THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR THE CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (CSEE) 2019

017 MUSIC

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TABLE OF CONTENTS

FOREWORD iv
1.0 INTRODUCTION 1
2.0 ANALYSIS OF CANDIDATES' RESPONSES IN EACH QUESTION 2
2.1 Section A: Objective Questions 2
2.1.1 Question 1: Multiple Choice Items 2
2.1.2 Question 2: Matching Items 8
2.2 Section B: Short Answer Questions 9
2.2.1 Question 3: Rudiments of Music and Harmony 9
2.2.2 Question 4: Rudiments of Music (Modern Musical Instruments) 12
2.2.3 Question 5: Rudiments of Music 16
2.2.4 Question 6: Recognition of Musical Intervals 19
2.2.5 Question 7: Rudiments of Music (Tonic solfa) 23
2.3 Section C: Essay Questions 26
2.3.1 Question 8: Traditional Musical Instruments 26
2.3.2 Question 9: Application of Music in the Society 31
2.3.3 Question 10: Applied Music 35
3.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC 39
4.0 CONCLUSION 39
5.0 RECOMMENDATIONS 39
Appendix…. 41

FOREWORD

The National Examinations Council of Tanzania is pleased to issue the 2019 Certificate of Secondary Education Examinations (CSEE) report on the performance of candidates in the Music subject. The report provides feedback to the candidates, teachers, policy makers and other stakeholders on how the candidates responded to the questions.

The report shows the factors for the candidates' good, average and poor performance by using statistical data on the candidate's scores for individual question and the candidates' responses. Besides that, sampled extracts from the candidates' scripts have been inserting to illustrate the quality of the responses.

The council expects that the feedback provided and the suggested recommendations in the conclusion report of this report will enable various stakeholders responsible for education to take actions in order to enhance the performance of the students in Music in the future examination.

Finally, the council would like to thank all those who were involved in the preparation and the analysis of the data used in this reports.

Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The report analyses the performance of Music subject for the Certificate of Secondary Education Examination (CSEE) of November 2019. The examination covered the Music syllabus of 2005 and followed the examination format of 2019.

There were 10 questions which were distributed in three sections, namely A, B and C. The candidates were required to answer all questions in section A and B, and only two out of three questions in section C. Therefore, the candidates were required to answer nine (9) questions that weigh 100 marks in total.

This report shows how the candidates performed in each question. The strengths and weaknesses observed their answers have been presented in this report. The report also provides the percentage of scores in each group. The conclusion and recommendations based on the analysis are clearly provided at the end. The extracts of candidates' answers have attached in appropriate questions to illustrate the respective cases.

Furthermore, the students' performance per topic grouped into three categories based on the percentage attained. The performance from 65 to 100 percent is considered as good, that from 30 to 64 percent is considered as average and weak performance is from 0 to 29 percent. These grouping presented in the appendix by colours in which green represents good performance, yellow represents average and red signifies poor or weak performance.

The candidates who sat for the 2019 Certificate of Secondary Education Examination (CSEE) in Music examination were 215 out of which 59 (27.44%) passed while in 2018 a total of 68 sat for the same examination, out of which 27 (39.71%) passed. This indicates that the performance of the candidates has declined by 12.27 percent.

SEX	GRADES					PASSED	
	A	B	C	D	F	NO	%
M	0	0	9	35	71	44	38.26
F	0	0	4	11	85	15	15.00
TOTAL	0	0	13	46	156	59	27.44

2.0 ANALYSIS OF CANDIDATES' RESPONSES IN EACH QUESTION

2.1 Section A: Objective Questions

2.1.1 Question 1: Multiple Choice Items

The question consisted of 15 multiple-choice items which were extracted from the sub-topics of *Musical Terms, Musical Signs, Reading and Writing Music with Accidentals, Classification of Musical Instruments, Rhythms and Simple Melodies, Cadence, Keys and Scales.* The candidates were required to choose the correct answer from the given. A total of 215 (100%) candidates did the question.

The analysis of candidates' performance shows that 123 (57.2%) candidates scored from 0 to 4 indicating a poor performance, while 83 (38.6%) candidates scored from 5 to 9 marks which is an average performance and 9 (4.2%) scored from 10 to 14 marks which is a good performance. The general performance in this item can be categorized as average because 42.8 % of candidates were able to score from 5 to14 marks as illustrated in Figure 1.

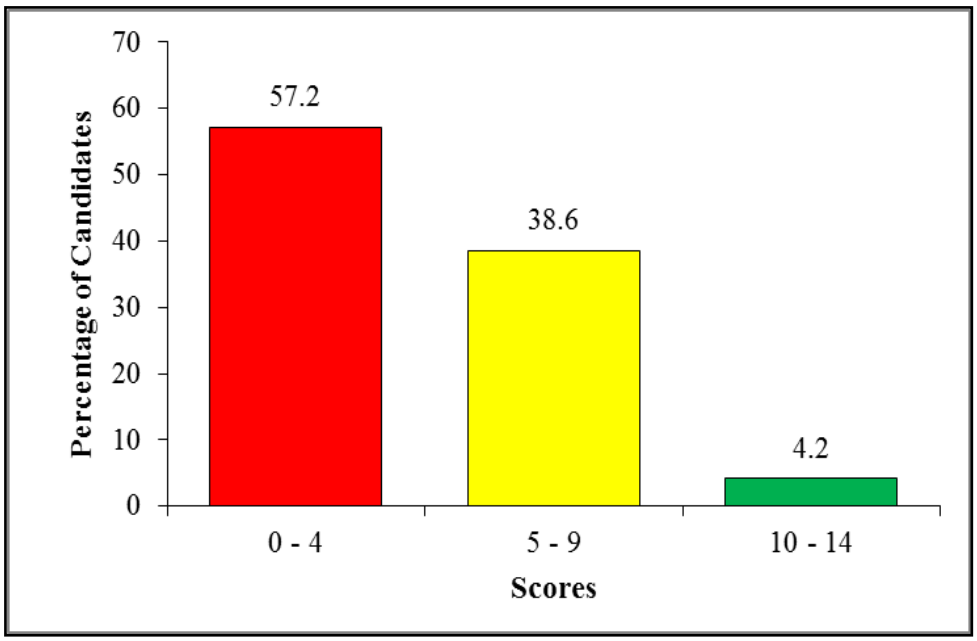


Figure 1: *Distribution of Candidates' Scores in Question 1*

Item (i) required the candidates to identify the sign, which instructs the music performer to repeat a piece from the beginning up to a sign. The correct answer was C, *Da cap*. The candidates who opted for this correct

answer knew the clear meaning of the term that means repeat from the beginning. Those who chose A, *Al fine* were not aware that means to the end. The candidates who chose B, *Dal segno* failed to recognize the difference that exists between Al fine and Dal Segno. Dal segno, means repeat from the sign. The candidates who opted for the response D, *Dal fine* lacked knowledge to identify that there is no such two words used in music performance. *Dal* or *Da* in music means 'from' and Fine merely means the end. The Candidates who opted for E, *Da coda* failed to distinguish Da coda from Da capo. In music theory, the word Coda means a more independent passage at the end of a composition.

In item (ii) the candidates were required to identify the function of a dotted note in music. The correct answer was D, *Increasing value of a note by a half of its original value*. Candidates who chose the right answer had an adequate knowledge that a dot (.) adds a half-value of the origin note. Those who opted for A, *Increasing value note by a half of the quarter of its original value* were not aware that a dot means a half of the previous note. The candidates who chose B, *Increasing value note by a half of semitones of its original value* failed to recognize that semitones are half distances in pitch from one note to another. It is not associated with increasing value of a musical note. Those who opted for C, *Increasing value of a note by a half of its mining value* failed to understand that the word mining value related to music and that it was just a distractor.

Item (iii) required the candidates to identify the group of instruments made of wood or gourds. The candidates who chose the correct answer E, *Chordophones* were knowledgeable on the subject matter that is stringed musical instruments made of wood with strings. The candidates who opted for A, *Aerophones* failed to understand that aerophones is the group of instruments which are made of bamboo or pipes. Those who opted for B *Membranophones* did not know that membranophones is the group of musical instruments made by the animal skins. The candidates who chose for C, *Xylophones* failed to understand that xylophones are the musical instruments categorized in idiophones instruments.

Item (iv) required the candidates to identify the name of the note with the value of eight quavers. The candidates who opted for the correct answer A, *Whole note* had an adequate knowledge on the sub-topic of note values. The candidates who chose B, *Half note* were not aware of the value of

notes in music because a half note is the note with the value of four quaver notes. Those who opted for C, *Quarter note* failed to understand that a quarter note is a note with one beat. Quarter note is the note with the value of two quaver notes not eight quavers. Those who opted for D *Eighth note* did not know that an eighth note is the note with the value of one quaver, while a whole note has the value of eight quavers.

In item (v), candidates were required to identify the term which will be used when singing a song in slow tempo. The correct answer was C *Lento*. The candidates who chose this response understood that the word *lento* means slow in speed. Candidates who opted for A, *Presto* could not realize that presto means to perform or play musical piece in a fast speed. Presto mostly used in playing or singing cheerful musical pieces. Candidates who chose B, *Allegro* failed to understand that allegro also means fast and instructs a musician to sing or play music in a high speed. Candidates who opted for D, *Legato* failed to understand that legato means smooth. Candidates who chose E, *Vivace* could not realize that vivace means lively or quick and not slow tempo.

Item (vi) required the candidates to identify a string instrument that run parallel to a neck. The correct response was D, *zeze*. The candidates who chose this response had an adequate knowledge in the traditional musical instruments and understood the instruments made by the strings that run parallel. Candidates who chose A, *kinubi* could not differentiate *zeze* from *kinubi*. *Kinubi* has a curved neck and strings that run from a neck to the resonator. Candidates who opted for B, *Bango* were not aware of the traditional musical instruments because *Bango* is an instrument of one or two resonators with strings attached with an old tin pot or metal dish. Candidates who opted for C, *litungu* did not understand that *Litungu* (lyre) is made up of a big semicircular metal dish (kalai or Calabash) as a resonator attached with several strings or wire from the stick joining the two wooden frames to the centre of the resonator. Litungu has no neck. Candidates who opted for E, *Ndono* failed to recognize the difference which exists between *Zeze* and *Ndono*, just because both are stringed instruments. However, *Ndono* is smaller than Zeze and it has only one string. Zeze has more than one string.

Item (vii) required the candidates to identify the sixth degree of a Major scale. The correct answer for this question was B, *Sub-mediant.* The

candidates who opted for this response were conversant enough with the sub-topic of music technical names of the scale degrees. The candidates who opted for A, *Diatonic* failed to realize that diatonic is a scale that contain five whole tones and two semitones as a major or minor scale. The candidates who opted for C, *Subdominant* failed to understand that subdominant is the 4th degree of the scale. The candidates who opted for D, *Dominant* were not aware that Dominant is the fifth degree of a major scale. The candidates who opted for E *Mediant* were not aware that mediant is the third degree of a scale.

Item (viii) required the candidates to identify the option which shows the total value of the provided notes after being added together. The correct response was C. *A semibreve*. The candidates who opted for the correct answer were knowledgeable on the subtopic of Note value. The candidates who chose A, *A minim* failed to understand that a minim has the value of two crotchet-beats. Those who chose response B, *two crotchets* failed in calculating the value of the given rhythm. The candidates who opted for D, *Three minims* failed to understand that three minims have the value of six crotchets that is less than the total of value of the given rhythm. The candidates who opted for E, *Quaver* failed to understand that a quaver-note has the half value of a crochet-beat.

In item (ix), the candidates were required to identify the form of an interrupted cadence. The correct answer was E, (V – VI). The candidates who chose the correct answer had an adequate knowledge on the types of cadence used in music. Cadence is a sequence of two chords that indicate the complete end of a musical phrase. The candidates who chose A, *I – VI* lacked knowledge on the subtopic of cadences. The candidates who opted for B, *II – VI* were not aware with the types of cadence in Harmony because there is no such kind of cadence in music theory. The candidates who opted for C, *III – VI* could not realize that there is no cadence end with the third to six chord. The candidates who chose D, *IV – VI* did not realize that chord IV in music theory, thus cannot used at the end of a musical phrase with chord VI but only with chord I.

In item (x) the candidates were required to identify the latter name existing on the third line of a bass staff. The correct answer was B, *D.* The candidates who chose this correct response understood that when using Bass staff (F clef) a third line named D. The candidates who chose

incorrect response had inadequate knowledge on the subtopic of letter-names or pitch names. The candidates who opted for A, *C* were not aware of bass clef staff because the third line of the staff according to the succession of musical letter names is D not C. Note C is on the 2nd space from the bottom. The candidates who chose D *F* failed to understand that F is on the fourth line of bass staff and not the third line. Those who opted for E *G* did not realize that letter G is on the first line. Those who opted for C *E* did not understand that letter E is on the third space of stave.

Item (xi) required the candidates to identify the name of a ternary form of music which consists of three complimentary sentences. The correct answer was A, *A, B, A.* The candidates who chose the correct response were knowledgeable about musical forms and their types. Ternary form is a form of music which is composed of two parts. Those who opted for B, *A, B, C* were not conversant enough because the ternary form does not change the third part instead it repeats the first part. Those who chose answer C, *A, B, D* did not understand that in ternary form there is no fourth part. Therefore, Part D is not included in the ternary form. The candidates who opted for incorrect response D *A, B, E* could not realize that the additional Part E does not exist in the form of ternary form. Those who chose E, *A, B, G* failed to understand that G is the sixth part in musical form and it is not included in ternary form.

Item (xii) required the candidates to identify a minor key that shares a key signature of D major. The correct response was E, *B minor.* The candidates who chose the correct answer were aware of the relative minor keys from major keys. The candidates who opted for A, *F minor* failed to understand that F minor shares a key with A flat major. Those who opted for B, *E minor* did not understand that E minor shares a key with G major. Those who opted for C, *D minor* failed to understand that D minor shares a key signature with F major. The candidates who opted for D, *C minor* had inadequate knowledge on major and minor keys because C minor shares a key signature with *E flat major*.

