

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



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

**019 THEATRE ARTS**

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**019 THEATRE ARTS**

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## FOREWORD

The National Examinations Council of Tanzania is pleased to issue the 2019 Certificate of Secondary Education Examination (CSEE) report on the candidates' performance in the Theatre Arts subject. The report provides feedback to 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 the four years of secondary education. It is a summative evaluation which, among other issues, shows the effectiveness of the education system in general and education delivery system in particular. Essentially, the candidates' responses to the examination questions are strong indicators of what the education system was able or unable to offer to candidates in their four years of secondary education.

This report is intended to enhance the understanding of the reasons for the candidates' responses in Theatre Arts subject. It highlights factors which contributed to the achievements of the candidates and the challenges which the candidates faced in answering the questions. The analysis shows that the candidates who scored high marks understood the requirements of the questions, and had sufficient knowledge of Theatre Arts subject. However, the candidates with low scores showed low competence in the specific areas. Analysis of each question has been done; the strengths and weaknesses shown by the candidates in answering the questions have been indicated.

It is expected that the feedback provided in this report will enable teachers, candidates and education stakeholders to take appropriate measures in order to improve the teaching and learning process that will eventually lead to better performance in future examinations administered by the council.

Finally, the National Examinations Council would like to thank examiners and all people who fully participated in preparing this report.



Dr. Charles E. Msonde  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

This report analyses the candidates' performance in Theatre Arts subject for the Certificate of Secondary Education Examination (CSEE) done in November, 2019. The examination covered the Theatre Arts syllabus of 2010 and adhered to the examination format of 2019.

The paper comprised of 10 questions which were distributed in three (3) sections; A, B and C. Section A consisted of two questions which had a total of 20 marks. Section B had five (5) questions with a total of 50 marks. Section C consisted of three (3) essay questions with a total of 15 marks each. In section C, the candidates were required to answer two questions out of the three (3) questions.

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

Furthermore, the candidates' average performance per topic has been grouped into three categories based on the percentages attained. The performance from 65 to 100 percent is considered as good, 30 to 64 percent is considered as average and weak performance is from 0 to 29 percent. The colours, green, yellow and red have been used in the appendix to represent good, average and weak performance respectively.

The candidates who sat for the 2019 Certificate of Secondary Education Examination (CSEE) in Theatre Arts examination were 211 out of which 131 (65.17%) passed while in 2018 a total of 146 sat for the same examination, out of which 87 (61.27%) passed. This indicates that the performance of the candidates has increased by 3.9 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
<b>TOTAL</b>	0	0	13	46	156	59	27.44

