidates to identify the occasion when rituals can be performed in African society. The candidates who chose the correct answer A “initiation rites” had adequate knowledge about some occasions when rituals can be formed in African societies. The candidates who chose response B “Election Day” were not aware that this is a day legally established for election of public officials. Those who opted for C “recitation”, D “storytelling” and E “dramatization” had insufficient knowledge about the meaning and use of the terms.

Item (x) required the candidates to identify the one who decides the actions on the stage. The candidates who chose D “director” were aware that a director supervises the actors and directs the action on the stage. Those who opted for A “stage designer” could not understand that a stage designer is responsible for designing stage settings for productions. Those who opted for B “make up designer” were not conversant enough with the actions on the stage. The candidates who opted for C “play writer” could realise that a play writer is a person who writes plays. Finally, the candidates who opted for E “producer” failed to understand that the producer is the one who makes the play or film.

2.2 Question 2: Matching Items

This question required the candidates to match each description in Column A with the corresponding word in Column B by writing the correct letter beside the item number. This question tested the candidates’ knowledge of the terms used to describe theatre forms.

The responses given in Column B were: A “Funeral dirges”, B “Theatrical rituals”, C “Narrative verse”, D “Storytelling”, E “Recitation”, F “Space, time and intensity”, G “Written plays”, H “Stanzas”, I “Types of dances”, J “Narrators”, K “Facial expression”, L “Myths, legends and folktales”, M “Perform dance”, N “Dance” and O “Circumcision”.

The question was attempted by all (100%) candidates who sat for the examination. Their performance was good because 64.3 percent of them scored average and above, among which 14.3 percent scored 5.0 marks, 50.0 percent scored from 3.0 to 4.0 marks and 35.7 percent scored from 1.0 to 2.0 marks. Figure 2 summarizes the candidates’ performance in this question.

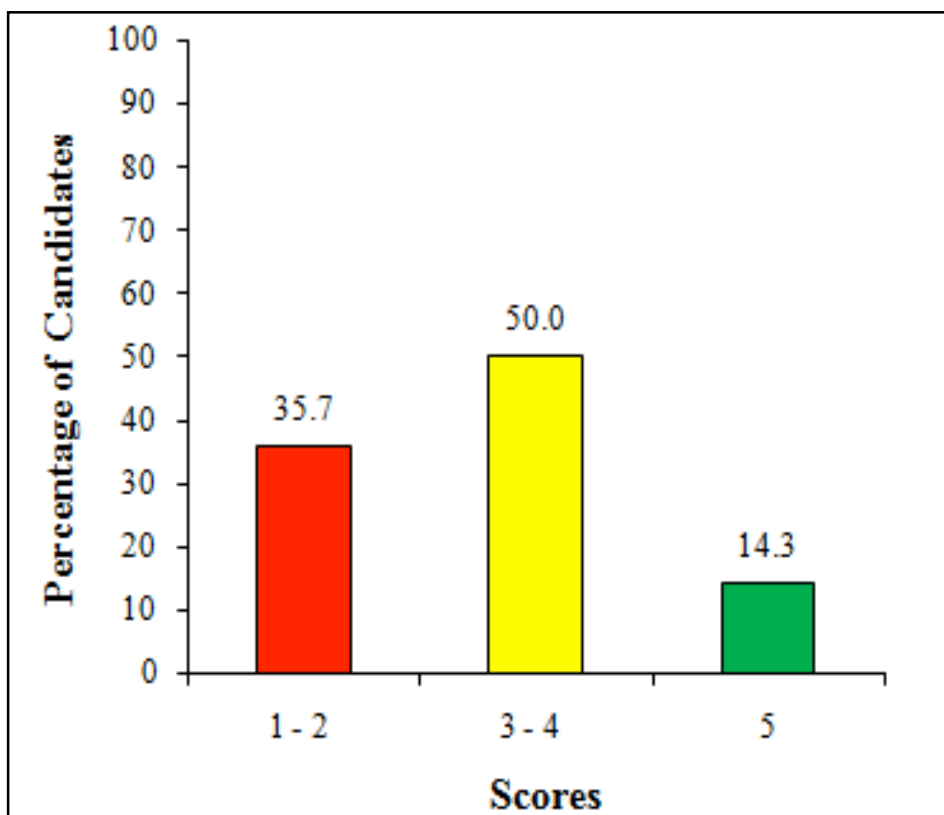


Figure 2: Candidates’ scores in percentage showing average performance.

Presented below is the analysis of the candidates’ responses in each item. The analysis indicates the strengths and weaknesses of the candidates’ responses.

In item (i), the candidates were required to identify the basic elements of dance. The correct response was F “space, time and intensity” which was matched by the candidates who had adequate knowledge about the basic elements of dance. The candidates who matched it with L “myths, legends and folktales” failed to understand that “myths, legends and folktales” are types of stories since *myths* is a traditional story that involves gods, *legends* is a story associated with people or nations and *folktale* is a story passed on by word of mouth within a society.

In item (ii), the candidates were required to identify the performance which is based on oral delivery. The correct response was D “storytelling” which was matched by the candidates who had adequate knowledge about the fundamental elements of storytelling. The candidates who matched it with B “theatrical ritual” failed to realize that, ritual is a sequence of activities involving gestures, words and objects. The candidates who matched the item with E “recitation” could not understand that, recitation uses both literary and theatrical. The candidates who matched it with C “narrative verse” failed to understand that, “narrative verse” is a form of poetry that tells the story.

In item (iii), the candidates were required to identify the art form with imagery words, figurative language and high tone in its delivery. The correct response was E “Recitation”. The candidates who matched it with this response had adequate knowledge about elements or components of recitation. The candidates who matched it with N “dance” failed to understand that dance is a series of steps and movements that match the speed and rhythm of piece of music.

In item (iv), the candidates were required to identify a form of recitation in Tanzania. The candidates who chose the correct option A “funeral dirges” were conversant with the forms of recitation. On the other hand, the candidates who matched it with J “narrators” were not aware about the forms of recitation. Those who matched it with the other incorrect responses had inadequate knowledge about forms of recitation in Tanzania.

In item (v), the candidates were required to identify a circumcision ceremony performance. The candidates who chose the correct response A “theatrical ritual” could realize that this is a form of theatre arts

representing religious ceremony of rituals. On the other hand, the candidates who matched the item with D “storytelling”, E “recitation” and O “circumcision” were not conversant with the African theatre arts.

In item (vi), the candidates were required to identify the component of recitation performance and the correct answer was C “narrative verse”. The candidates who matched the item with this option were conversant with the elements of recitation. The candidates who matched it with option K “facial expression” could not understand that, “facial expression” is a form of nonverbal communication while the “narrative verse” is a form of poetry that tells a story uses voices.

In item (vii), the candidates were required to classify “Mdundiko”, “Bugobogobo” and “Mganda”. The correct response was I “types of dance” which was matched by the candidates who had adequate knowledge about the types of dance. The candidates who matched with M “perform dance” were not aware about the types of dances performed in the African community, particularly in Tanzania.

In item (viii), the candidates were required to identify the attribute of a good storyteller. The candidates who chose the correct response K “facial expression” understood that “facial expression” is among the story teller’s tool. The candidates who matched it with J “narrator” failed to understand that, “narrator” is a person who narrates the story of events. Furthermore, those who matched it with other incorrect responses had inadequate knowledge about feature of a good storyteller.

In item (ix), the candidates were required to identify the major types of stories. The correct response was L “myths, legend and folktales”. The candidates who matched it with the correct answer had adequate knowledge of the major types of stories. On the other hand, those who matched it with the incorrect responses had insufficient knowledge about major types of stories.

In item (x), the candidates were required to identify the aesthetic communication focusing on human forms, and the correct response was N “dance”. The candidates who chose this response were aware that “dance” is an artistic form. On the other hand, the candidates who matched the item with F “space, time and intensity” failed to understand that “space,

time and intensity” are the basic elements of dance since *space* is an area surrounding a person in which he/she is able to move, *time* is the duration of the movement and *intensity* is releasing energy in a controlled restrained manner.

2.3 Short Answer Questions

2.3.1 Question 3: Creation of Theatre Performance

The question required the candidates to describe four roles of a designer who works with a theatre director. The question tested the candidates’ knowledge about the roles of a designer who works with a theatre director.

The question was attempted by all (100%) candidates who sat for the examination. The candidates’ performance in this question was average because 35.7 percent of them scored from 0 to 1.0 mark and 28.6 percent scored from 2.0 to 4.0 marks. Figure 3 summarizes the candidates’ performance in this question.