Item (xiii) required the candidates to identify musical term which refers to *getting quicker*. The correct answer was E, *Accelerando.* The candidates who chose this correct response were knowledgeable on the musical terms and signs used in music performance. Accelerando means gradually getting quicker. Those who chose for A, *Legato* failed to understand that legato

means smooth and not quick. Legato is a term that instructs the music performer to play notes or sing in a smooth manner. Those who opted for B, *Ritardando* could not understand that ritardando leads a musician to increase the speed of music. The candidates who chose C, *Diminuendo* were not conversant enough with the musical terms because diminuendo leads a music performer to decrease voice gradually. Those who opted for D, *Marcato* were not knowledgeable of the correct term because marcato means strongly accented which not related to the speed of music.

Item (xiv) required the candidates to identify the position of note C on the staff. The correct response was C, *The second ledger line above the treble.* The candidates who chose C, *The first ledger line above the treble* had an adequate knowledge on the musical staff and ledger line. Ledger lines referred as short lines added below or above the musical staff. The candidates who chose B, *The first ledger line below the bass* failed to understand that on the first ledger line below the bass clef, there is note E. The candidates who opted for D, *The second ledger line above the bass* had inadequate knowledge on staves because on the second ledger line above the bass clef there is note E. Those who chose E *The second ledger line below the* treble were wrong because that is the position of note A.

Item (xv) required the candidates to identify the traditional instrument that typically is from the membranophones group. The correct response was D *Mtuli.* The candidates who chose this correct answer were aware that Mtuli is a traditional drum made from hard wood with a neck in the middle. This instrument is the one which covered with a membrane and played by both hands. The candidates who chose A, *Ndono* did not understand that ndono is a stringed musical instrument which is categorized in to chordophones. The candidates who chose B, *Enanga* failed to understand that enanga is also a stringed musical instrument, so it cannot be included in the category of membranophones. Those who opted for C, *Kayamba* were not conversant enough on the traditional musical instruments because kayamba is an instrument that fall under idiophones category. In other words, Kayamba is a shaker musical instrument that produces sound from its body. Those who opted for E, *Manyanga* could not understand that manyanga is a shaker instrument, which is also part of idiophones group.

2.1.2 Question 2: Matching Items

This question required the candidates to match the intervals in list A with the correct interval names in list B. The question tested the candidate's knowledge about major intervals, as in the topic of Harmony. A total of 215 (100%) candidates opted for this question.

The analysis of candidate's performance shows that 55 (25.6%) candidates scored from 0.0 to 1.0 marks indicating poor performance. Further analysis indicates that 83 (38.6%) candidates scored from 2.0 to 3.0 marks which is an average performance and 77 (35.8%) scored from 4.0 to 5.0 marks which is a good performance. The performance in this item categorized as good because 74.4% of candidates were able to score from 2.0 to 5.0 marks as illustrated in Figure 2.

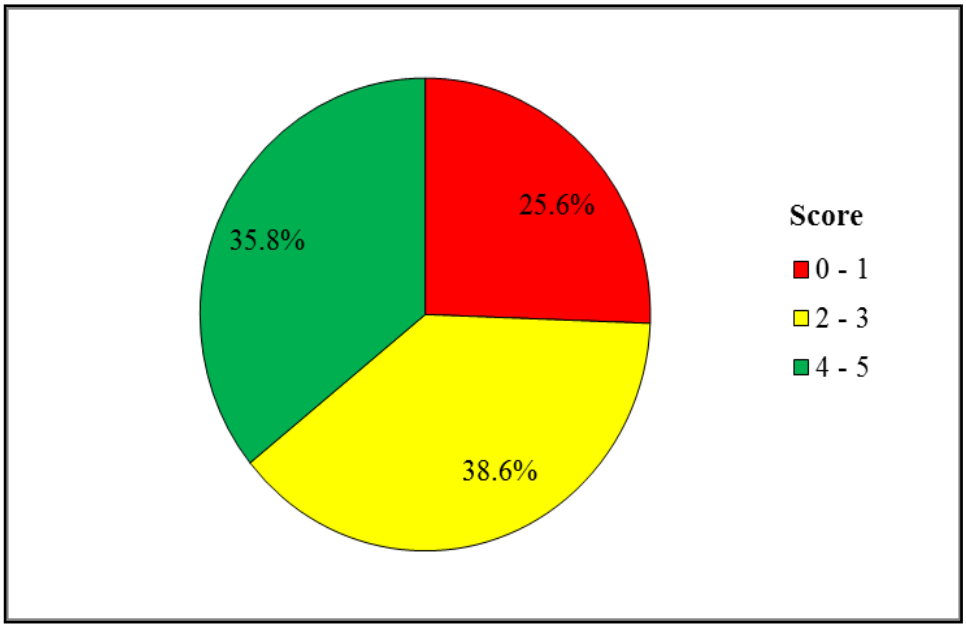


Figure 2: *Distribution of Candidates' Scores in Question 2*

Item (i) required the candidates to identify the name with the interval from *C* to *E*. the correct answer was D, *Major 3rd*. The candidates who chose the correct answer had adequate knowledge on the intervals. An interval is a distance or difference in pitch between two notes. The candidates who chose A, *minor 3rd* failed to differentiate major interval from minor interval, because minor interval occurs when a major interval is flatted or reduced. The candidates who opted for B, *Augmented 4th* lacked knowledge on counting interval to recognize the type of interval.

In item (ii), the candidates were required to identify a distance from E-flat-note to B *flat*. The correct response for this interval was G, *Perfect 5th*. The candidates who matched this correctly response were knowledgeable on the types of intervals. The correct answer *E-flat-note* to *B flat* means the 5th distance, and when a distance or difference is the 4th or 5th interval is called perfect interval. If the 4th or 5th interval is flatted, is called diminished, if it is raised it is called an augmented interval, but when it is not raised or flatted then it is a perfect interval.

In item (iii), the candidates were required to identify a distance from F-note to B-*note.* The correct answer was B, *Augmented 4th*. The candidates who matched this item correctly understood that an augmented interval occur when the *4th 5th* interval is raised. The candidates who opted for the incorrect response E, *Major 6th* had no knowledge on counting intervals.

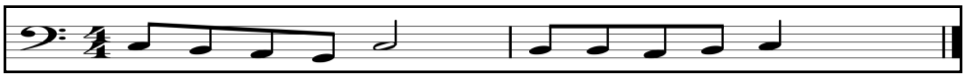
Item (iv) required the candidates to identify a distance from *note-G* to *E*. The correct response for this interval is E *Major 6th*. The candidates who matched the correctly were knowledgeable and able to count the distance of the required interval. Those who opted for other alternatives such as D, *Major 3rd* and G, *Perfect 5th* were not knowledgeable on the distance from G to E.

In item (v), the candidates were required to identify a distance from A to C. The candidates who matched it with the correct response A, *Minor 3rd* had adequate knowledge about major and minor intervals. This is because in the key of A major, note C is raised but in this case, note C is flatted. Therefore, it is a minor interval. The candidates who matched it with the incorrect response D, *Major 3rd* failed to differentiate a minor interval from a major interval. The candidates who opted for F, *Minor 6th* lacked knowledge on intervals.

2.2 Section B: Short Answer Questions

2.2.1 Question 3: Rudiments of Music and Harmony

The question required the candidates to study the following melody which was written on the bass stave and rewrite it into treble staff. A total of 215 (100%) candidates opted for this question.



The analysis of candidates' performance shows that 98 (45.6%) candidates scored from 0 to 2 marks indicating poor performance. Further analysis indicates that 12 (5.6%) candidates scored from 3 to 6 marks which is an average and 105 (48.8%) scored from 7 to 10 marks, which is a good performance. The performance in this item categorized as average because 54.4% of candidates were able to score from 3 to10 marks as illustrated in Figure 3.

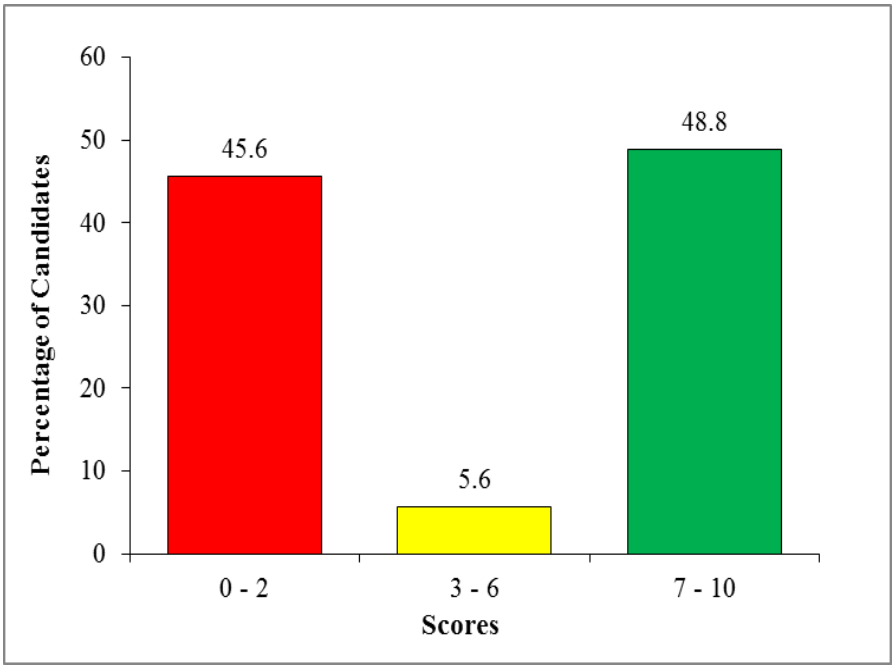
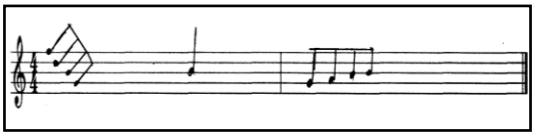
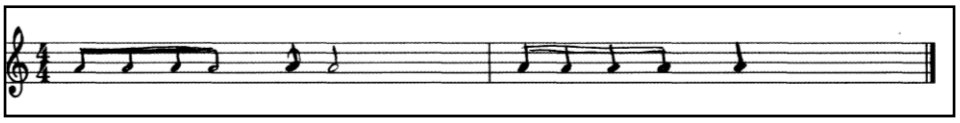


Figure 3: *Distribution of Candidates' Performance in Question 3*

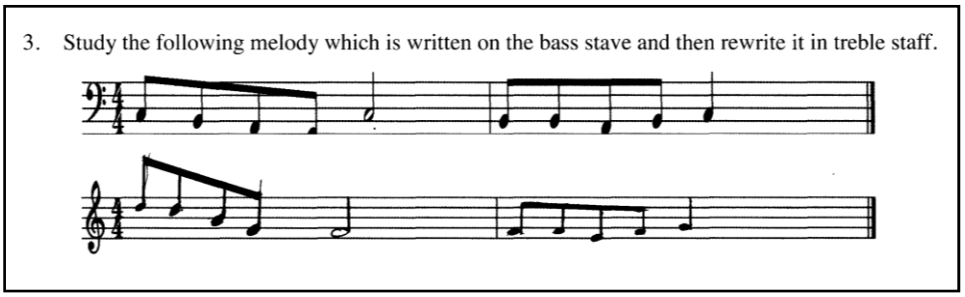
The candidates who scored from 0 to 4 marks lacked knowledge of melody hence provided a series of irrelevant responses. For example, one candidate wrote;



Others were rewriting music from one stave to another. For example, one candidate wrote all notes on the second space of the stave as;



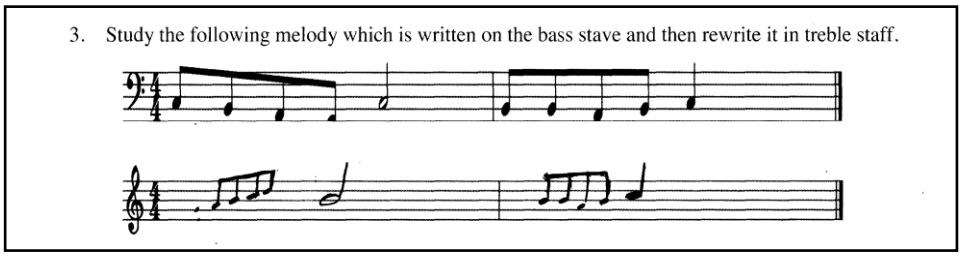
Most of the candidates wrote irrelevant responses on transcribing melodies from bass stave to the treble staff or vice versa. Extract 3.2 is a sample of an irrelevant response from one of candidates.



Extract 3.1: A sample of the candidate's poor responses in question 3

Extract 3.2 shows a poor response from a candidate who failed to rewrite a melody from a bass stave to the treble staff.

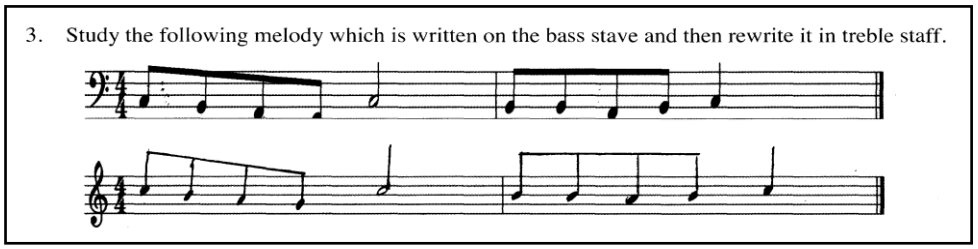
A few candidates who scored from 3 to 6 marks demonstrate knowledge and skills of rewriting melody in treble staff, but they could not exhaust all the points. Extract 3.2 is a sample of a response from a candidate who had average performance.



Extract 3.2: A sample of the candidate's average responses in question 3

Extract 3.2 shows a sample of response from a candidate who failed to rewrite the whole melody in both bars, but rewrote correctly in bar 2 only.

The candidates who scored from 7 to 10 marks were able to rewrite music from one clef to the new clef. Extract 3.3 is a sample of good response from a candidate.



Extract 3.3: A sample of the candidate's good responses in question 3

Extract 3.3 shows sample of a good response from a candidate who was able to rewrite a melody from a bass stave to the treble staff correctly.