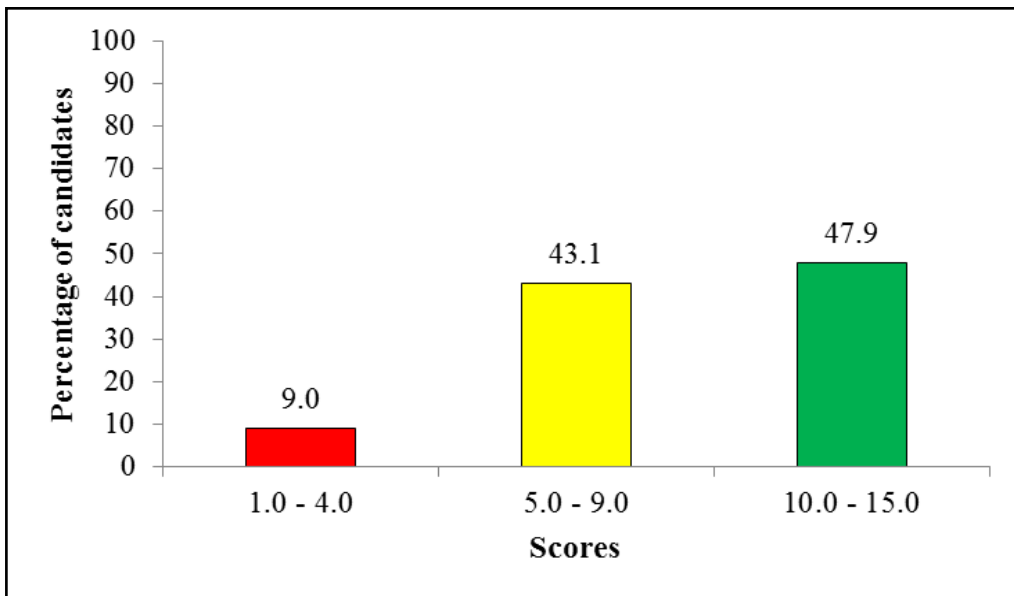
## 2.0 ANALYSIS OF CANDIDATES' RESPONSES IN EACH QUESTION

### 2.1 Section A: Objective Questions

#### 2.1.1 Question 1: Multiple Choice Items

This question consisted of fifteen multiple choice items derived from seven topics, namely: *Culture, Theatre Arts, Performing Techniques in African Theatre, Performing Techniques in Selected Non-African Theatre, Theatre for Social Change, Creation of Theatre Performance and Contemporary Theatre Practice in Tanzania*. The Candidates were required to choose the correct answers from the given alternatives and write their letters beside the item numbers in their answer book. A total of 211 (100%) students opted for this question.

The analysis of candidates' performance shows that 19 (9.0%) candidates scored from 1 to 4.0 marks which is poor performance. Further analysis shows that 91 (43.1%) candidates scored from 5.0 to 9.0 marks which is average performance and 101 (47.9%) candidates scored from 10 to 15.0 marks which is good performance. The performance in this question was analysed as good because 192 (91.05%) scored 3.0 to 9.0 marks. Figure 1 summarises the distribution of candidates' scores in question 1.



**Figure 1:** Candidate's Performance in Question 1

In item (i), the candidates were required to identify the term that explain correctly a systematic examination of a project as it progresses. The correct response was D,

*Monitoring.* The candidates who chose the correct response knew that monitoring is the systematic collection and analysis of information during project progresses. The candidates who opted for B, *Exercising* and A, *Implementing* were not aware about the terms. Likewise, the candidates who opted for the item E, *Collecting* failed to understand that collecting is a process of gathering information on issues. However, other candidates who opted for the incorrect response C, *Analysing* failed to recognise that analysis is the examination and discussion of collected data in order to seek deeper understanding.

In item (ii), the candidates were required to identify the name of the space on stage where the set of the musical instruments placed when setting a stage for a theatrical performance. The correct response was A, *Auditorium*. The candidates who opted for the correct response had adequate knowledge about the performing space. The candidates who chose the response B, *Proscenium* were not aware that proscenium is the arch which separates the audience area from the main stage area. The candidates who opted for C, *Platform* failed to understand that platform is a raised surface on a stage floor that serves as the elevation part of the stage action. Furthermore, the candidates who opted for the response D, *Backstage* did not realise that backstage is the back of the stage area hidden from the audience. It is used for scenery storage. Candidates who chose E, *Front stage* failed to realise that front stage is front part of the apron.

In item (iii), the candidates were required to identify the forms of African theatre. The correct response was D, *Storytelling, recitation, dance and rituals*. The candidates who chose the correct response were knowledgeable about African theatre. The candidates who opted for A, *Storytelling, dance, recitation and opera* failed to realise that Opera is a form of theatre art practiced in the Asian continent. However, the candidates who opted for B, *Storytelling, music, drama and dance* did not realise that drama is not among of types of African theatre. Furthermore, the candidates who chose the incorrect response C, *Storytelling, tragedy, dance and rituals* failed to understand that tragedy is one of the most fundamental dramatic forms in western tradition. The candidates who chose E *Storytelling, comedy, music and drama* failed to realise that comedy is not among the types of African theatre but rather it is theatrical genre from western theatre.

In item (iv), the candidates were required to identify newly collected information which is documented for the first time. The correct response was B, *Primary data*. The candidates who chose this response were knowledgeable about the topic of



data collection. The candidates who opted for C, *Data analysis* were not aware that data analysis is the process in depth study and summarizing data which has been collected. The candidates who chose E, *Summarising data* have insufficient knowledge about the topic. The candidates who chose the incorrect response D, *Collection data* failed to understand that this is the process of gathering information on problems and issues. The candidates who chose A, *Secondary data* failed to realise that secondary data are data that are already available or collected and analysed by someone.

In item (v), the candidates were required to identify the major forms of recitation. The correct response was D, *Ngonjera, heroic reaction and funeral dirges*. The candidates who opted for the correct answer were aware about the major forms recitation. However, those candidates who opted for the responses A, *Ngonjera, funeral dirges and dance* B, *Heroic recitation, funeral dirges and drama* C, *Heroic songs, funeral dirges and Ngonjera* and E, *Ngonjera, recitation and heroic play* failed to recognise that dance, drama, heroic play and heroic songs are not forms of recitation.