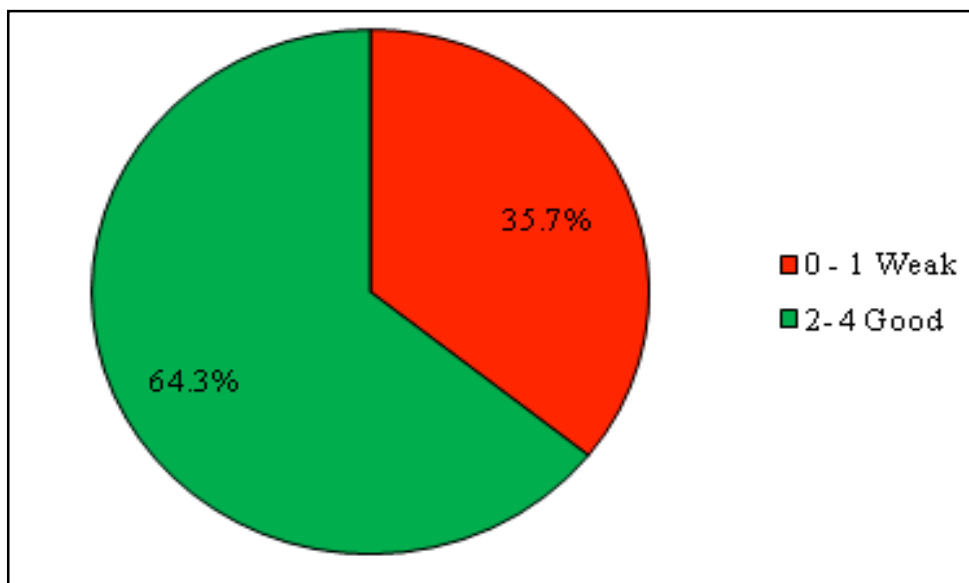


Figure 3: Candidates’ performance.

The candidates who scored a zero mark failed to describe four roles of designer who works with a theatre director due to lack of knowledge about the topic of *Creation of Theatre Performance*. Many of these candidates provided the role of one designer instead of describing the roles of all designers which are: *costumes designer, light designer, sound designer and stage designer*. Some of the candidates provided incorrect answers; for

example, one candidate provided this answer: *to overcome the mistakes*. Another candidate mentioned this incorrect role: *to correct all mistake in the performance*. Other candidates in this category provided meaningless sentences. One candidate, for example, wrote these statements: *to convey the medicament, to complent the audience, to evaluation connection*. These sentences are meaningless because they do not answer the question. Extract 3.1 shows a sample of a poor response from a script of a candidate.

Extract 3.1

3-	To convey the medicament
-	To complent the audience.
-	To evaluation connection

Extract 3.1 shows a sample of a response from a script of a candidate who provided meaningless sentences which did not related to the question.

On the other hand, a few candidates who performed well in this question were able to describe three roles of a designer who works with a theatre director but failed to exhaust all roles and therefore failed to get full marks. This was an indication that, they understood the question but were not very conversant with the responsibilities of different designer in art work. Extract 3.2 shows a sample of a good response.

Extract 3.2

8. i)	The work of director is to make sure that the actors was creating sound effects
ii)	Is to make sure that the light in the stage of acting was going in time
iii)	Is to make sure that all actor they are wearing the costumes that it needed

Extract 3.2 shows a sample of a response from a script of a candidate who was able to describe three roles of a designer who works with a theatre director.

2.3.2 Question 4: Performing Techniques in Selected Non-African Theatre

The question required the candidates to explain four roles of the chorus in Greek theatre. The question tested the candidates' knowledge of the roles of chorus in Greek theatre.

The question was attempted by all (100%) candidates who sat for the examination. The candidates' performance in this question was poor, as 85.7 percent of them scored from 0 to 1.0 mark, 7.2 percent scored 1.5 marks and 7.1 percent scored 2.0 marks. Figure 4 summarizes the candidates' performance in this question.

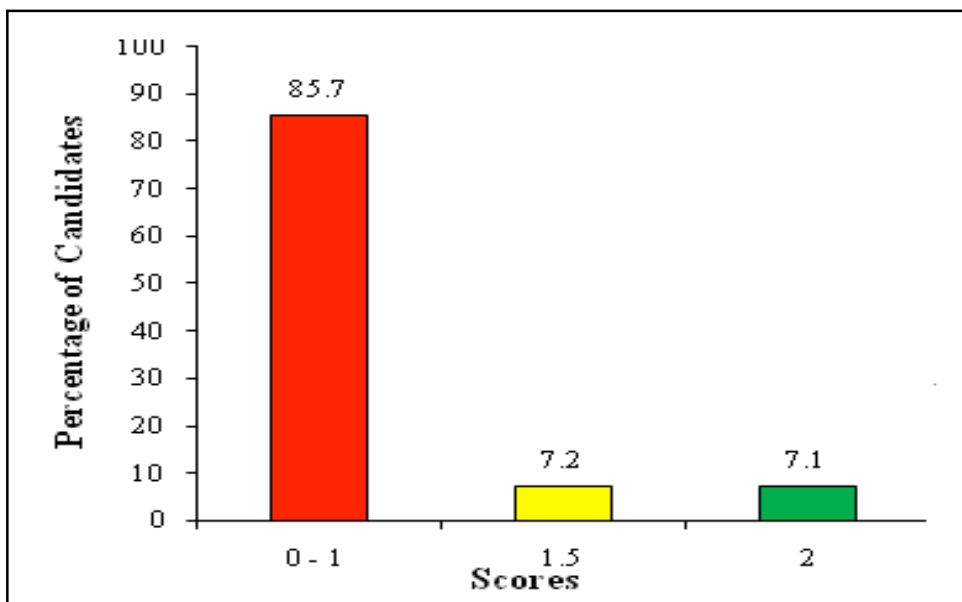


Figure 4: Candidates' poor performance.

The candidates who scored from 0 to 1.0 mark failed to explain four roles of chorus in Greek theatre. One candidate, for example, provided this incorrect response: *performing arts on the stage, the theatre they perfumed arts through on the stage*. Another candidate responded that: *one of the roles is to mobilize people*. Other candidates in this group provided irrelevant answers such as: *the role of labor, to escape connected and to prevent permissive*. There were also a few candidates who left the question unanswered. This shows that, candidates had insufficient knowledge about Western theatre. Extract 4.1 shows a sample of poor responses from a script of a candidate.

Extract 4.1

4.	For Roles of chorus as follows:
	i) It help to sending the message to the people.
	ii) It help to remove ignorance to the people example when the people believe in something which is not good when the people listen the chorus it remove the ignorance.
	iii) It help the people to learn from other people who have known chorus chorus.
	iv) It help to transfer the knowledge from one generation to another.

Extract 4.1 shows a sample of a response from a script of the candidate who wrote incorrect answers.

The candidates who scored 2.0 marks in this question were able to mention the roles of chorus in Greek theatre which are: *to narrate the story, to create dialogue, to make the story events and to decide the action*. However, they could not provide exhaustive explanations and therefore failed to get full marks. Their answers suggest that, they had adequate knowledge about the roles of chorus in Greek theatre, but were unable to provide exhaustive explanation may be due to language barrier.

2.3.3 Question 5: Theatre Production

The question required the candidates to differentiate a written stage play from a radio drama. The question tested candidates' knowledge about theatre production.

The question was attempted by all (100%) candidates who sat for the examination. The candidates' performance in this question was good, as 78.6 scored from 2.0 to 4.0 marks, and 21.4 percent scored from 0 to 0.1 mark. Figure 5 summarizes the candidates' performance in this question.

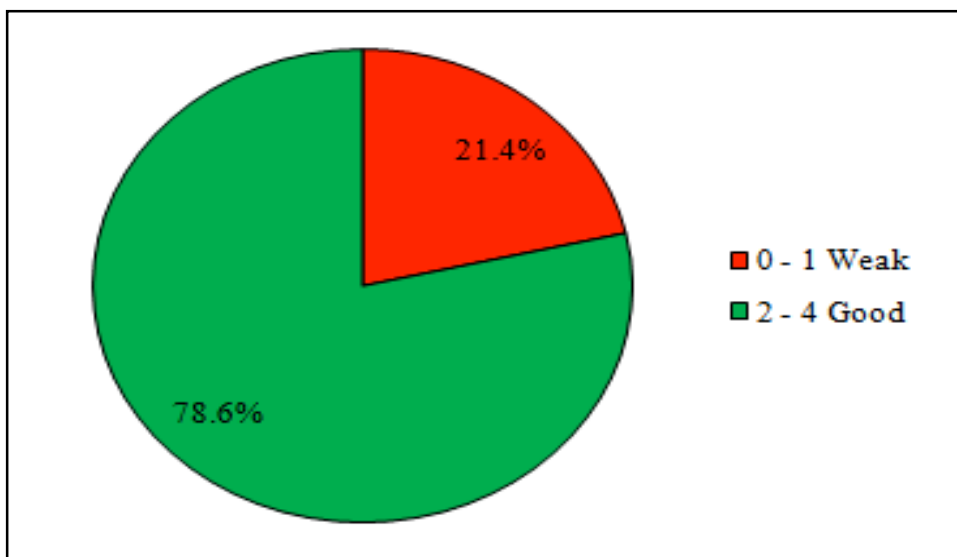


Figure 5: Candidates' good performance.