2.2.2 Question 4: Rudiments of Music (Modern Musical Instruments)

This question had five items (i-v) with different drawings of the modern musical instruments. The candidates were required to describe the mode of playing for each of the provided instruments in each item. A total of 215 (100%) candidates opted for this question.

The analysis of candidates' performance shows that 178 (82.8%) candidates scored from 0 to 2.5 marks indicating poor performance. Further analysis indicates that 25 (11.6%) candidates scored from 3.0 to 6.0 marks which is an average and 12 (5.6%) scored from 6.5 to 9.5 marks which is a good performance. The performance in this question was poor as 17.2 percent of the students scored from 3 to 9 marks as illustrated in figure 4.

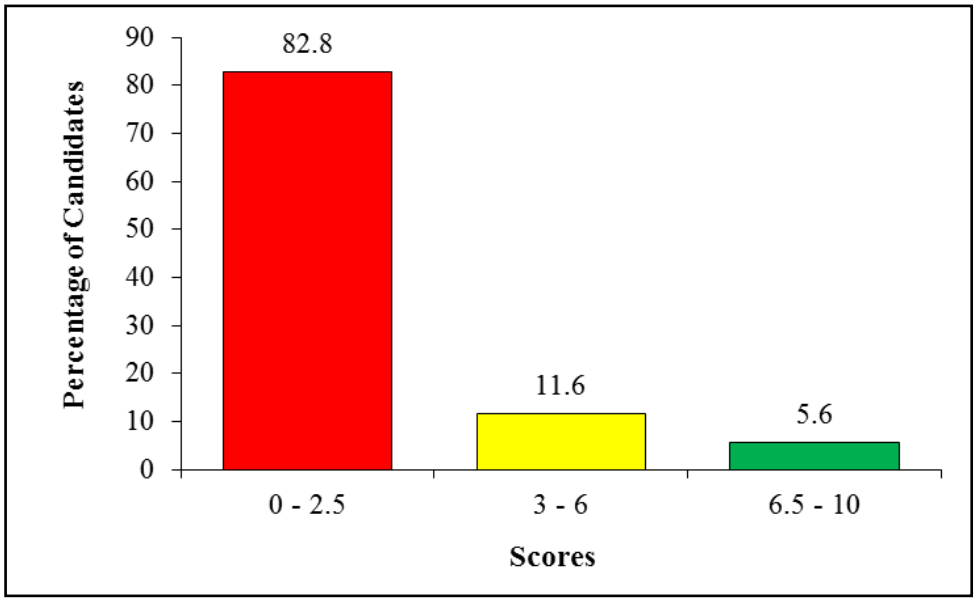


Figure 4: *Distribution of Candidates' Performance in Question 4*

In item (i), the candidate were required to describe how to play a snare drum/side drum. The correct response was a *Percussion instrument*. It is played by being struck or beaten by two drumsticks. Most of the candidates failed to give the correct mode of playing snare drum instead they provided irrelevant responses. For example, one candidate wrote; *drum the mode of playing this instrument is to make dancing*. Another candidate just wrote the word *Drum* without any explanations.

Item (ii) required the candidate to identify the mode of playing a *Violin (Cello or Viola).* The candidates who wrote the correct response shows that violin is a stringed instrument, it produces sound by bowed a special bowing stick. On the other hand, most of the candidate failed to realize that those instruments are modern instruments. For this reason, the candidates provided characteristics of the traditional musical instruments. For example, one candidate wrote; *it playing through browing a stricking*. Another candidate wrote, *It played by shaking.* Other candidate wrote, *made of gourds,* other candidates responded as *a symbol which represent of music.* Another candidates mentioned the types of traditional musical instruments such as *Kettle drum, Mtuli, Litungu, Chungu, Aerophones, stringled* and *chordaphone* .

In item (iii), the candidates were required to identify the mode of playing a Bass drum (Big Drum*).* The correct answer was *Bass drum is an instrument which is played by being struck with a big soft hummer.* The candidates who provided correct response were knowledgeable on playing drums. The candidates who gave incorrect responses were not conversant enough on the mode of playing modern musical instruments. Other candidates left the blank spaces and some candidates wrote incorrect answers. For example, one candidate wrote; *it can be played by being stacked with at school.* Another candidate wrote, *This can playing in place where by group of people dancing the same style.* Another candidate responded as, *this instrument is called the beat but they played of group of people.* Other candidates responded as, *this modern musical instrument playing at school or gwaride.*

Item (iv) required the candidate to identify the mode of playing a Grand piano. The correct response was *Grand piano is a stringed instrument that its sound is produced by the vibration of stretched strings that are plucked with keys when pressing them with fingers.* Candidates who wrote the

correct responses were familiar with this modern musical instrument. The candidates who failed to provide correctly had insufficient knowledge on on the subject matter. For example, some candidates mentioned the names of musical instruments as their responses for this item. These included; *Zeze, marimba, Kayamba, Kettledrum, Litungu* and *Lipenenga*. Other candidate responded as; A *percussion instrument*. Another candidate wrote; *Wind nor melodic instrument.* These responses show that these candidates were not conversant enough on how to play modern musical instruments.

Item (v) required the candidate to identify the mode of playing Timpani (Kettle Drum). The correct answer was *Timpani/Kettle Drum is tuned drum categorized in membranophones group. It is plucked by using one or two sticks metal sticks*. Candidates who described correctly the mode of playing this instrument were aware knowledgeable on Timpani. The candidates who failed to describe a way of playing this instrument lacked knowledge on the mode of playing modern musical instruments like Timpani some of their responses were: *A person play when celebrate or when promote his cultural.* Another candidate wrote; *this instrument is called mtuli the play of stick and people and hands of people in order to get a good merody*. Others wrote, *Used to the society and their beat is slowly.* Extract 4.1 shows a sample of a good response from a candidate.

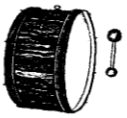
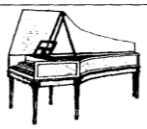
4. Briefly describe the mode of playing the following modern musical instruments.

S/N	Modern Musical Instruments	Descriptions
(i)		This is playing by Taking the sticks and then beat into the Upper Surface of the drum.
(ii)		This is playing by Using a stick and then rubbed into the string and Usually placed at the neck.
(iii)		This is playing by beating it Using a stick which contain rubber material on each end, as when beat produce sound.
(iv)		This is playing by Using fingers that touch the note on the piano and then produce Sound and Melody.
(v)		This is playing by beating the Upper Surface Using Kettle and touching the base quickly.

Extract 4.1: A sample of the candidate's good responses in question 4

On the other hand, the analysis shows that 25 (11.6) candidates who scored from 3 to 6 marks in this question had partial knowledge on the topic of modern musical instruments. Extract 4.2 shows a sample of a response from a script of a candidate.

4. Briefly describe the mode of playing the following modern musical instruments.

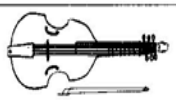
S/N	Modern Musical Instruments	Descriptions
(i)		-This are membranophones which produce sound by beating ~~with~~ with two sticks.
(ii)		-This are chordophones which produce sound by stringing by special stizler.
(iii)		- This are membranophones which produce sound by beating with heavy strck
(iv)		-This ~~are~~ is piano, which played by pressing a batton with organiszed pitches that produce sound,
(v)		-This are membranophones in typical which produce sound by beating with two sticks, ~~which~~ each strck had head at top which ~~is~~ help in making base beat.

Extract 4.2: A sample of the candidate's average response in question 4

Extract 4.2 shows an average response from a candidate who failed to give a clear description of playing modern musical instruments.

On the other hand, the candidates who scored from 0 to 2.5 marks had inadequate knowledge on the topic of modern musical instruments. Extract 4.3 shows a sample of a poor response from a script of a candidate.

4. Briefly describe the mode of playing the following modern musical instruments.

S/N	Modern Musical Instruments	Descriptions
(i)		Kettle drum A person play when Celebrate and also whe person preserve his /her Cultural.
(ii)		Zeze Person play zeze when need to avoid stress ~~becau~~ or neet abuse children.
(iii)		Drum Person play when Celebrate Exa mplein wedding Celemony
(iv)		Key board And also Key board play when a person need to reduce stress
(v)		Timpani ~~or Kettle drum~~ ~~As that~~ Person play when Cele brate or ~~to~~ when promote his Cultural

Extract 4.2: A sample of the candidate's poor response in question 4

Extract 4.2 shows a sample of a poor response from a candidate who failed to describe the mode of playing the modern instruments.

2.2.3 Question 5: Rudiments of Music

The question required the candidates to transpose the tune into a major second interval. A total of 215 (100%) candidates opted for this question.

The analysis of candidates' performance shows that 154 (71.6%) candidates scored from 0 to 2 marks indicating poor performance. Further analysis indicates that 17 (61.5%) candidates scored from 3 to 6 marks which is an average performance and 44 (20.5%) scored from 7 to 10 marks which is a good performance. The performance in this question was poor because 28.4 percent of the students scored from 3.0 to 10.0 marks as illustrated in figure 5.

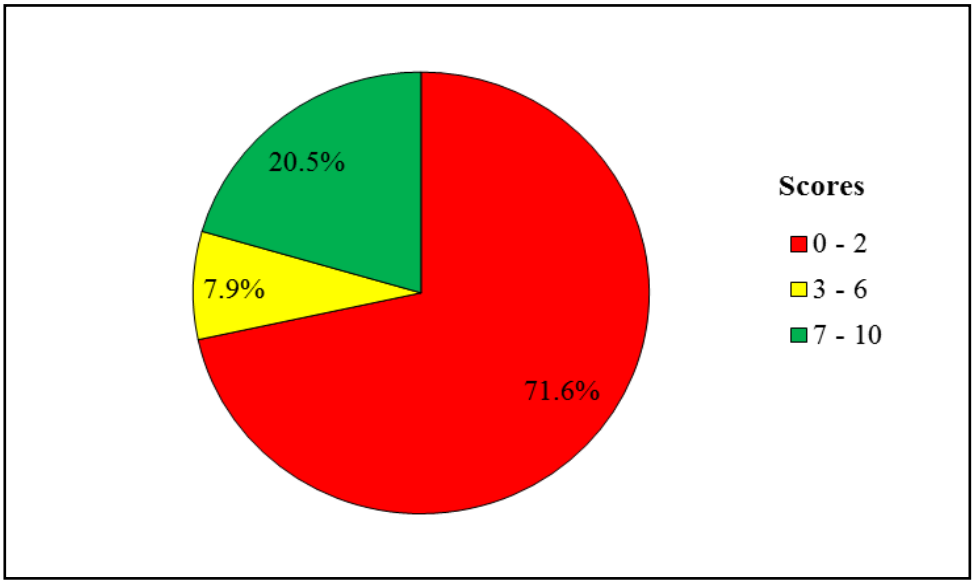
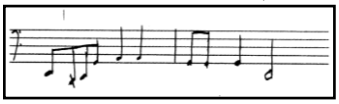
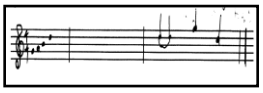


Figure 5: *Distribution of Candidates' Performance in Question 5*

The analysis shows that some of the candidates who scored from 0 to 2 marks lacked knowledge on the subject matter, while others misconceived the demand of the question. Most of the candidates failed to transcribe the melodies from bass stave to the treble staff or vice versa. In addition, other candidates wrote irrelevant responses, such as;

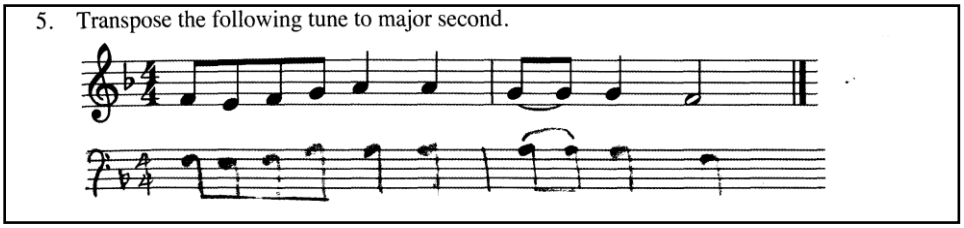


Another candidate wrote;



Some of the candidates in this question changed the key signature and wrote the tune as it is in question paper. This shows that the candidates did not have adequate knowledge about intervals and transposition. Some candidates failed to transpose the tune to major second. For example, one candidate wrote; *the notes in a stave that had no clef and moved the tune one octave higher*. Another candidate could not rewrite the tune in the interval in which transposed to rather changed the note values and note position in the staff. Furthermore, some of the candidates failed to write the tune in the correct position. For example, one candidate changed the clef only and re-wrote the tune (copied the original tune). Other candidates copied the tune and changed the time and key signature. These responses show that the candidates misinterpreted the demand of the question and

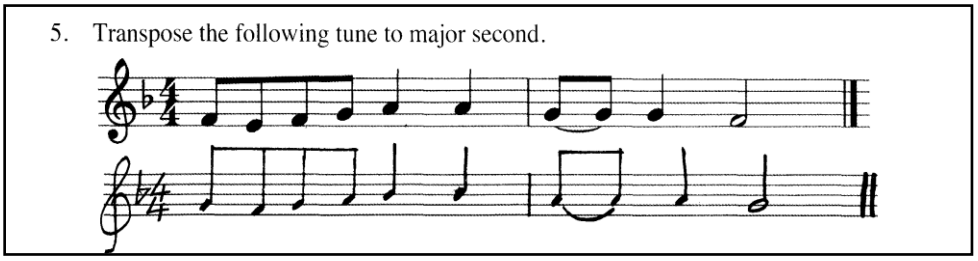
lacked knowledge of intervals and transposition. Extract 5.1 is a sample a poor response from one of the candidates.



Extract 5.1: A sample of the candidate's poor responses in question 5

Extract 5.1 shows a sample of a poor response from a candidate who failed to transpose the tune into a major second interval.