The candidates who scored high marks in this question were able to differentiate a written stage play from a radio drama. These candidates had sufficient knowledge about the topic of *Theatre Production*. Extract 5.1 shows a sample of a good response from a script of a candidate.

Extract 5.1

5. Written Stage Play	Radio Drama
i - It Used for acting or done performance.	- It Used to record the voice without see
- It Performance based on oral delivery.	- We can listening voice without see they characters.
- It Performance based on written.	- It Performance based on listening.

Extract 5.1 shows a sample of a good response in which a candidate was able to differentiate a written stage play from a radio drama.

On other hand, the candidates who did not perform well in this question had inadequate knowledge about theatre production and hence failed to differentiate a written stage play from a radio drama. One candidate, for example, provided this response: *written stage play send message while*

radio drama used spread the information with using radio. Another candidate responded that: *in written stage play we can't see a performer while in radio drama you will see a performer*. Other candidates in this group provided irrelevant answers. For example, one candidate provided the following responses: *written stage play is the process whereby the writer to writing and a radio drama is to given some person to reading*. Another candidate provided this response: *it help of performance to complement in the stage while this complement of radio drama to promoting in the radio*. These answers were irrelevant because they did not relate with the requirement of the question. Moreover, these candidates demonstrated a poor mastery of English language which prevented them from elaborating the points. Extract 5.2 shows a sample of a poor response from a script of a candidate.

Extract 5.2

5	The following are the different between	
	Written stage Play and radio drama.	
	Written stage Play	Radio drama.
	- Is the play that in order to perform	- It is the component that spread the message with out use vision
	It used to play on the stage.	- It used to send message with out vision
	It send Message with performing art on the stage.	- It spread the information with using radio.

Extract 5.2 shows a sample of a response from a script of a candidate who provided irrelevant answers.

2.3.4 Question 6: Theatre Production

The question had four parts: (i), (ii), (iii) and (iv). The candidates were required to study the given diagram and to answer the following questions;

- Name the form of theatre arts shown on the diagram.
- What type of theatre practices is shown on the diagram?
- Give two reasons from your answer in 6 (ii) above.
- Mention two elements of theatre arts which are included in the diagram.

This question tested the candidates' ability to read and interpret the story in a diagram.

The question was attempted by all (100%) the candidates who sat for the examination. The candidates' performance in this question was good, as 78.6 percent scored from 2.0 to 3.5 marks and 21.4 percent scored from 0.5 to 1.5 marks. Figure 6 summarizes the candidates' performance in this question.

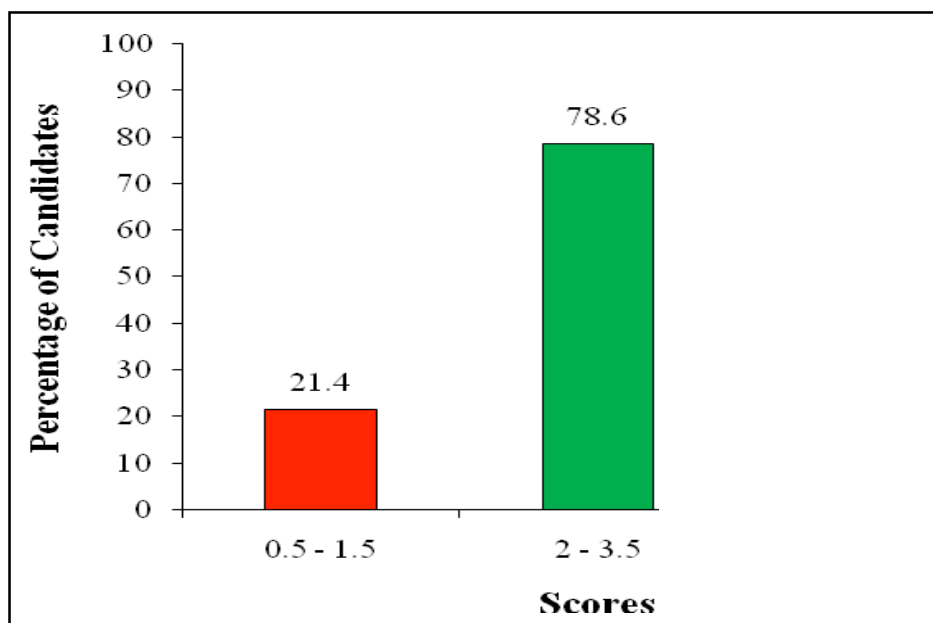


Figure 6: Candidates' performance.

The candidates who scored high marks in this question were able to interpret the diagram and could describe it well. The candidates' responses suggest that they had sufficient knowledge about theatre production. Extract 6.1 shows a sample of a good response.

Extract 6.1

6	i) Dance
	ii) African theatre
	iii) iv) Because they express traditional dance - on the opening stage.
	v) Their stage are not like western the stage are normal stage where people can sit on a ground and look and not performed in a room.

Extract 6.1 shows a sample of a response from a script of a student who managed to provide a good response.

The candidates who scored from 0.5 to 1.5 marks got few correct answers due to lack of knowledge in interpreting the diagram. For example, one candidate responded that: (i) *performing theatre arts* and (iv) *language, tradition, rituals, dance and genre or message*. Another candidate provided these answers; (i) *dance*, (ii) *theatre*, (iii) *performance* and (iv) *because there is audience*. These responses show that the candidates had inadequate knowledge about the topic of “Theatre Production”. Extract 6.2 shows a sample of a response from a script of the candidates.

Extract 6.2

6	i) Dancer	
	ii) Theatre performance	
	iii) Is the theatre performance because	
	1) Because there is audience	
	ii) And there is an action there and he/she dance.	

Extract 6.2 shows a sample of a response from a script of a candidate who failed to provide correct answers.

2.3.5 Question 7: Commercialization Entrepreneurship in Theatre Arts

This question had two parts: (a) and (b). In part (a), the candidates were required to state four importance of commercializing theatre and in part (b), they were required to mention four factors which have brought changes to the artist in Tanzania. The question tested the candidates’ knowledge about the importance of commercializing theatre. It also tested their knowledge about the factors which brought changes to the artist in Tanzania.

The question was attempted by all (100%) candidates who sat for the examination. The candidates' performance in this question was poor, as 78.6 percent scored from 0 to 0.5 marks and 21.4 percent scored from 1.0 to 1.5 marks. Figure 7 summarises the candidates' performance in this question.

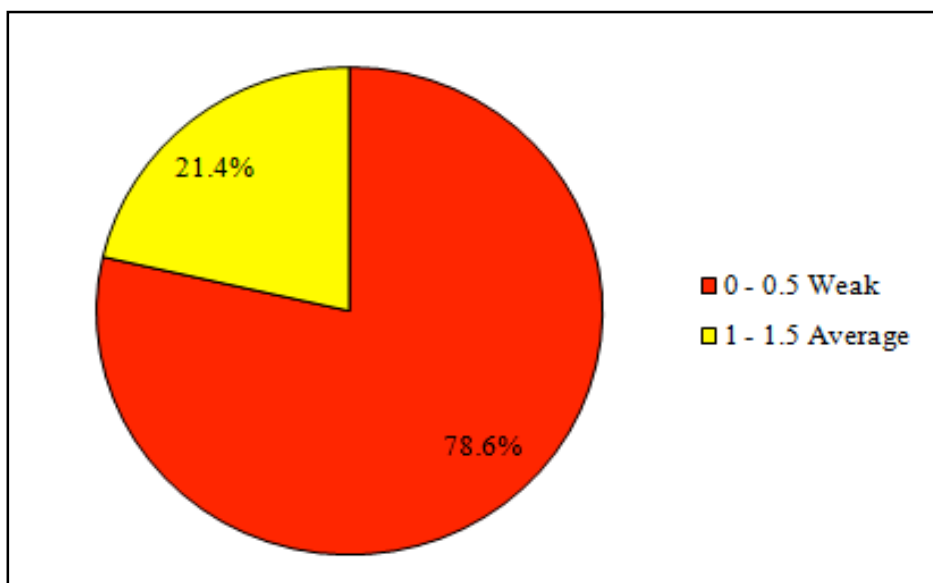


Figure 7: Candidates' weak performance.

The candidates who did not perform well in this question had inadequate knowledge about theatre production. For example, in answering part (a) one candidate provided these incorrect responses: *commercialization helps to transfer the knowledge from one generation to another and mass mobilization*. Another candidate in this category provided this response: *commercialization help to entertainment and it help to educate*. Others provided meaningless sentences. One candidate, for example, provided the following responses: *it helps to be close with one society to another, it brings changes on the society*. Another candidate responded that: *it brings cooperation among them in the society and it help to preserve our culture heritage*. These responses are meaningless because they did not answer the question. This was an indication that the candidates in this group had no knowledge of the importance of commercializing theatre. Extract 7.1 shows a sample of a good response.

Extract 7.1

7-	It help to be close with one society to another
-	It bring change on the society
-	It bring cooperation among them in the society
-	It help to preserve our culture heritage

Extract 7.1 shows a sample of a response from a script of a candidate who provided meaningless answers which did not answer the question, thus scoring a zero mark.

These candidates also failed to mention four factors which have brought changes to the artist in Tanzania as required in part (b). One candidate, for example, responded that: *higher of the marketing (buy or selling film, video and others)*. Another candidate provided this response: *to know up the different people can cause changes of the artist*. Others provided incorrect responses such as: *provide employment, development in economy, hard working and good government*. Extract 7.2 shows a sample of a response from a script of a candidate who wrote incorrect answers.

Extract 7.2

7	(b) (i) Provide Employment
	(ii) Development in Economy
	(iii) Hard Working
	(iv) Good government Support

Extract 7.2 is a sample of a response from a script of a candidate who failed to provide four factors which have brought changes to the artist in Tanzania.

2.3.6 Question 8: Art

The question required the candidates to describe the terms: (a) Performing arts (b) Visual arts (c) Theatre and (d) Poetry. The question tested the candidates' ability to describe the terms used in Art work.

The question was attempted by all (100%) candidates who sat for the examination and their performance was poor, as 71.4 percent of them scored from 1.0 to 1.5 marks and 28.6 percent scored from 2.0 to 2.5 marks. This data analysis is summarized in Figure 8.

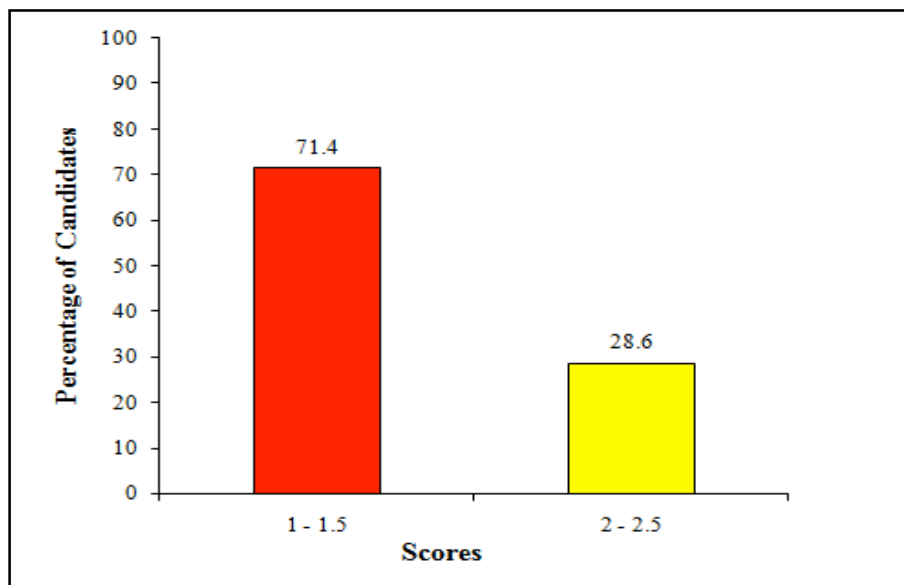


Figure 8: candidates' poor performance.

The candidates who scored low marks lacked knowledge about the concepts tested and hence they failed to define the terms as required. For example, one candidate defined “performing art” as: *a place which used in acting, dancing in front of people* and another candidate responded that: *a visual art is the place which used on theatre arts to acting or singing without see the pictures*. Some of the candidates in this group provided irrelevant responses. One of the candidates, for example, responded that: *theatre when somebody/someone passing through an empty room and there is someone watching her/him to theatre*. Another candidate defined visual arts as: *those arts which not send the message fast and these arts based in entertainment*. Apart from lack of knowledge of the concepts tested these candidates demonstrated poor English language proficiency. Extract 8.1 shows a sample of a response from a script of a candidate.

Extract 8.1

8.	a) Performing arts is the process of performing on the stage.	
	b) Visual arts: Arts that have on entertainment	
	c) Theatre, is the process of express the skills.	
	d) Poverty: is the situation of people unable to get basic need such as food, clothes and shelter.	

Extract 8.1 shows a sample of a response from a script of a candidate who supplies incorrect answers.

The candidates who scored from 2.0 to 2.5 marks could correctly define two terms and left the third term partially defined and therefore failed to get a full mark. This was an indication that they had inadequate knowledge of the meaning and use of the terms. They also demonstrated a poor mastery of the English language, which hindered them from providing clear definitions. Extract 8.2 shows a sample of a response from a script of a candidate.

Extract 8.2

8.	a) Performing arts: This is process of characters performing arts on the stage	
8	c) Theatre: This is the process of performing arts on the stage	

Extract 8.2 shows a sample of a response from a script of a candidate who provided correct definitions in item (a) and (c) and left the other items unanswered.

2.3.7 Question 9: Theatre Production

The question required the candidates to analyze four characteristics of African traditional dance. The question tested the candidates' knowledge about characteristics of African traditional dance.

The question was attempted by all (100%) candidates who sat for the examination. The candidates' performance in this question was poor as 92.9 percent scored from 0 to 0.5 marks and 7.1 percent scored 1.5 marks. This data analysis is summarized in Figure 9.

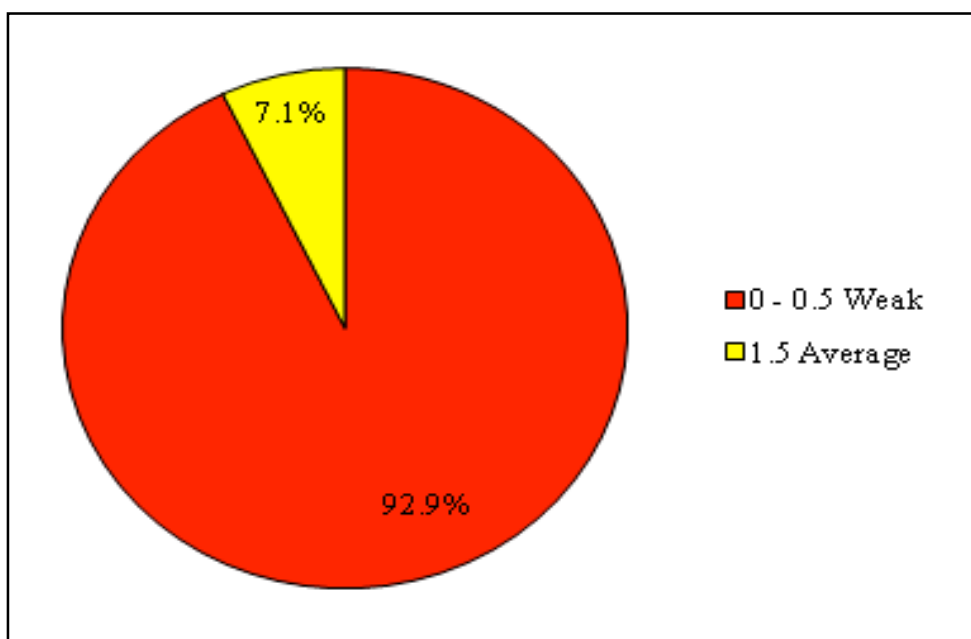


Figure 9: candidates' weak performance.

The candidates who scored from 0 to 0.5 marks in this question had inadequate knowledge about performing techniques in African theatre. Many of these candidates provided the functions of African dance instead of characteristics of African traditional dance. One candidate, for example, mentioned the functions of dance as: *to entertain people, to educate people in the society*. Another candidate mentioned: *sending message, and mobilization*. Others in this category provided irrelevant answers such as: *they create dance performance, they use instrument and they dance in the same ages*. Another candidate responded that: *props, costumes, language and music instruments*. Extract 9.1 shows a sample of a poor response.