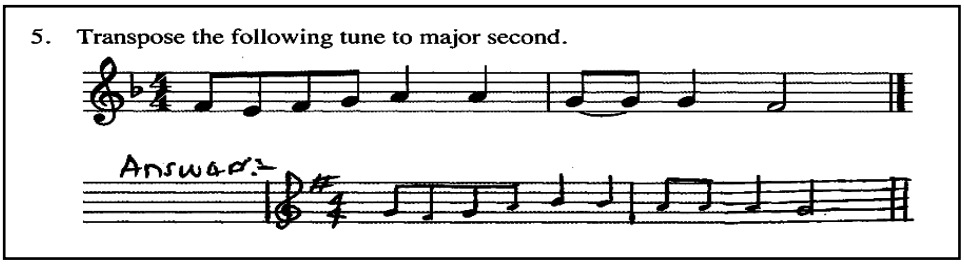
The analysis shows further that the candidates who scored from 3 to 6 marks had inadequate knowledge about intervals and transposition. For example, one candidate failed to transpose the whole tune, but managed to transpose some parts of the tune correctly. Most of the candidates transposed the melody but changed the values and key signature, hence failed to score high marks. Other candidates changed some parts of the tune. For example, one candidate wrote the second bar first and the first bar second. Some candidates changed the clef, time signature and wrote the tune in reverse, while others could not transposed in the required interval. Extract 5.2 is a sample of the response from a candidate who had an average performance.



Extract 5.2: A sample of the candidate's average responses in question 5

Extract 5.2 shows a sample of response from a candidate who managed to transpose notes to the tune into a major second interval, but failed to write the correct new key signature.

The analysis indicates that the candidates who scored from 7 to 10 marks managed to transpose the tune correctly. All notes arranged in their respective position; the key signature remained the same and the time signature as well as other signs used. This shows that these candidates understood the question and had enough knowledge and ability of transposing the given tune to major second. Extract 5.3 is a sample of a good response from a candidate.



Extract 5.3: A sample of the candidate's good responses in question 5

Extract 5.3 shows a good responses from a candidate who managed to transpose the tune from the given key to the major second interval.

2.2.4 Question 6: Recognition of Musical Intervals

The question had five items (i - v). The candidates were required to write the upper-note to complete the intervals starting with the root-note. A total of 215 (100%) candidates opted for this question.

The analysis of candidates' performance shows that 188 (87.4%) candidates scored from 0 to 2 marks indicating poor performance. Further analysis indicates that 22 (10.3%) candidates scored from 4 to 6 marks which is an average and 5 (2.3%) scored from 7 to 10 marks which is a good performance. The performance in this question was poor because 18.6 percent of the candidates scored from 4 to 10 marks as illustrated in figure

6.

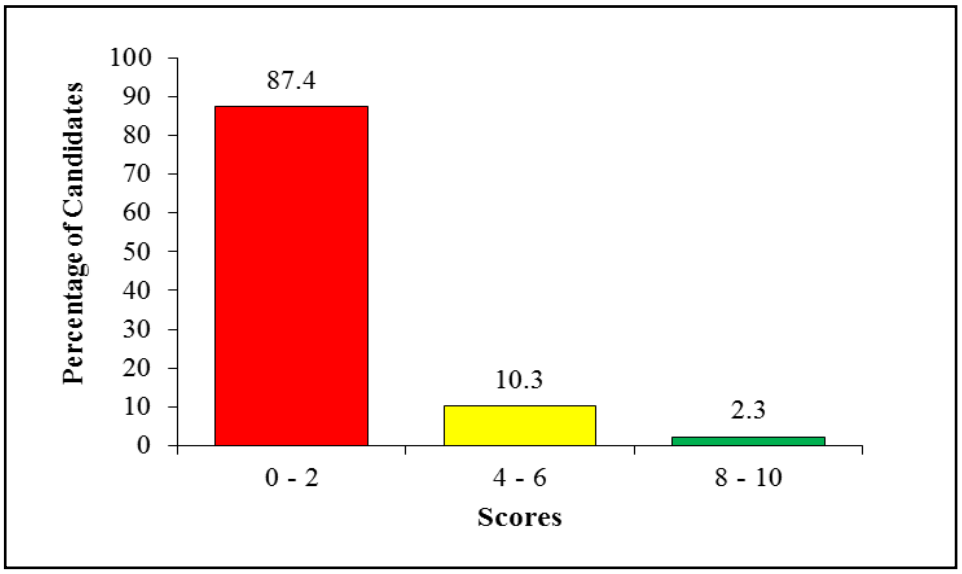


Figure 6: *Distribution of Candidates' Performance in Question 6*

In item (i), the candidates were required to add a semibreve note within a stave to show a diminished fourth interval from the provided note F. The correct position to this item, a *semibreve-note* added on to *B-double flat-note* in the third line of the treble stave. Those candidates who failed to add *a semibreve* onto *B-double flat-note* lacked knowledge on counting intervals and using accidentals to discover the types of intervals. A diminished fourth interval is an interval from the tonic-note (the first-note) up to the fourth or fifth flatted *(lowered)* interval. The candidates who wrote incorrect responses did not recognise the position to write *B-double* flat-*note* on the third line of the treble stave.

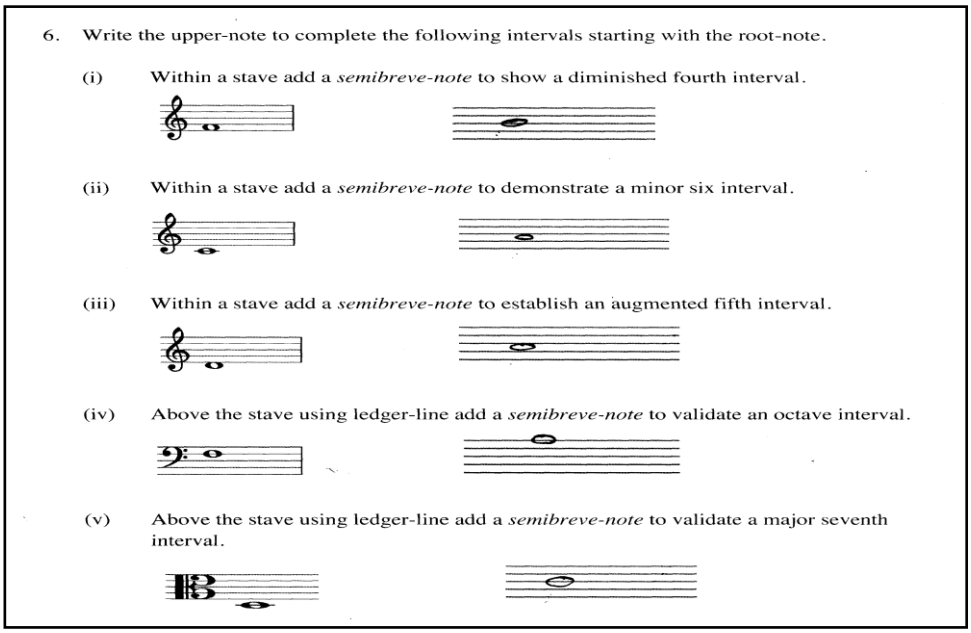
Item (ii) required the candidates from the given note C to add a semibreve note within a stave to show a minor six interval. The correct position to this item, a *semibreve-note* was to be added on to *A flat-note* in the second space of the treble stave. The candidates who wrote irrelevant responses had inadequate knowledge on counting positions and writing musical intervals. A minor interval occurs when a 2nd, 3rd, 6th or 7th interval is lowered by a semitone (*half-tone*).

In item (iii), the candidates were required to add a semibreve note within a stave to indicate an *augmented fifth* interval from the provided note D. The correct response was a semibreve-note to be added on to *A sharp note* on the second space of the treble stave. The candidates who wrote incorrect

answers were not conversant enough on identifying musical intervals. An augmented interval occurs when a 4th or 5th interval is raised by a semitone. The candidates who wrote incorrect answer by adding a semibreve-note into G line were not aware of the distance in counting intervals.

In item (iv), from the provided note F, the candidates were required to add a semibreve note above the stave using ledger-lines to validate an octave interval. The correct position to this item, a *semibreve-note* added on to the upper F-note, over the second ledger line of the bass stave. The candidates who wrote incorrect answers could not understand that, a musical octave is a tone on the eight degree from the first note. The candidates who wrote incorrect answer by adding a semibreve-note onto the first space of a bass stave failed to identify the scale degrees provided from F note of F clef.

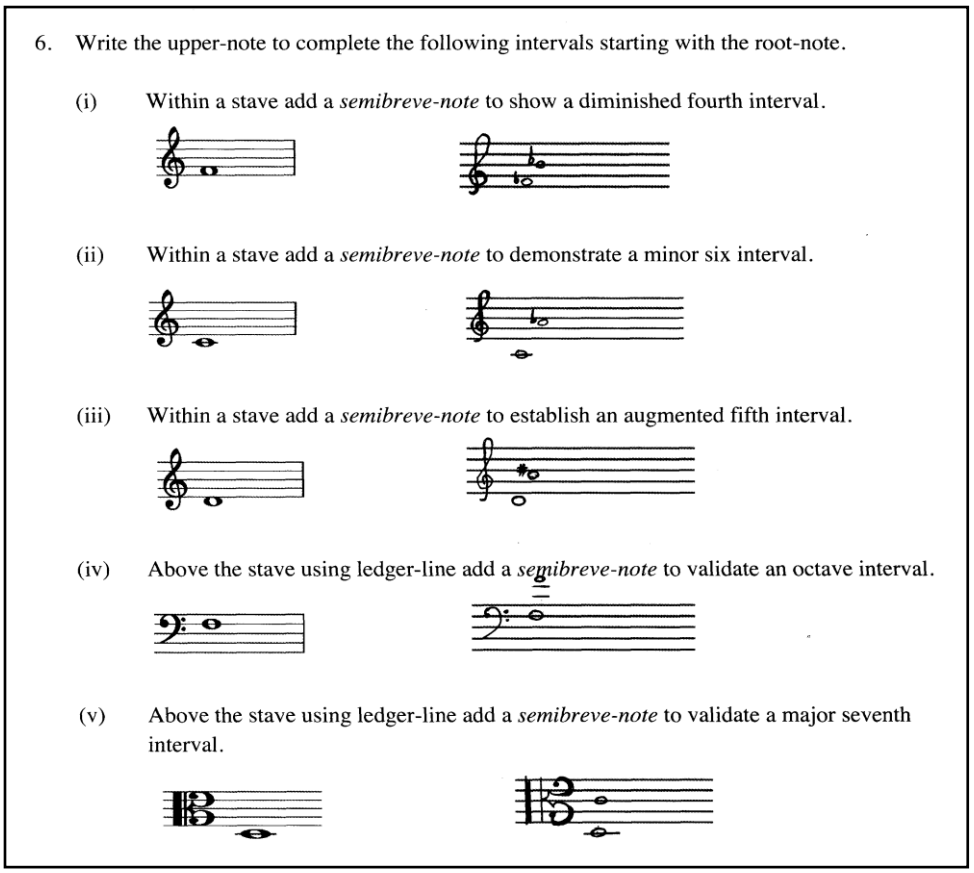
In item (v), from the provided note D, the candidates were required to add a semibreve note within the stave add a semibreve-note to validate a major seventh interval. The correct position to this item, a *semibreve-note* added on *C-sharp* on the third line of the Alto stave. The candidates who wrote incorrect answers failed to recognise the distance which exists from note D up to note C-sharp. The candidates who wrote incorrect answer by adding a semibreve-note onto the third space of an alto stave failed to understand that it is a distance of an octave according to the Alto stave. Extract 6.1 is a sample of a poor response from one of the candidates.



Extract 6.1: A sample of the candidate's poor responses in question 6

Extract 6.1 shows a poor response from a candidate who failed to add a semibreve notes to the correct intervals.

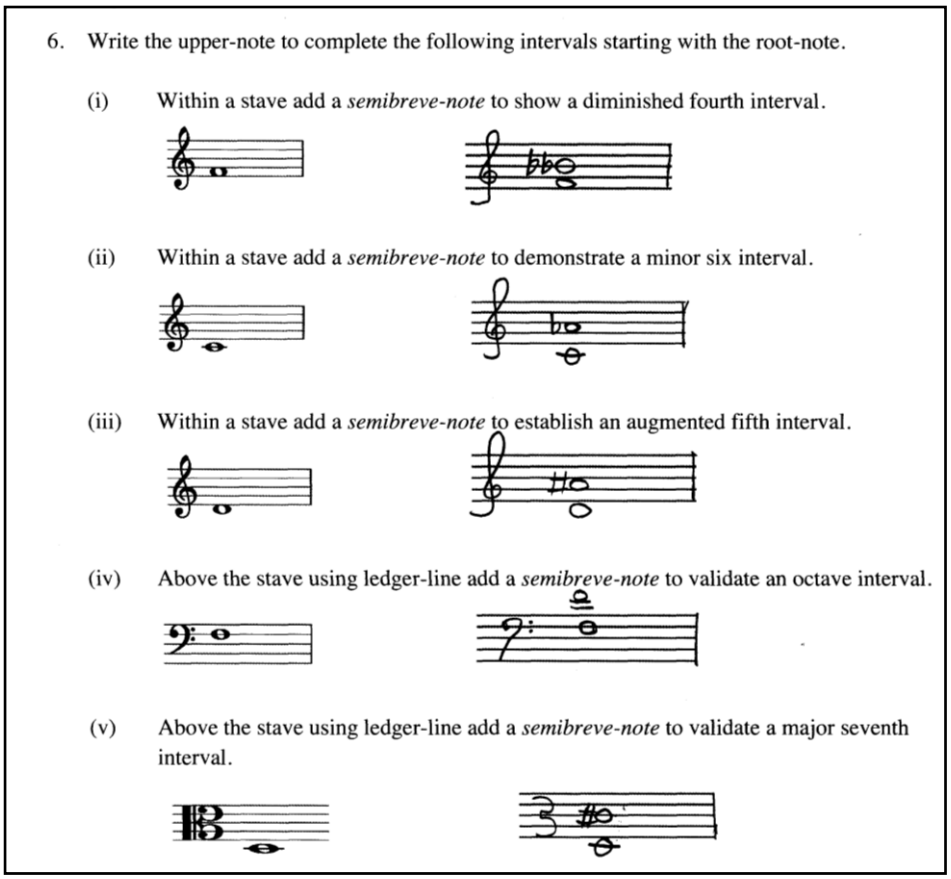
Further analysis shows that the candidates who scored from 4 to 6 marks had sufficient knowledge about intervals. Extract 6.2 shows a sample of an average performance from a candidate.