Extract 9.1

9	To Educate the people in the society; The African Traditional Dance it Help to Educate people in the society by use dance that can contain the performance that can make the Life of different people to be Educated.
	To Entertain people; African Traditional dance Entertain by different performance that performed on the dance that people get Entertained Like the Acton that Appear when dance different customs that used and also different painting.
	To send the Message, African Tradition al Dance Help to send the message may be to stop the killing of Albino and also to stop the people who get or

Extract 9.1 shows a sample of a response from a script of a candidate who provided the functions of dance instead of characteristics of African traditional dance.

On the other hand, the candidates who scored 1.5 marks were able to mention the characteristics of African traditional dance by giving only one point instead of four points. Most of these candidates responded that: *"African traditional dance used a mobile stage"*. A few candidates responded that: *it was through observation*.

2.3.8 Question 10: Theatre Arts Practice in Tanzania

This question had two parts: (a) and (b). In part (a), the candidates were required to differentiate between the Colonial and Pre-colonial theatre in Tanzania and in part (b) they were required to mention two roles of the post-independence theatre in Tanzania. The question tested the candidates' knowledge about the difference between the colonial theatre from pre-colonial theatre in Tanzania. It also tested their knowledge about the roles of the post-independence theatre in Tanzania.

This question was attempted by all (100%) candidates who sat for the examination. The candidates' performance in this question was poor, as 78.6 percent of them scored from 0 to 1.0 mark and 21.4 percent scored from 2.0 to 3.0 marks. Figure 10 summarises the candidates' performance.

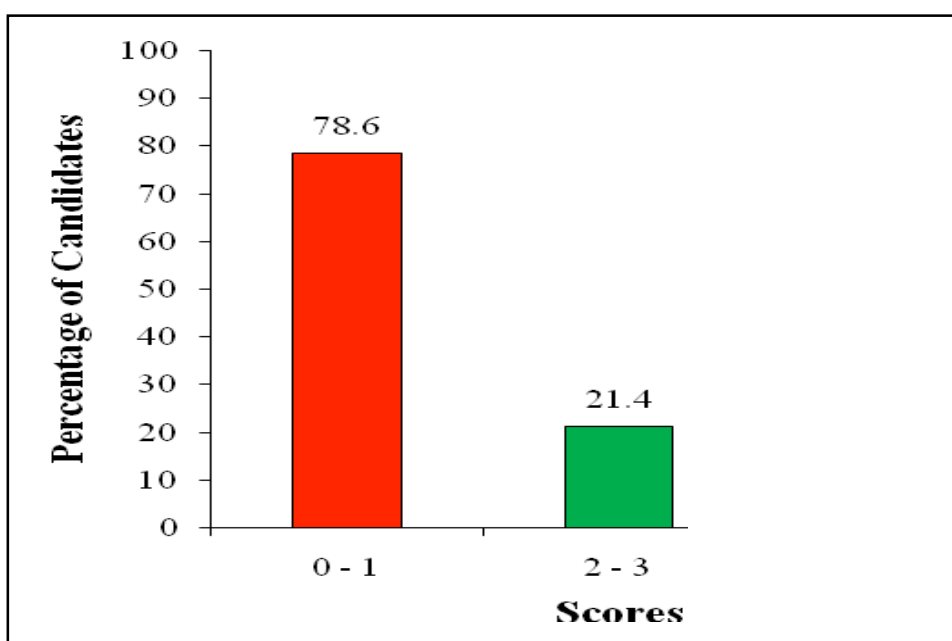


Figure 10: Candidates' weak performance.

The candidates who scored from 0 to 1.0 mark had inadequate knowledge about the history of theatre arts in Tanzania and as a result they failed to provide correct answers in part (a). For example, one of the candidates provided the history of colonial theatre and pre-colonial theatre instead of differentiating colonial theatre from Pre-colonial theatre in Tanzania. Other candidates provided incorrect answers such as: *colonial theatre is a performance in Western culture while pre-colonial theatre is performance in African traditional*. There were also a few candidates who provided irrelevant answers or left the question unanswered. For example, one candidate provided these irrelevant answers: *is the play that used to perform by using ngoma in order to send message while pre-colonial is the play that used to spread idea and ideology and practice on the stage*. Moreover, many of these candidates had language difficulties and hence the answers given had a lot of grammatical errors. Extract 10.1 shows a sample of a poor response.

Extract 10.1

Colonial theatre	Pre-colonial theatre:
Is the play that used to perform by using Noma in order to send Message.	- Is the play or theatre that used to spread idea and ideology or practice on the stage.
It send idea by using performance	- It send idea by using music, dance and story telling.

Extract 10.1 shows a sample of a response from a script of a candidate who wrote irrelevant answers, thus scoring a zero mark.

These candidates also failed to mention two roles of the post independent theatre in Tanzania as required in part (b). One student, for example, provided these incorrect answers: *to spread some of Christian religion and to make some of the traditional culture*. Others provided meaningless answers such as: *to transfer the knowledge among the colonialist and to send the message to the colonialist*. Extract 10.2 is a sample of a poor response from a script of a candidate.

Extract 10.2

by Two role of post independence theatre in Tanzania are:	
i To sending the message to the colonialist.	
ii To transfer the knowledge among the colonialist.	

Extract 10.2 shows a sample of a response from a script of a candidate who provided meaningless answers.

Further analysis of the candidates' responses shows that a few candidates who scored 3.0 were able to provide the differences between the colonial theatre and the pre-colonial theatre in Tanzania. However, they could not provide exhaustive explanations to enable them to score full marks. Extract 10.3 shows a sample of a good response from a script of the candidate.

Extract 10.3

10.	Colonial theatre	Precolonial theatre.	
	This was the	This was the	
	theatre of which was	theatre which was	
	being performed during	being performed during	
	colonial era	pre-colonial	
		era.	

Extract 10.3 shows a sample of a response of a candidate who managed to write the differences between the colonial theatre and pre-colonial theatre in Tanzania.

2.3.9 Question 11: Creation of Theatre Performance

The question required the candidates to explain four disadvantage of arena stage. This question tested candidates' knowledge about types of stages.

This question was attempted by (100%) candidates who sat for the examination. The candidates' performance in this question was poor, as 50.0 percent scored from 0 to 1.0 mark, 42.9 percent scored 1.5 marks, and 7.1 percent scored from 2.0 to 3.0 marks. Figure 11 summarizes the candidates' performance in this question.

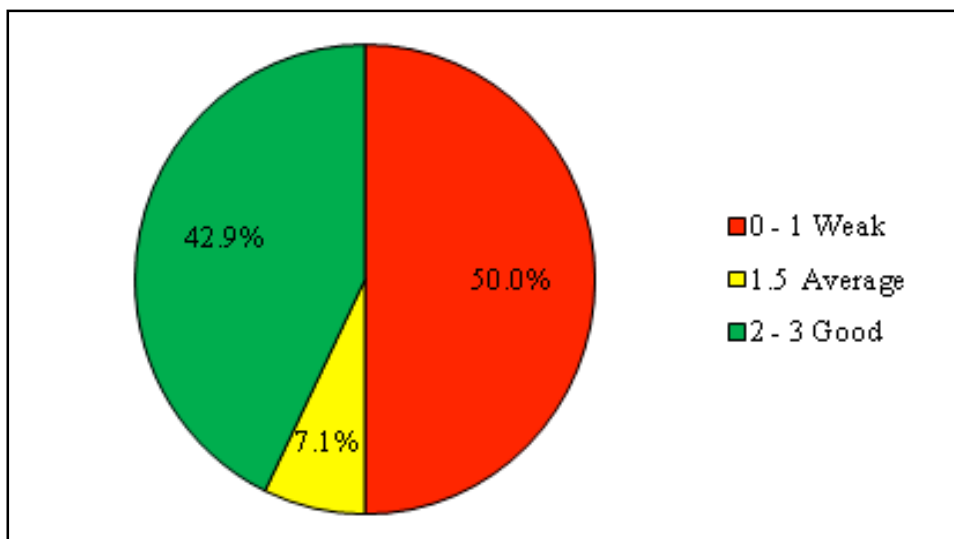


Figure 11: Candidates' weak performance.

The candidates who scored from 0 to 1.0 mark in this question had inadequate knowledge about the types of stages. Some of the candidate interpreted the question to imply the arena stage instead of providing the disadvantages of arena stage. One candidate, for example, provided the meaning of arena stage as: *the stage which using the performer is around on the audience*. Others left the items unanswered or provided points which were not relevant to the question. For example, one candidate responded that: *to make people to be uncomfortable*. English language proficiency and poor organizational skills were also contributing factors for poor performance. Extract 11.1 shows a sample of the response of the candidate.

Extract 11.1

11	Disadvantages of arena stage	
1	The are not good stage.	
2	The Audience they not see the performance	
3		

Extract 11.1 shows a sample of the response of the candidate who wrote incorrect answers and left the other items unanswered.

On the other hand, a few candidates who scored from 2.5 to 3.0 marks were able to explain the disadvantages of arena stage such as: *there is no back stage, actors should appear on stage and elaborate scenery*. This indicates that they had sufficient knowledge about the topic of “Creation of theatre performance”. Extract 11.2 shows a sample of a good response.

Extract 11.2

ii	i - The one of disadvantages in character or performer can lose confidence before been in the stage. Because stage is small.
	ii - They have no back stage.
	iii - performer or character they can given audience or spectator back body (not face by face) because the other have been in other side. Remember Arena stage as four (4) side.
	iv - elaborate scenery actor should appear on stage

Extract 11.2 shows a sample of a response from a script of a candidate who could provide the disadvantages of arena stage.

2.3.10 Question 12: Performing Techniques in African Theatre

The question required the candidates to describe four processes of creating a dance performance. This question tested the candidates’ knowledge about the processes of creating a dance performance.

This question was attempted by all (100%) candidates who sat for the examination. The candidates’ performance in this question was poor as 85.7 percent scored from 0 to 1.0 mark and 14.3 percent scored 2.0 marks.

Figure 12 summarizes the candidates’ performance in this question.

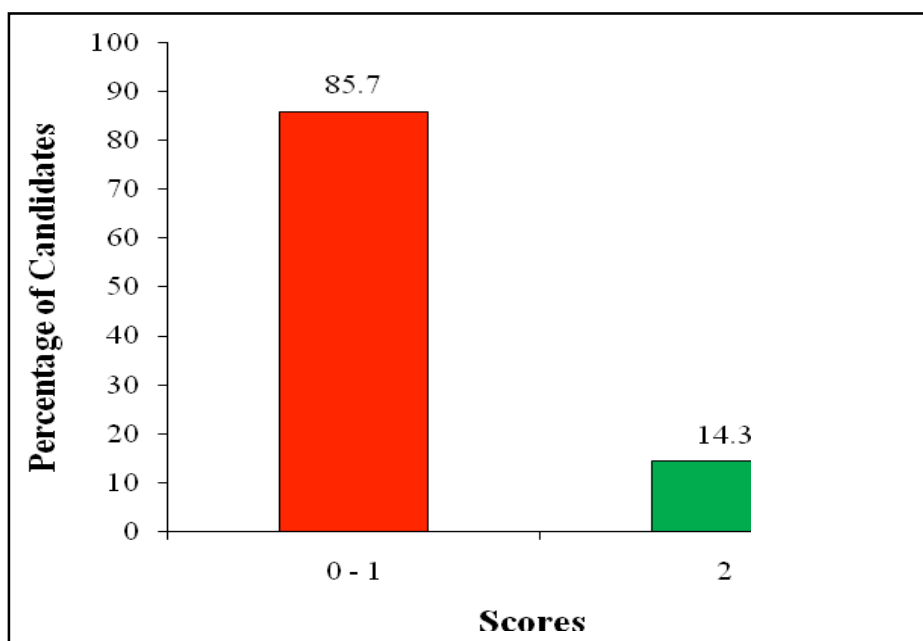


Figure 12: Candidates' weak performance.

The candidates who poorly performed had the following weaknesses. Many of these candidates had their explanations focused on element of theatre instead of being specific to the process of creating a dance performance. One candidate, for example, provided the following responses: *stage, characters, songs and instruments*. Another candidate responded that: *it should have the space, it must have the instrument*. Other candidates in this group provided irrelevant answers such as: *instrument and characters*. Some candidates provided the basic elements of dance such as: *time, space and intensity*. The analysis of the candidates' response shows that, the candidate had inadequate knowledge about the topic of "Performing Techniques in African Theatre". Extract 12.1 shows a sample of poor responses.

Extract 12.1

	dance on the stage like to dance like	
	a row they have to wear their character	
	ization and also the customs that used	
	in performance like to wear in Tradition	
	It Must have the Instrument that	
	used in Dance; These is the process that creat	
	ing a dance performance that the uses of	
	instrument like Drums, shaker, Proper can make	
	the Dance to Have the pelling that	
	the Audience they can feel to Dance	
	or to watch the performance -	
	It should have the space (stage),	
	The Dance performance should Have the	
	space that they can show their perfor	
	mance it can be inside or outside that	
	people can watch the Dance perfor	
	mance and the space that make the	
	performer to be free in movement of	
	Body and the Action.	
	It should Have the Time; This	
	is the process of creating Dance perfo	
	rmance that the Dance can take be	
	performed at Morning/ Evening and also	
	Noon that the time that performance	
	of dance can be should be knowing.	
	After All, The process of	
	creating a dance performance can help	
	the performer to Arrange the way of	
	Dance performance	

Extract 12.1 shows a sample of a response from a script of a student who provided the basic elements of dance instead of the processes of creating a dance performance. Thus scoring zero mark.

Despite the weaknesses describe above, there were a few candidates who performed well in this question. These were able to mention four points for the process of creating a dance performance but failed to describe them. Extract 12.2 shows a sample of a response from a script of a candidate who performed well.

Extract 12.2

	The process of creating a dance performance.
12	- To prepare a group.
	- To prepare the instrument of dance
	- To prepare rehearsal
	- To conduct the group to perform

Extract 12.2 is a sample of response from the script of a candidate who was able to mention the processes of creating a dance performance but could not describe them thoroughly.

2.4 Essay Questions

2.4.1 Question 13: World Theatre Practices

The question required the candidates to describe six features of the Kabuki theatre of Japan. This question tested candidates' knowledge about features of Kabuki theatre of Japan.

This question was attempted by 17.6 percent of all the candidates who sat for the examination. Among these candidates, 33.3 percent scored 3.0 marks, 33.3 percent scored 6.0 marks and 33.4 percent scored 13.5 marks. In this question, the candidates' performance was good, as seen in Figure 13.

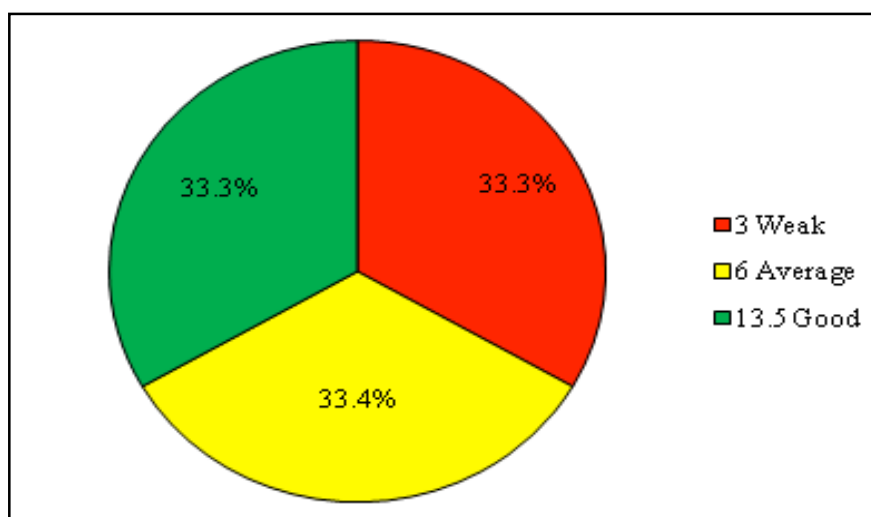


Figure 13: Candidates' poor performance.

The analysis shows that, the candidates who performed well in this question were able to describe the features of the Kabuki theatre of Japan such as: *the use of makeup, kabuki based on convention and the characters was male only*. Their good performances suggest that they had adequate knowledge and skills of Western theatre. Extract 13.1 shows a sample of a good response from a candidate.