Extract 6.2: A sample of the candidate's average responses in question 6

Extract 6.2 shows an average response from a candidate who managed to add semibreve-notes on the intervals correctly for items *(ii), (iii), and (iv)* and failed for item *(i)* and (*v).*

The candidates who scored from 8 to 10 marks in this question were knowledgeable and able to add semibreve-notes to the correct intervals, as shown in extract 6.3.



Extract 6.3: A sample of the candidate's good responses in question 6

Extract 6.3 shows a good response from a candidate who managed to add semibreve-notes on the intervals correctly for all the items.

2.2.5 Question 7: Rudiments of Music (Tonic solfa)

The question required the candidates to translate the tunes of the tonic solfa into the staff notation and rewrite them by using treble clef into key G major. A total of 214 (99.5%) candidates opted for this question.

The analysis of candidates' performance shows that 128 (59.8%) candidates scored from 0 to 2.5 marks indicating poor performance. Further analysis indicates that 46 (22.9%) candidates scored from 3 to 6 marks which is an average and 37 (2.3%) scored from 6.5 to 10 marks which is a good performance. The performance in this question was poor because 12.6 percent of the candidates scored from 4 to 10 marks as illustrated in figure 7.

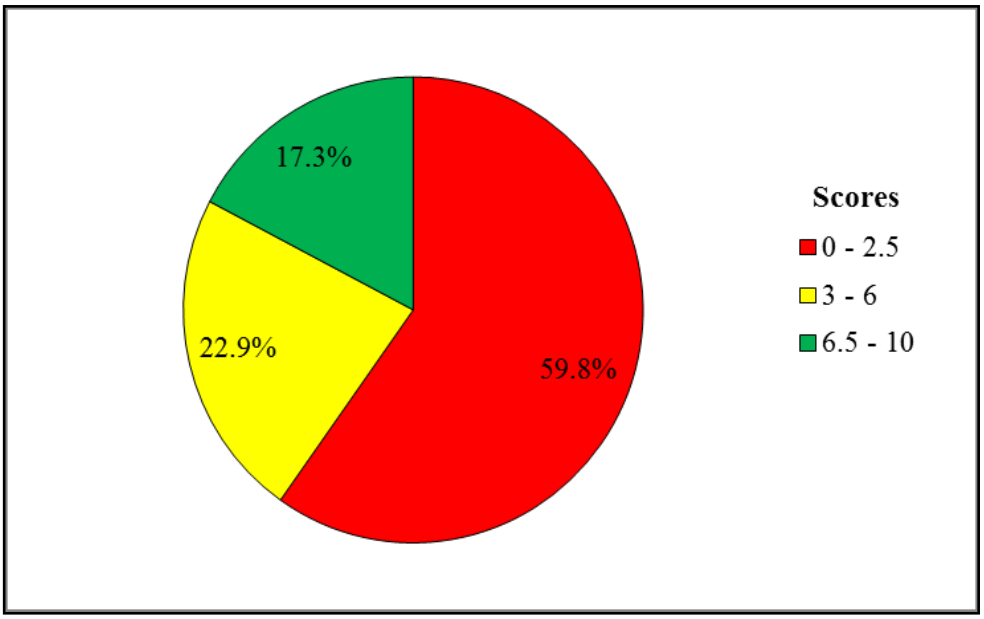
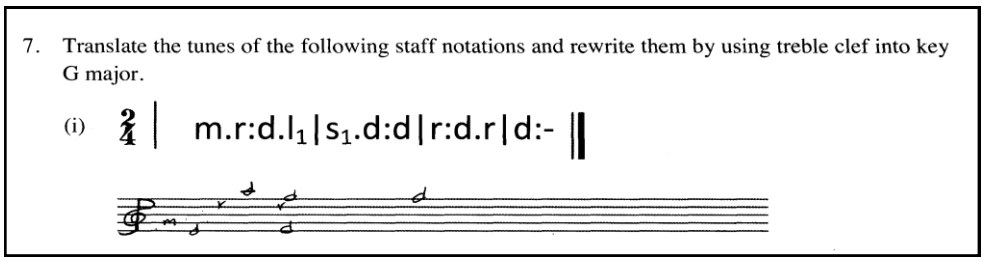
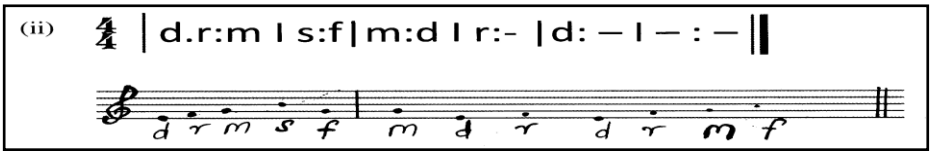


Figure 7: *Distribution of Candidates' Performance in Question 7*

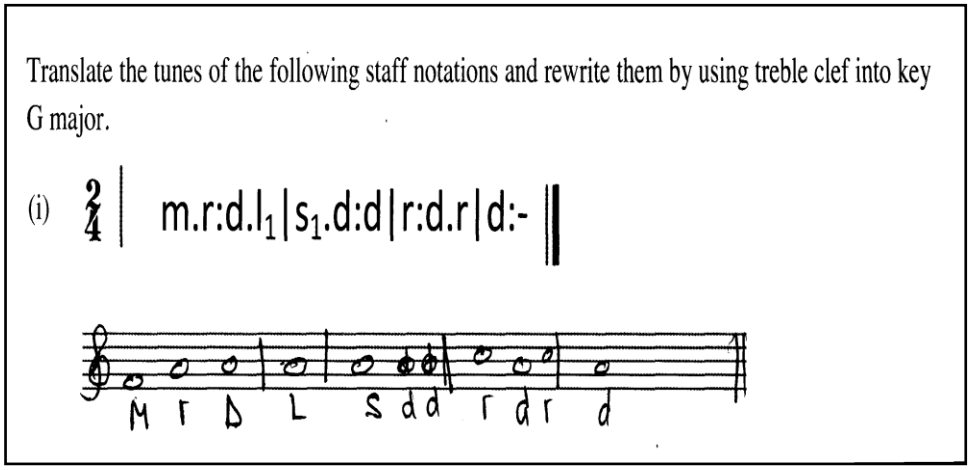
The analysis shows that the candidates who scored from 0 to 2.5 marks failed to transcribe the tonic solfa to staff notation. This is due to lack of knowledge and skills on the staff notation. Some of the candidates left the question unattempt, while others wrote the wrong melody without a clef at the beginning of the staff. Moreover, other candidates wrote irrelevant responses. For example, one of the candidates wrote;



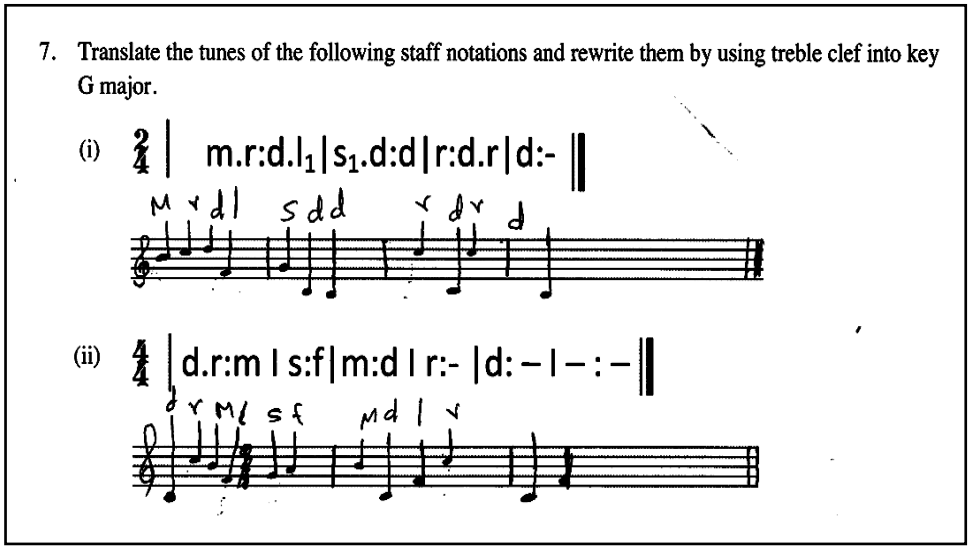
Another candidate failed to translate the tune hence wrote dots as follows;



Others wrote only semibreve-notes with same other incorrect solfa notation as shown in the sample of response from one of the candidates.



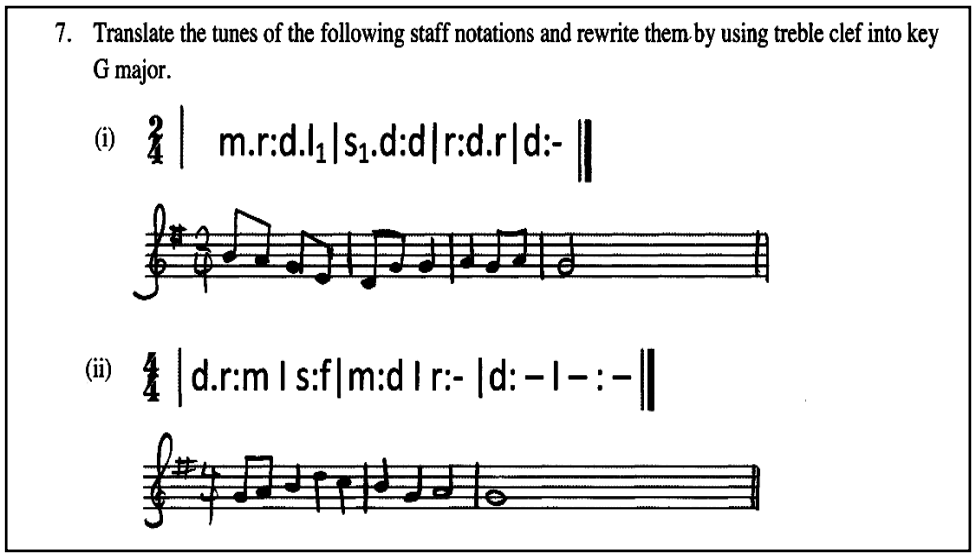
Furthermore, the analysis shows that most of the candidates failed to translate the tunes due to lack of knowledge on solfa natation into staff notation, as shown in extract 7.1



Extract 7.1: A sample of the candidate's poor responses in question 7

Extract 7.1 shows a poor response from a candidate who failed to translate the tonic solfa into staff notation.

The candidates who scored from 6.5 to 10 marks in this question were knowledgeable thus translate the solfa into the staff notation correctly. The following is an example of the candidate who translated solfa to staff notation:



Extract 7.3: A sample of the candidate's good responses in question 7

Extract 7.3 shows good responses from a candidate who translated tonic solfa to staff notation correctly.

2.3 Section C: Essay Questions

2.3.1 Question 8: Traditional Musical Instruments

The question required the candidates to describe the history of the traditional musical instruments of *Litungu, Zeze, Njuga, and Chungu na Kiti* as used by different ethnic groups in Tanzania. A total of 61(28.4%) candidates opted for this question.

The analysis of the candidates' performance shows that 53 (86.9%) candidates scored from 0.0 to 4.0 marks indicating a poor performance. Further analysis indicates that 8 (13.1%) candidates scored from 4.5 to 9.0 marks which is an average performance. The performance in this item categorised as poor because 100% scored from 0.0 to 9.0 marks. This analysis illustrated in figure 8.