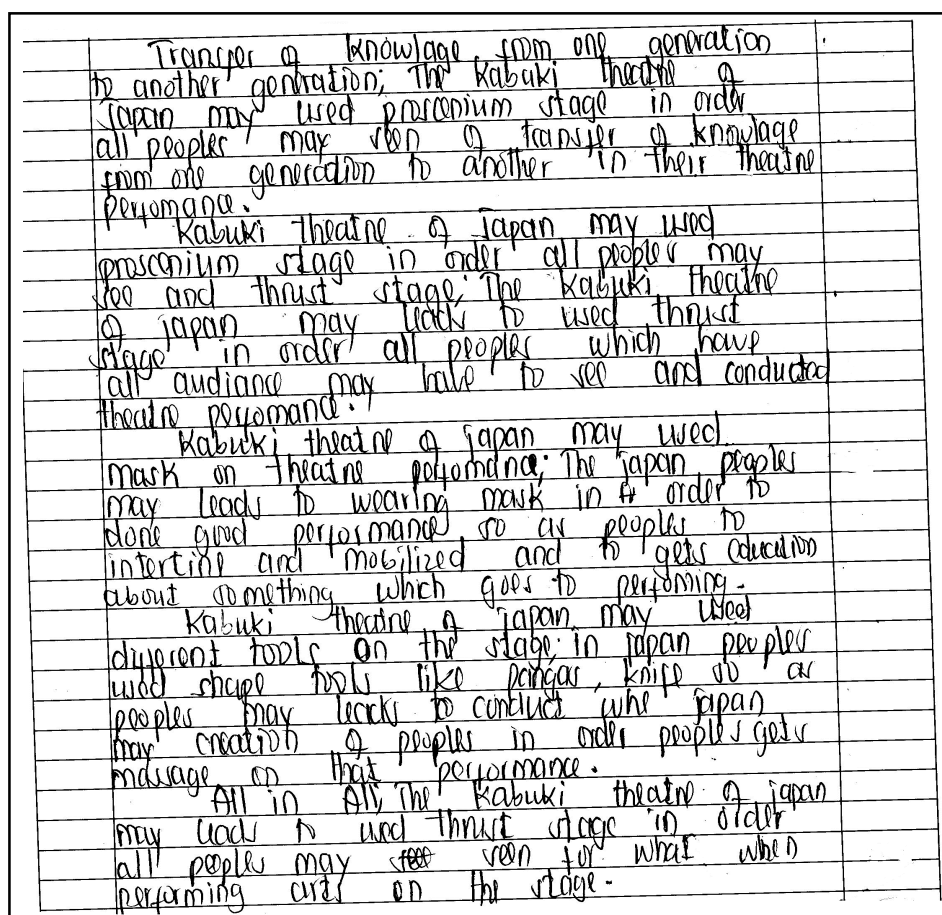
Extract 13.1

	in Reality that The play need they	
	don't use the Realy Action.	
	It does Use the strong Make	
	up / Painting; The kabuki Theatre of	
	Japan can not use the strong make	
	up and painting because the character	
	Have to appear in clear way that	
	doesn't Have the strong make up which	
	can make the story or play to be	
	bad because of the strong make up	
	only chinese use strong Make up	
	when they perform.	
	kabuki based on the convention.	
	Sound; That the character Have to	
	move and take the Action According to	
	the sound of Music that the man	
	movement should be follow the sound	
	of Music and also the Action if	
	it is sad or Happy.	
	It use the characters of male	
	only; The kabuki theatre of Japan	
	Use the human character and not Animal	
	there is no Animal that can be	
	used on kabuki theatre that can	
	be the character because we normally	
	know that Animal doesn't speak so	
	the Message can not be sent to	
	the Audience if Animal can be	
	used in kabuki Theatre of Japan.	
	It send the Message and	
	Entertain; The kabuki Theatre of Japan	
	send the message to their Audience	

Extract 13.1 shows a sample of a response of a candidate who could provide features of the Kabuki theatre of Japan.

The candidates with weak performance were able to score 3.0 marks or less because they could provide partial answers or they mixed correct and incorrect points in their answers. This was an indication that, they had inadequate knowledge about the feature of the Kabuki Theatre of Japan. One candidate, for example, was able to define the Kabuki theatre of Japan and could provide one point in the main body. This candidate then provided the following incorrect points: *Kabuki Theatre of Japan used truth action on the stage, transfer of knowledge from one generation to another generation, Kabuki Theatre o Japan may used proscenium stage in order all people may see and thrust stage and Kabuki Theatre of Japan may used different tools on the stage*. Extract 13.2 shows a sample of a poor response.

Extract 13.2



Extract 13.2 shows a sample of a script of a candidate who provided irrelevant answers.

2.4.2 Question 14: Theatre for Social Change

The question required the candidates to analyse six stages which an artist can use art to educate people about Dengue. This question tested candidates' ability to analyse six stages which an artist can use art to educate people about Dengue.

This question was attempted by 85.7 of all the candidates who sat for the examination. Among these candidates, 41.7 percent scored from 0 to 4.0 marks, 50.0 percent scored from 5.0 to 8.0 marks and 8.3 percent scored 12.0 marks. In this question, the candidates' performance was poor, as seen in Figure 14.

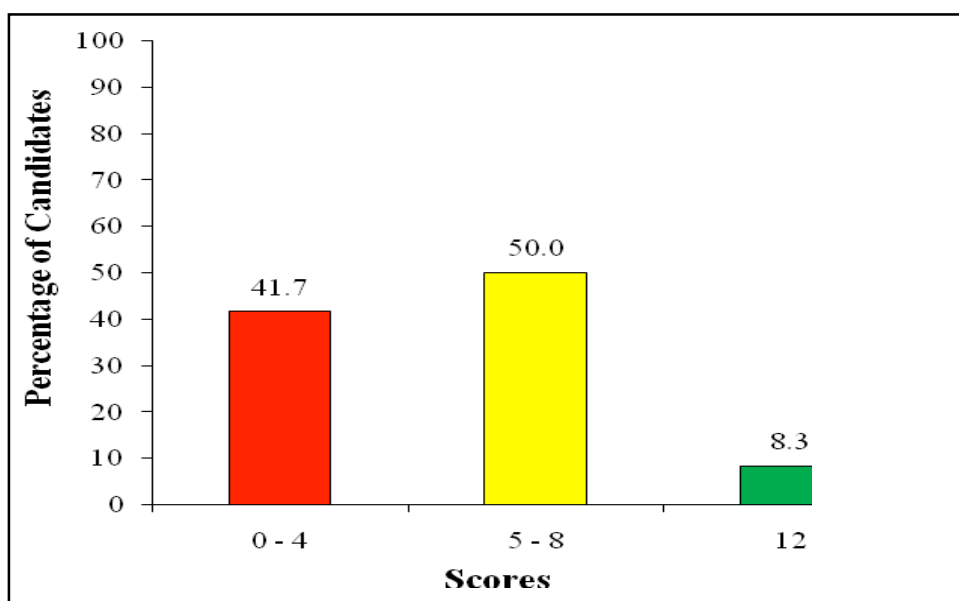


Figure 14: Candidates' weak performance.

The candidates who performed well were able to provide six stages which an artist can use art to educate people about Dengue. This was an indication that they had inadequate knowledge about Theatre for social change. Extract 14.1 shows a sample of good response from a script of a candidate.

Extract 14.1

14.	<p>The following Are the stage to which Artist can use to Educate people about Dengue that include:</p> <p>Preliminaries; The Artist Must have all the source of the Dengue disease that he/she has to find on the village or society that the Dengue is caused by what and what.</p> <p>Familiarization; The Artist Has to be family with the Problem that can make people to safer and also to go on the place where there is Dengue so that a person can be family and see how is it happen or occur and Also How it is spread.</p> <p>Data collection; The Artist have to collect the data that Make the cause of Dengue and Also to collect the Data that Make people to be suffer Dengue that they can know the which is the problem.</p> <p>Data Analysis; An Artist Have to analyse the collected Data One by one and interpret it that that they have to analyse the problem that people make to cause the Dengue and Also what is the source of the spread of Dengue and also the Effect on the society that Dengue can Effect how the people life on the society.</p> <p>Theatre Creation; The Artist Have to make the creation of theatre that a person or the Artist must have the performer, the performance, the Audience and Also the time that it can be done so they can introduce to the Audience.</p> <p>Theatre Performance; The Artist Have to perform the performance that can have the causes of Dengue, Effect, source of Dengue and also the preventive measure to be taken so that people can be Educated through the performance that can be performed to the People.</p> <p>Therefore, The Artist should Put the performance Discussion and Also Action</p>
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Extract 14.1 shows a sample of a response from a script of a candidate who was able to provide six stages which an artist can use art to educate people about Dengue.

On the other hand, the candidates who did not perform well failed to provide six stages which an artist can use to educate people about Dengue. Most of them mentioned the performance techniques in African theatre such as: *storytelling, dance, songs and poetry*. Some of the candidates provided incorrect responses. For example, one candidate responded that: *to make the performance in the society about dengue* and another provided statement: *to make a dance in the society about dengue*. These responses show that the candidates had inadequate knowledge about the topic of “Theatre for social change”. Moreover, some of the candidate failed to express themselves because they lacked English language proficiency. Extract 14.2 shows a sample of poor response from a script of the candidate.

Extract 14.2

14.	<p>Stage which can use not to educate people about dengue.</p> <p>Artist : This can be the process which to complete connect and to completing the action to performance connection to connect and to to productive meaning. The following are stage which to connect the meaning and to performance and the meaning some completing a connect action.</p> <p>Through songs : This they help to complete nting and to completing the meaning to complete and the connect to connect the meaning the present to promoting to performance and the meaning to connect to performance to connect the meaning to connect the meaning.</p> <p>Through story telling : This to complete nting to connect and to promoting the vent to promoting to connect and the words to promoting some telling performance to connect the people.</p> <p>Through puppetry : This they connect to promoting and to connecting the meaning to connect the meaning to performance to connect the meaning the connect and the meaning from the connect.</p> <p>Through dances : This to promoting and to connecting and to connecting the connect the meaning and to connecting to connect connect the connect to connect and they connect to connect the connect the connect in and to connect the meaning the people to connect performance and to promoting the local promotion the meaning.</p> <p>Conclusive : This they connect to connect</p>
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Extract 14.2 shows a sample of a response from a script of a candidate who mentioned performance techniques in African theatre instead of analyzing six stages which an artist can use to educate people about Dengue.

2.4.3 Question 15: Contemporary Theatre Practices in Tanzania

The question required the candidates to suggest six skills in entrepreneurship in contemporary theatre practices in Tanzania. This question tested the candidates' knowledge about skills of entrepreneurship in contemporary theatre practices in Tanzania.

This question was attempted by 64.3 percent of the candidates who sat for the examination. Among these candidates, 66.7 percent scored 0 marks, 22.2 percent scored from 1.0 to 2.0 marks and 11.1 percent scored 2.5 marks out of 20 marks allotted for this question. In this question, the candidates' performance was poor, as seen in Figure 15.

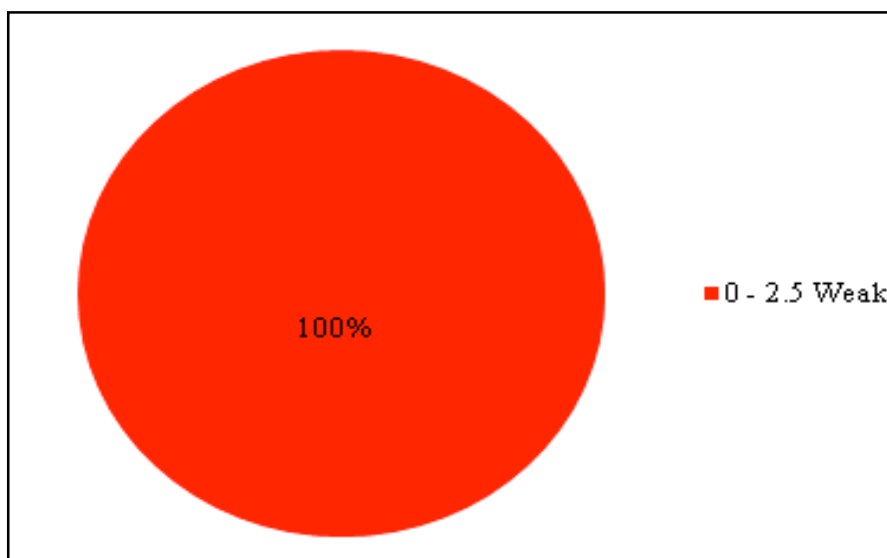


Figure 15: Candidates' poor performance.

The candidates who performed poorly had several weaknesses. Some of the candidates' explanations focused on functions of theatre rather than being specific to the skills of entrepreneurship in contemporary theatre practices in Tanzania. For example, one candidate provided this statement: *source of the employments to the people and to mobilize people*. Another student responded as follows: *to build peace and love*. Some of the candidates provided incorrect answers: for example, one of the candidates provided this response: *sewing machines are major element of entrepreneurship for the people in order to maintain good condition on the society*. Other candidates in this category provided irrelevant answers such as: *theatre entertains the society in different ways like the way at chasing, talking and walking, so people entertain with different things*. This answer was irrelevant because it did not relate with the question. These responses show that the candidates lacked knowledge about Contemporary theatre practice in Tanzania. Extract 15.1 shows a sample of a poor response from a script of a candidate.

Extract 15.1

15	The following is the skills of entrepreneurs in contemporary theatre practices in Tanzania:	
	Carpenter: that is skills that people they use to entrepreneurship because all of arts that used to maintain and to get basic needs to the people:	
	Painting: also some of women and men they make some arts to get the money for basic needs in a family so as to maintain good condition of the society:	
	Sewing machine / Tailors: also is the major element of entrepreneurship for the people in order to maintain good condition on the society:	
	Painting: also that is entrepreneurship which it help to get the basic needs and that is the art practice in Tanzania in order to maintain good relationship of culture:	
	Bucketing: also some women prefer to make the bucket for market and that is art practice in Tanzania a special Maasai culture they more depend on it:	
	Buildings: also now to the form of art that entrepreneurs the people to make the arts known by the people to express the feelings and skills of the people:	

Extract 15.1 shows a sample of a response from a script of a candidate who provided incorrect answers, thus scoring a zero mark.

3.0 CANDIDATES' PERFORMANCE IN EACH TOPIC

The analysis of the candidates' performance in each topic indicates that the candidates had a good performance in *Art, Performing Techniques in African Theatre, World Theatre Practice, Theatre for Social Change, Theatre Arts practice and Creation of Theatre Performance*. In these topics, 67 percent of the candidates got the average of 30 percent and above. The candidates had average performance in *World Theatre Practice*, where 33.3 percent of the candidates got the average of 30

percent and above. Moreover, the candidates had weak performance in the following topics: *Creation of Theatre Performance, Performing Techniques in African Theatre, World Theatre Practice, Art, Commercialization Entrepreneurship in Theatre Arts, Theatre Practices in Tanzania and Contemporary Theatre in Tanzania*. In these topics, 17.3 percent of the candidates got below 30 percent. The analysis further shows that, the candidates scored high marks in question 1, 2, 5 and 6. The performance of candidates in different topics is summarized in the *Appendix*.

4.0 CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The analysis of the candidates' performance has been done on the questions which were performed well, those which were moderately performed and those which were poorly attempted.

The general performance of the candidates in 019 Theatre Arts in CSEE 2015 was weak because the majority of the candidates scored below 30 percent. The analysis shows that many of the candidates had weak performance due to inadequate knowledge of the subject content in specific topics and misinterpretation of the demand of the question. These led the candidates to provide irrelevant or meaningless answers, or leave the question unanswered. Inability in using the English language was also observed to be a major problem to the candidates. Contrarily, the factors that made a few candidates to perform well in the examination were ability to identify the task of the question and sufficient knowledge and skills in the concepts related to Theatre Arts.

4.2 Recommendations

In order to improve the students' knowledge, and sustainably maintain their performance, it is recommended that:

- (a) Teachers employ a variety of teaching and learning techniques to encourage their students to develop interest in the Theatre Arts subject.
- (b) Teachers guide students to prepare well for the examinations so as to be able to answer the questions as required. More importantly, teachers should guide students on how to identify the demands of the questions.

- (c) Subject teachers encourage students to participate in Theatre Arts subject and activities in order to improve their knowledge and skills.
- (d) Teachers and the school heads encourage and motivate students to develop an interest in studying Theatre Arts subject by emphasizing its applicability in real life situations.
- (e) Teacher should encourage the students to use the English language in their day to day communications, debating and do drama activities so as to improve their proficiency in English language.
- (f) School inspectors make a follow up on the learning and teaching processes in schools to identify the challenges noted during school inspections so as to improve the teaching and learning processes.

Summary of Candidates' Performance per Topic

S/N	Topic	Number of Questions	Percentage of candidates who scored 30 percent and above	Remarks
1.	Art, Performing Techniques, World Theatre Practice, Theatre Production and Creation of Theatre Performance	1	85.7	Good
2.	Theatre Production	2	78.6	Good
3.	Theatre Arts	1	64.3	Good
4.	Creation of Theatre Performance	1	57	Good
5.	Theatre for Social Change	1	50.3	Good
6.	World Theatre Practice	1	33.3	Average
7.	Art	1	28.6	Weak
8.	Commercialization Entrepreneurship in Theatre Arts	1	21.4	Weak
9.	Performing Techniques in African Theatre	2	14.3	Weak
10	Theatre Arts Practice in Tanzania.	1	21.4	Weak
11	Theatre Production	1	7.1	Weak
12	Contemporary Theatre Practices in Tanzania.	1	11.1	Weak