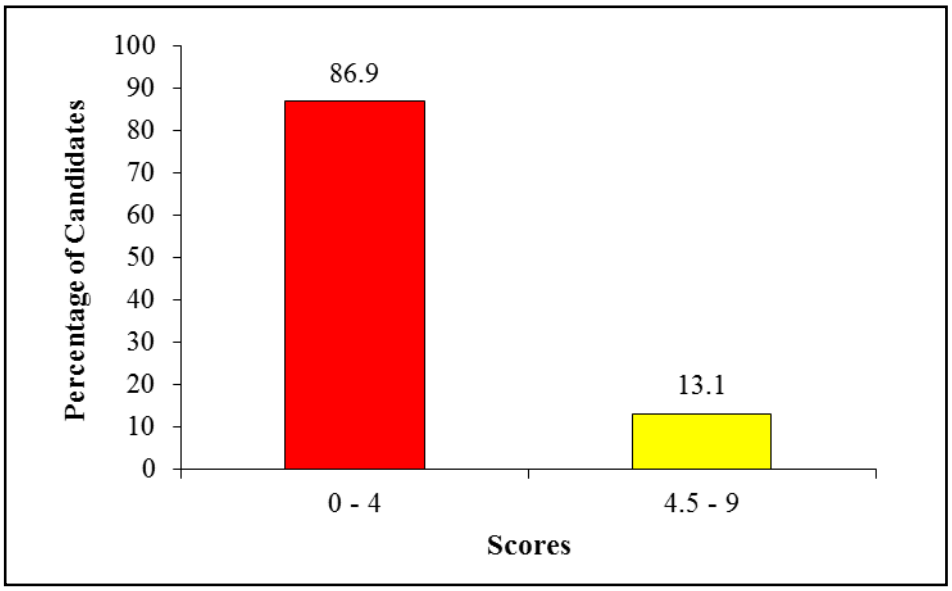
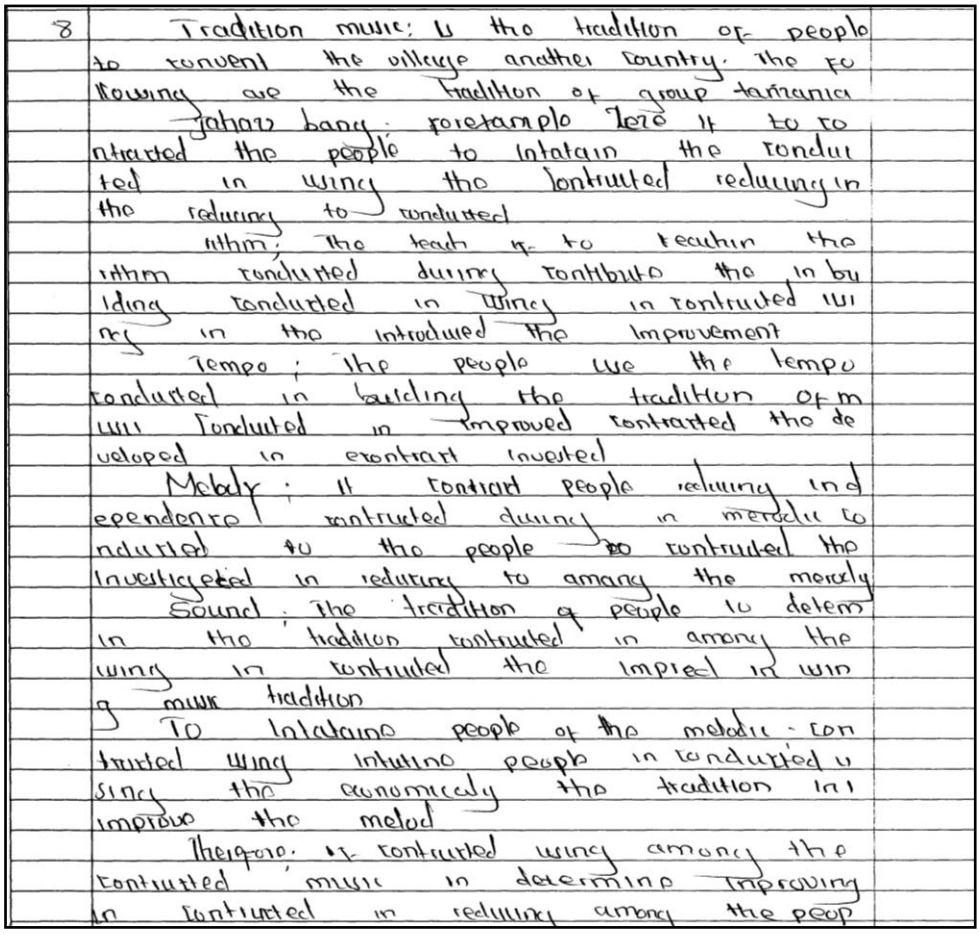


Figure 8: *Distribution of Candidates' Performance in Question 8*

The candidates who performed poorly in this question failed to explain the history of traditional musical instruments used by different ethnic groups in Tanzania as the question demanded. For example, one of the candidates wrote; *litungu; this are the instruments which can present the cultural of nyakyusa tribal who are put in the ceremony and people was dance.* Another candidate wrote; *litungu is the traditional musical instruments, which are used by different group, it produce sound by the beat*. Other candidate wrote; *this is the types of traditional to use are personal to product are new sound because are this zeze used to applied this zeze*. Another candidate wrote; *zeze is non-melodic stringed instrument*. These responses show that the candidates had insufficient knowledge about the subject matter. Most of the candidates wrote irrelevant responses. For example, one of the candidates wrote; *njuga also this is traditional musical instrument, which found in Kilimanjaro, Morogoro, Dodoma and other parts of Tanzania, which produce sound by string, also group in chordophones.* Another candidate in this category wrote; *this one of traditional music instrument used by post man or old man to produce the sound*. However, some of the candidates wrote musical bands of Tanzania instead of history traditional music instruments. For example, one of the candidates wrote: *malaika band will be used musical sound, Jazz band it means musical instruments like zeze, jahazi band it means that jahazi will be used musical instruments in order to help music to sng a song, ya moto band it means ya moto band will be used a musical instrument in order to*

develop our country and society. Another candidate explained as; *this are instrument who can present the traditional of Sukuma and can put in the head or in the hand then was dance.* Other candidate responded as; *Chungu na kiti are the traditional musical instruments which produce sound when the people playing music.* Furthermore, other candidates defined the traditional music instead of elaborating each of the given musical instruments. For example, one of the candidates wrote: *traditional music; is the group of people ways of life, the following traditional musical instruments found in Tanzania by provide of new culture, this is the traditional of music to the society has been of music in the society from one place to another place of new culture.* Another candidate wrote; *traditional music is the arrangement of pallarel line in which are note. In the following are the history of traditional musical of instruments, which sound, is vibrations.* Extract 8.1 is a sample of a poor response from the script of one of the candidates.



8 Tradition music; is the tradition of people to convent the village another country. the following are the tradition of group tanzania

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Extract 8.1: A sample of the candidate's poor response in question 8

Extract 8:1 shows poor responses from a candidate who failed to provide the history of the traditional musical instruments as used by different ethnic groups in Tanzania.

The candidates who scored from 4.5 to 9 marks demonstrated a relatively adequate knowledge of the subject matter and had understood the demands of the question. However, they could not score higher marks because some of the candidates in this category concentrate more in the mode of production, instead of history of traditional music instruments. In addition, some of the candidate mentioned the traditional instruments only or drew those instruments without providing any explanation.

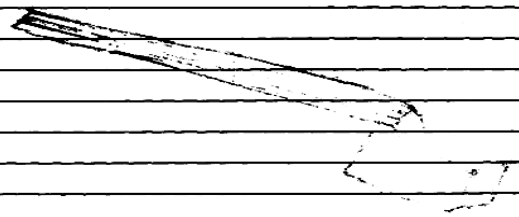
8. Introduction

Traditional musical instruments in Tanzania are those musical instruments that are found in Tanzania. Tanzania traditional musical instruments are classified into four groups which are membranophones consist of instruments like engoma, also chordophones consist of litungu, zeze and others, but also idiophones consist of njuga, chungu na kiti and other and aerophones which consist of Baragumu, filimbi and others. As it classified can be used by different ethinic groups in Tanzania.

Main body

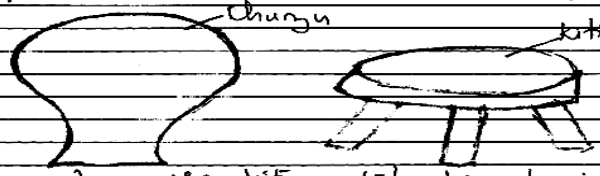
The following are the short description on the Tanzanian traditional instruments:

litungu; Is the Tanzanian traditional instrument which classified into chordophones group which found in Mtwara region, Lindi region, around the lake Nyasa. It produce sound by plucking the strings and made by light wood and strings are tighted well to that wood. as it is looked like



litungu is normally played in different ceremonies like traditional wedding, in parties of welcoming the new year and others.

8. Chungu na kiti; Are the traditional musical instruments found in Tanzania which are classified into idiophone group of musical which produce sound by vibrating themselves. It is found in through out the part of Tanzania. as they are look like.



A player sit on the kiti while he or she is beating in the chungu so that to produce a sound by two hands.

Conclusion;

To both chungu na kiti, litungu, njuga, zeze are the famous traditional instruments found in Tanzania, both they are well in producing a good and attractive rhythm in Tanzanian traditional songs as what SAIDA KAROLI produced from Bukoba region.

Extract 8.2: A sample of the candidate's average responses in question 8

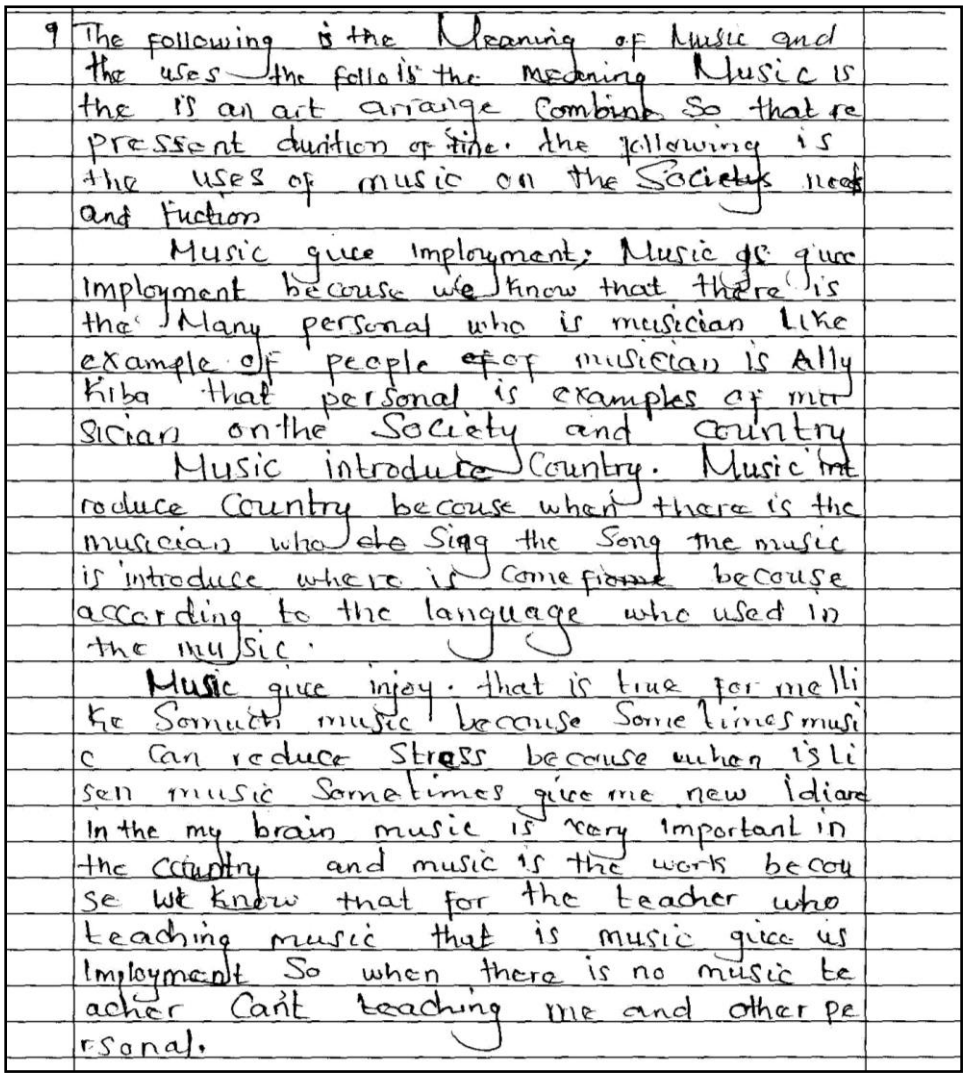
Extract 8.2 shows a sample of a response from a candidate who managed to give partial explanation on the history of traditional musical instruments by providing some correct points.

2.3.2 Question 9: Application of Music in the Society

The question required the candidates to explain six uses of music in Tanzania with examples. A total of 214 (99.5%) candidates opted for this question.

The analysis of the candidates' performance shows that 52 (24.3%) candidates scored from 0 to 4 marks indicating a poor performance. Further analysis indicates that 149 (69.6%) candidates scored from 4.5 to 9.5 marks which is an average performance and 13 (6.1%) scored from 10 to 12 marks which is a good performance. The performance in this question was generally good because 75.9% scored between 4.5 to 12.5 marks.

The candidates who scored from 0 to 4 marks demonstrated their inadequate knowledge of the subject matter. For example, one candidate provided the definitions instead of the uses of music. The response from this candidate was; *Music is the voice which it can suppose people to dance or singing, music is the situation of voice or human mouth to upper in order to sing* Another candidate defined; *music is aney sound in arenj in good order by using menrod hamoni and rithim. The following to music as park and porcel of the society has been used differently bosel on the society need and function*. Moreover, some of the candidates provided irrelevant answers. For example, one candidate wrote; *music is arrangement of sound who plotes the theme the following are uses of music in Tanzania society it reduce loads the music it practice the loads to be creay and to simplify the loods in shorty time that will cover to the simplify the loads….* Other candidates wrote; *music reduce crimes, in music songs provide the crimes that to encourage people to sing song and to undergo the crimes in the society.* Another candidates wrote; *Music is used to create the society in the Tanzania country it can be contributed and based on the society and help their people to know the society of the traditional.* These responses show that the candidates had inadequate knowledge about the uses of music in Tanzania. Extract 9.1 is a sample of a poor response from one of the candidates.



9 The following is the Meaning of Music and the uses the follo is the meaning Music is the is an art arrange Combine So that re pressent duration of time. the following is the uses of music on the Societys need and fuction

Music give Imployment; Music gs give Imployment becouse we know that there is the Many personal who is musician like example of people ~~of~~ of musician is Ally Kiba that personal is examples of mu sician on the Society and country

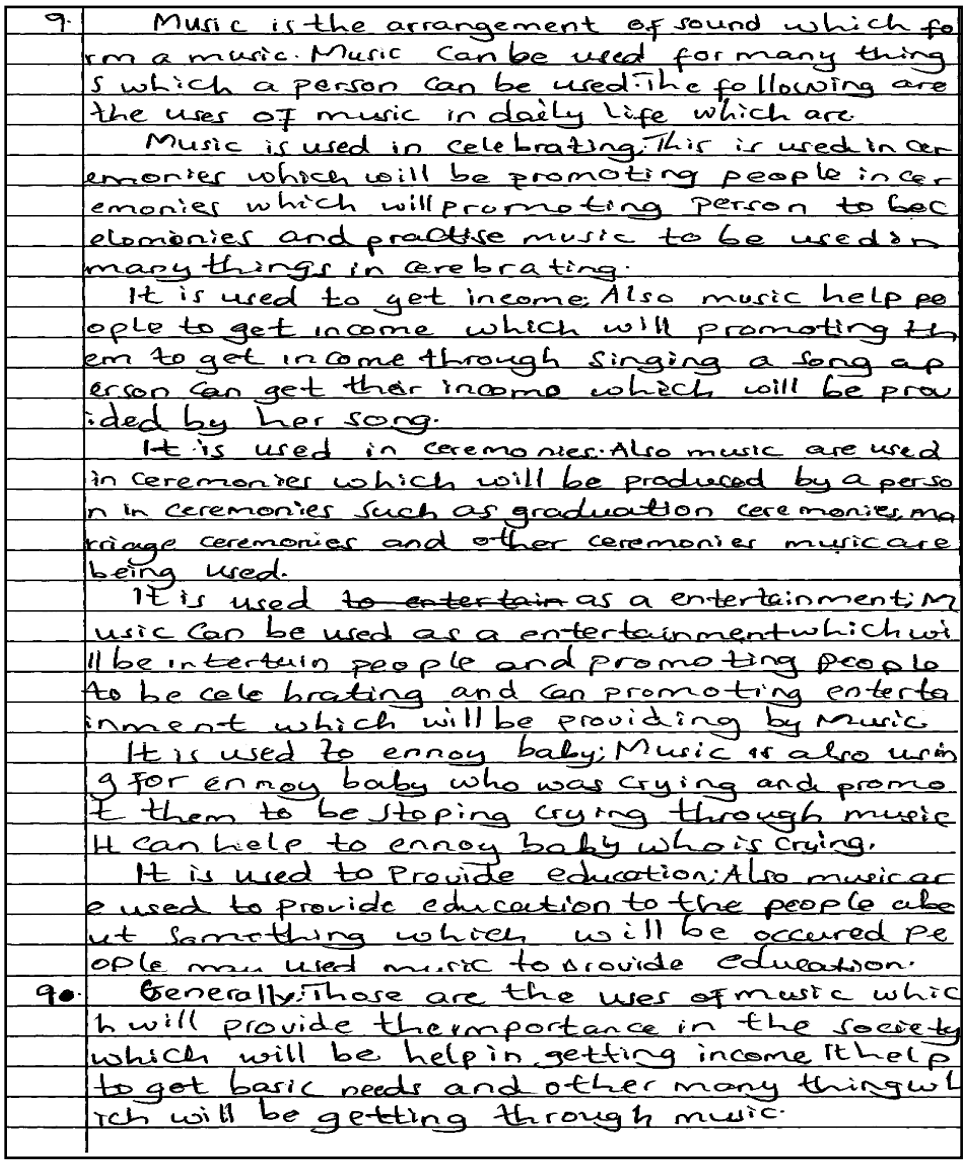
Music introduce Country. Music ~~int~~ roduce Country becouse when there is the musician who ~~do~~ Sing the Song the music is introduce where is come ~~from~~ becouse according to the language who used in the music.

Music give injoy. that is true for melli ke Somuch music because Some times musi c Can reduce Stress becouse when is li sen music Sometimes give me new idiare In the my brain music is very Important in the country and music is the work becou se we know that for the teacher who teaching music that is music give us Imployment So when there is no music te acher Can't teaching me and other pe rsonal.

Extract 9.1: a sample of the candidate's poor responses in question 9

Extract 9.1 shows a sample of a poor responses from a candidate who provided irrelevant response.

Analysis of the candidates' responses shows that the candidates who scored from 4.5 to 9.5 marks in this question had enough knowledge about the uses of music in Tanzanian society. These candidates have ideas of the topic and were able to identify two to three points out of six points was required. However, they could not provide good explanation. Therefore, they could not score higher marks because of poor explanation, but also some of the candidates gave attention to the types of music instead of its uses. Extract 9.2 shows a sample of an average performance from a candidate.

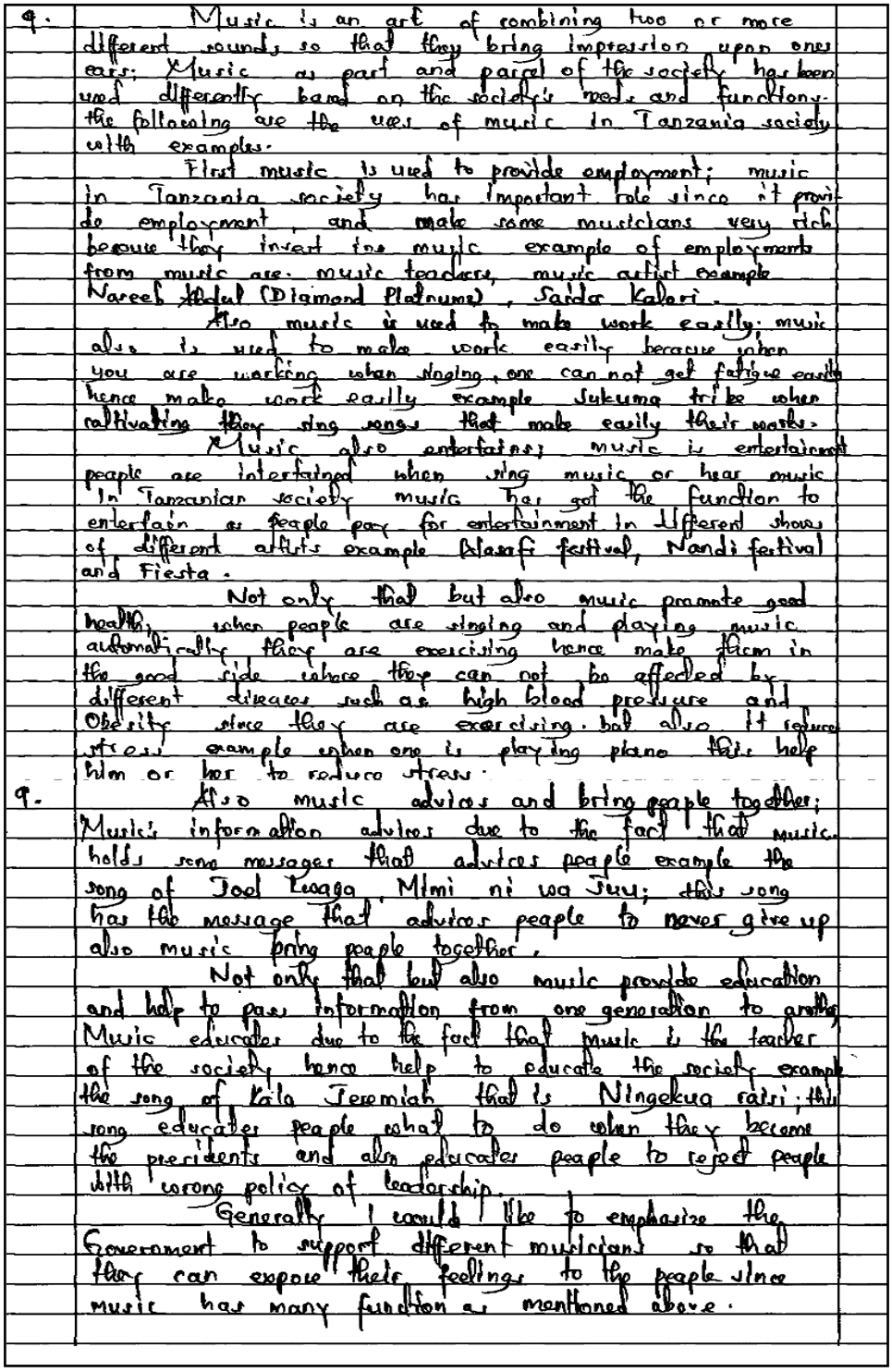

9. Music is the arrangement of sound which fo
rm a music. Music can be used for many thing
s which a person can be used. The following are
the uses of music in daily life which are
Music is used in celebrating. This is used in cer
emonies which will be promoting people in cer
emonies which will promoting person to bec
elemonies and practise music to be used in
many things in celebrating.
It is used to get income. Also music help pe
ople to get income which will promoting th
em to get income through singing a song a p
erson can get ther income which will be prov
ided by her song.
It is used in ceremonies. Also music are used
in ceremonies which will be produced by a perso
n in ceremonies such as graduation ceremonies, ma
rriage ceremonies and other ceremonies music are
being used.
It is used ~~to entertain~~ as a entertainment. M
usic can be used as a entertainment which wi
ll be interteln people and promoting people
to be cele brating and can promoting enterta
inment which will be providing by music.
It is used to ennoy baby. Music is also usin
g for ennoy baby who was crying and promo
t them to be stoping crying through music
It can help to ennoy baby who is crying.
It is used to provide education. Also music ar
e used to provide education to the people abo
ut something which will be occured pe
ople mu used music to provide education.
90. Generally. Those are the uses of music whic
h will provide the importance in the society
which will be help in getting income. It help
to get basic needs and other many things wh
ich will be getting through music.

Extract 9.2: A sample of the candidate's average responses in question 9

Extract 9.2 represents a sample of average response from one of a candidate who was able to identify four out of six points, but failed to provide clear explanation.

The analysis shows that the candidates who scored from 10 to 12 marks were conversant with the uses of music in the society of Tanzania. They were able to mention the points and give clear explanation. For example, one of the candidates wrote. *It used in wedding ceremonies, it is used for entertainment and it used to educate the society, to bring people together. It used to get enjoyment of the people, to encourage people to work hard. It*

used to send message, it expressing cultures, improving life standard of the people, used in ritual ceremonies, it used in political campaigns. Extract 9.3 shows a sample of a good response from a candidate.



9. Music is an art of combining two or more different sounds so that they bring impression upon ones ears; Music as part and parcel of the society has been used differently based on the society's needs and functions. the following are the uses of music in Tanzania society with examples.

First music is used to provide employment; music in Tanzania society has important role since it provide employment, and make some musicians very rich because they invest the music example of employments from music are. music teachers, music artist example Nasreel Abdul (Diamond Platnumz), Saida Kaleri.

Also music is used to make work easily; music also is used to make work easily because when you are working when singing, one can not get fatigue easily hence make work easily example Sukuma tribe when cultivating they sing songs that make easily their works.

Music also entertains; music is entertainment people are intertained when sing music or hear music In Tanzanian society music has got the function to entertain as people pay for entertainment in different shows of different artists example Bilanfi festival, Nandi festival and Fiesta.

Not only that but also music promote good health, when people are singing and playing music automatically they are exercising hence make them in the good side where they can not be affected by different diseases such as high blood pressure and Obesity since they are exercising. but also it reduce stress example when one is playing piano this help him or her to reduce stress.

9. Also music advices and bring people together; Music's information advices due to the fact that music holds some messages that advices people example the song of Joel Lwaga, Mimi ni wa Juu; this song has the message that advices people to never give up also music bring people together.

Not only that but also music provide education and help to pass information from one generation to another Music educates due to the fact that music is the teacher of the society hence help to educate the society example the song of Kala Jeremiah that is Ningekua rais; this song educates people what to do when they become the presidents and also educates people to reject people with wrong policy of leadership.

Generally I would like to emphasize the Government to support different musicians so that they can expose their feelings to the people since music has many function as menthoned above.

Extract 9.3: A sample of the candidate's good responses in question 9

Extract 9.3 shows a good response from a candidate who managed to provide an explanation about the uses of music in Tanzanian society correctly.

2.3.3 Question 10: Applied Music

The question required the candidates to explain six different methods to be used to teach an African child various musical tradition. A total of 154 (71.6%) candidates opted for this question.

The analysis of the candidates' performance shows that 79 (51.3%) candidates scored from 0 to 4 marks indicating a poor performance. Further analysis indicates that 65 (42.2%) candidates scored from 4.5 to 9.5 marks which is an average performance and 10 (6.5%) scored from 10 to 12 marks which is a good performance. The performance in this question is generally good because 48.7% scored from 4.5 to 12.0 marks.

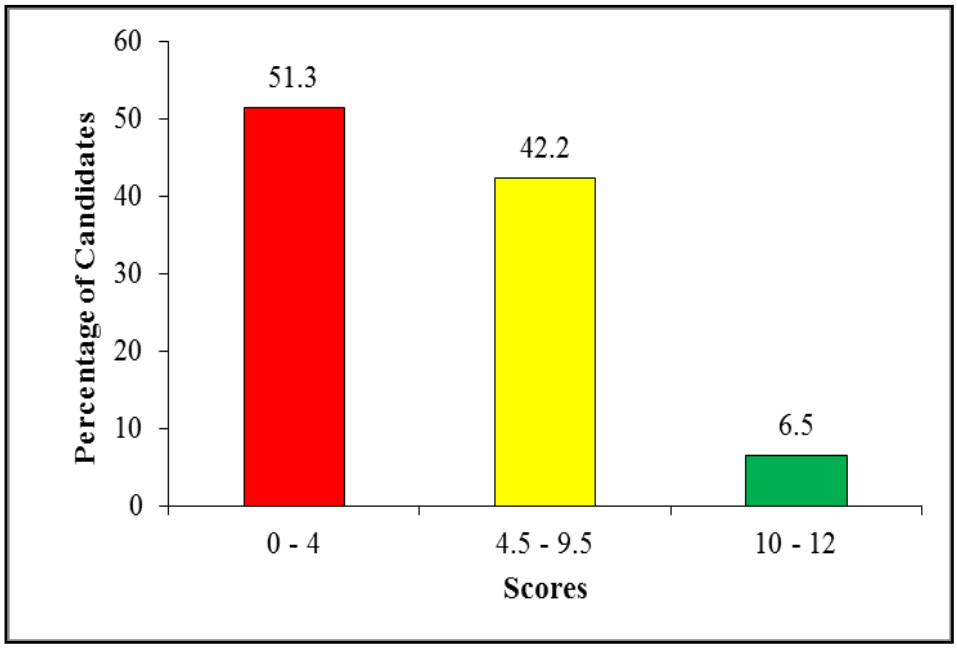
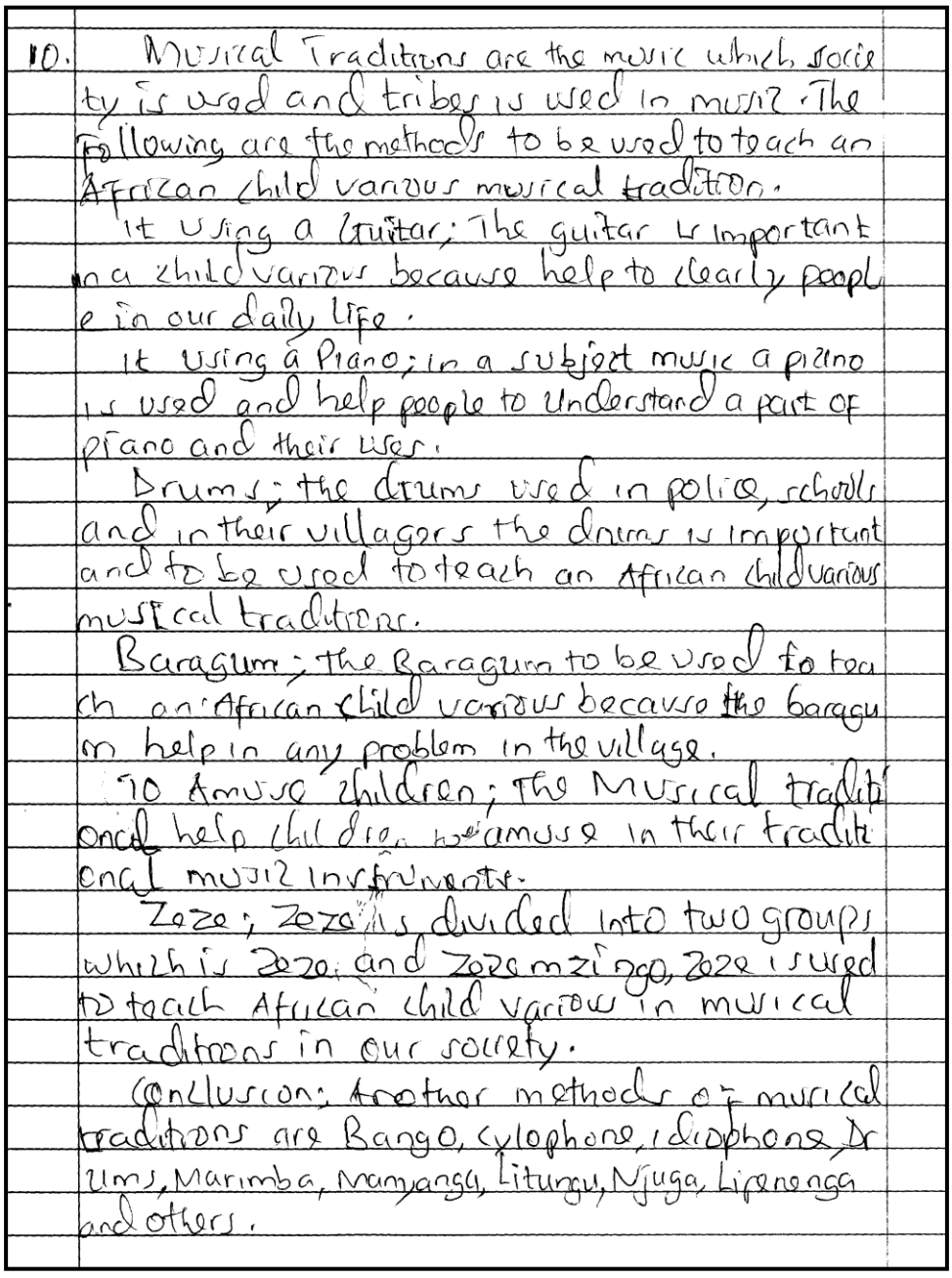


Figure 10: *Distribution of Candidates' Performance in Question 10*

The candidates who performed poor in this question were not aware of the different methods used in teaching traditional music to African child. Some candidates mentioned few methods while others wrote irrelevant responses, as shown in extract 10.1.


10. Musical Traditions are the music which society is used and tribes is used in music. The following are the methods to be used to teach an African child various musical tradition.

It using a Guitar; The guitar is important in a child various because help to clearly people in our daily life.

It using a Piano; in a subject music a piano is used and help people to understand a part of piano and their user.

Drums; the drums used in police, schools and in their villagers the drums is important and to be used to teach an African child various musical traditions.

Baragum; The Baragum to be used to teach an African child various because the baragum help in any problem in the village.

To Amuse children; The Musical traditional help children to amuse in their traditional music instruments.

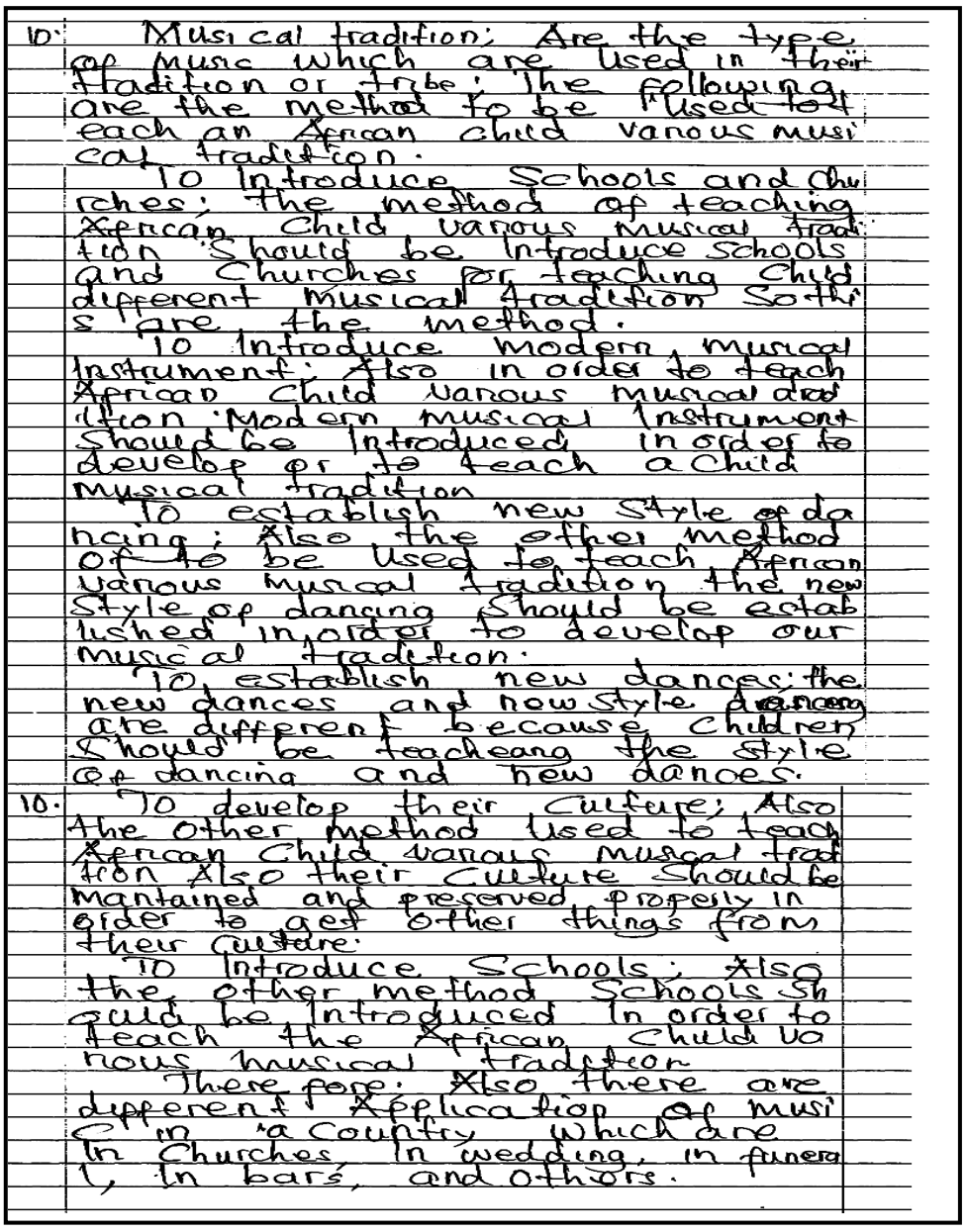
Zeze; Zeze is divided into two groups which is Zeze and Zezemzingo, Zeze is used to teach African child various in musical traditions in our society.

Conclusion; Another methods of musical traditions are Bango, Xylophone, Idiophone, Drums, Marimba, Nanyanga, Liturgu, Njuga, Lipenenga and others.

Extract 10.1: A sample of the candidate's poor responses in question 10

Extract 10.1 shows a sample of a poor response from a candidate who failed to explain different methods used in teaching traditional music to African child.

Some of the candidates who scored from 4.5 to 9.5 marks were able to explain items but failed to exhaust all the points hence scored average marks. Extract 10.2 shows a sample of responses from one of the candidate.



10: Musical tradition; Are the type of music which are used in their tradition or tribe; The following are the method to be used to teach an African child various musical tradition.

To Introduce Schools and Churches; the method of teaching African Child various musical tradition should be Introduce Schools and Churches for teaching Child different musical tradition So this are the method.

To Introduce modern musical Instrument; Also in order to teach African Child various musical tradition Modern musical Instrument Should be Introduced in order to develop or to teach a Child musical tradition

To establish new Style of dancing; Also the other method of to be used to teach African various musical tradition the new Style of dancing Should be established in order to develop our musical tradition.

To establish new dances; the new dances and new Style dancing are different because Children Should be teacheang the Style of dancing and new dances.

10. To develop their Culture; Also the other method used to teach African Child various musical tradition Also their Culture Should be mantained and preserved properly in order to get other things from their Culture.

To Introduce Schools; Also the other method Schools Should be Introduced In order to teach the African Child various musical tradition

Therefore: Also there are different Application of music in a country which are In Churches, In wedding, in funeral, In bars, and others.

Extract 10.2: A sample of the candidate's average responses in question 10

Extract 10.2 shows average response from a candidate who failed to provide clear explanation of different methods used in teaching traditional music to African child.

The candidates who performed from 10 to 12 marks in this question were able to explain the different methods used in teaching traditional music to African child. These candidates demonstrated good mastering of the content. The following is the example from a candidate who responded correctly.

10 Music Is an art of arranging and combining so
unds so that Can pleasant to listeners. the followin
g Reason are the different methods to be Used to tea
ch an Afrizan child Various musical tradition.
Through listening a Music or Radion station at
home with his her parents; this are the one
among of the methods to be Used to teach an
Afrizan child Various musical tradition because
when the child listening a music or Radio statio
n they must be educated.
Through watching On Tv or someone danaing; th
e child of Afrizan they Used on studying a
Music through watching on Tv or some one dan
cing they get Idea through watching a Tv.
When a mother Carries her child and just
singing on working; this are the one among of
the methods to be Used to teach an afrizan chi
ld Various musical tradition because when either
on the farmer or on the office the mother carrie
s with the children they singing when on the w
orking.
Through listening a Radio or learning to the
magazines or news paper; through the child to
listening a Radio and learning the magazines the
people Can get Education about how to describe a
Music how to Use a music In the life so thi
s are the one among of the methods to be
10 Used to teach an Afrizan child Various Musical
tradition.
When a child In playing with other children
since the are singing; this methods the child ca
n get Idea about the Various Musical tradition
because When In playing with other children
since there are singing so this Reason Its sup
port to Used to teach an Afrizan child.
When a mother with her children attend to the
special events such as Ceremony; this methods
Is Used to teach an Afrizan child because when
a mother with her child attend to the special
events such as Ceremonies, Graduation, Birth
days and others.
Generally there are many methods that Use
d to teach an Afrizan child but the governm
ent should pay the schools the tools equipment
for their studies and they should pay the pro
ffesionaise teacher that Used to teach a Music
subject.

Extract 10.3: A sample of the candidate's good responses in question 10

Extract 10.3 shows a good response from a candidate who scored 10 out of 10 marks. The candidate was able to explain the different methods used in teaching traditional music to African child clearly and correctly.

3.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC

The analysis of the candidates' performance in each topic for the CSEE 2019 Music subject indicates that two topics had good performance, three topics had an average performance and five topics had poor performance. The topics which had good performance were; *Application of music in the society* (question 9 with 75,9 percent) and *Harmony* (question 2 with 74.4 percent). Likewise, the topics in which the candidates had an average performance were; *Musical terms, Musical sign* (question 1) and *Rudiments of music and harmony* (question 3 with 54.4 percent). The topics with poor candidates' performance were; *Modern musical instruments (17.2%)* for question 4, *Rudiments of music (28.4%)* for question 5, *Recognition of musical intervals (18.9%)* for question 6, *Rudiments of Music (Tonic Solfa) (12.6%)* and *Traditional Musical Instruments (13.1%)* for question 8. The general performance across topics summarized in the *Appendix.*

4.0 CONCLUSION

The general performance of the candidates in Music subject in 2019 was poor because most of the candidates scored below 30 marks. The analysis of the candidates who had average or good performance shows that those candidates had good knowledge on the subject matter in general. They also managed to interpret the questions accordingly and provided the correct answers. The candidates who performed poorly failed to understand questions due to inadequate knowledge on the topics and content tested in the examination.

5.0 RECOMMENDATIONS

In order to improve the performance of the candidates in the future examination, it is it recommended that:

(a) Subject teachers should help students to prepare well for musical examinations, especially on the interpretation of questions' demands in order to answer the questions accordingly.

(b) Subject teachers should guide and encourage students to participate in music activities, such as singing simple melodies, playing musical instruments correctly, singing solfa and spelling intervals so that they become more familiar with different types of music questions. By doing so, students will improve their knowledge and skills in music both in theory and in practice.

(c) Students on their groups should get time for practicing musical works; such as playing music instruments, singing different simple and short songs, tonic solfa and intervals, in order to get prepared for music examinations.

Appendix

Summary of Candidates' Performance Per Topic

S/N	Topic	Number of Questions	Percentage of students who scored 30 percent and above	Remarks
1.	Application of Music in the Society	1	75.9	Good
2	Harmony	1	74.4	Good
3	Rudiments of Music and Harmony	1	54.4	Average
4	Applied music	1	48.7	Average
5	Musical Terms, Musical Sign Reading and writing music accidentals	1	42.8	Average
6	Rudiments of music	1	28.4	Poor
7	Recognition of musical intervals	1	18.6	Poor
8	Modern musical instruments	1	17.2	Poor
9	Traditional musical instruments	1	13.1	Poor
10	Rudiments of Music (Tonic Solfa)	1	12.6	Poor