In item (vi), the candidates were required to identify the appropriate term used to describe the process in which an audience reflects automatically the mental picture created when watching performance on stage. The correct response was B, *Imagination*. The candidates who answered it correctly were aware that an artist uses imagination to create different works of art. The candidates who chose A, *Symbolisation* failed to understand that it represents something that is invisible. The candidates who opted for C, *Improvisation* did not realise that the item refers to the situation where by a performer add some other action on the stage which is not recommended in the play script without affecting the flow of play. Moreover, the candidates who chose the response D, *Fixation* and E, *Realisation* lacked knowledge about the components of theatre performance.

In item (vii), the candidates were required to identify the implementation process of activities in the plan of action. The correct answer for this item was A, *Monitoring and evaluation*. The candidates who chose the correct answer were knowledgeable about the stages of theatre for social change. The candidates who chose B, *Data analysis and evaluation* did not realize that data analysis and evaluation are two different stages based on looking at and summarizing collected information in order to develop conclusions. The candidates who chose the incorrect answer C, *Action plan and monitoring* were not aware that the item focused on the

implementation process of activities of the action plan. The candidates who chose the incorrect answer D, *Evaluation and taking action* did not recognise that these are two different stages in the process of theatre for social change. The candidates who chose the incorrect response E, *Taking action and monitoring*, did not remember that taking action aims at solving a problem that is already identified.

In Item (viii), the candidates were required to identify the kind of theatre which engages the audience to the extent that they become participants of what it presented. The correct answer was E *African theatre*. These candidates understood that African theatre is functional hence it is part of the social, political and economic life of the people. The candidates who opted for the item A, *Eastern theatre* failed to understand that Eastern theatre is more visual and sensual than literary or intellectual. Likewise, the candidates who opted for the item B, *Western theatre* did not realise that Western theatre in form of drama exists only when there is a written play performed by actors on the stage. However, the candidates who opted for the item C, *Asian theatre* failed to differentiate between Eastern and Asian theatre as that are the same theatre forms. Furthermore, the candidates who opted for the item D, *Northern theatre* were not aware about the topic of world theatre practices.

In item (ix), the candidates were required to recommend how to avoid gender stereotypes in theatre practice. The correct response was A, *Advocate for gender awareness among the artist*. The candidates who chose the correct response understood the problems arising from gender inequality and discrimination. The candidates who opted for the item B, *Enhance gender inequality among the artists* failed to understand that theatre themes should reflect the situation and not improve the situation. Likewise the candidates who opted for C, *Bring gender inequality among the artist* had inadequate knowledge about gender issues. Moreover, the candidates who opted for the item D, *Shows gender characters among the artists* failed to understand that the most common features related to gender issues in theatre practice are related to female stereotype. The candidates who opted for the item E, *Influences gender discrimination among the artist* did not have adequate knowledge on gender awareness among artists in the country.

In item (x), the candidates were required to identify a form of theatre which has space, time and intensity as the major elements. The correct response was C, *Dance*. The candidates who opted for the correct response knew that dance is characterised by having space, time and intensity. The candidates who opted for A,

*Songs* were not aware that songs are among the artistic techniques which can be used in artistic communication. The candidates who opted for E, *Music* failed to distinguish the terms since both have the same elements like dance. They did not recognise that songs cannot stand alone as theatre forms but are included in dance and music. They are not among the theatre forms. Moreover those who opted for the incorrect response D, *Storytelling* and B, *Rituals* also failed to differentiate that dance and rituals are among the African theatre forms.

In item (xi), the candidates were required to identify the form of theatre that can be performed when pleasing the gods in African society. The correct response was B, *Rituals*. These candidates were aware that a ritual is a religious or solemn ceremony consisting of a series of actions performed according to a prescribed order. The candidates who opted for A, *Initiation*, failed to understand that initiation is a rite of passage. It marks the entrance or acceptance into a group or society. The candidates who opted for the item C, *Sacrifice* did not recognise that sacrifice is an act of killing an animal in a religious ceremony as offering to please God. The candidates who opted for D, *Circumcision* failed to understand that circumcision is an example of a ritual which is not intended to please Gods. Moreover, the candidates who opted for the E, *Dances* had insufficient knowledge on the forms of theatre. They did not know that dance is movement of the body.

In item (xii), the candidates were required to identify the instruments used to collect primary data. The correct response was A, *Participant observation and personal interview*. The candidates who chose this response knew that participant observation and person interview are common instruments used to collect primary data in theatre for social change. The candidates who chose B, *Questionnaire and documentary data* were distracted by the alternative since they failed to recall that questionnaire is a tool for collecting secondary data. Documentary data means preserved data. It is not an instrumental used for collection of primary data. Likewise, the candidates that chose the incorrect response C, *Analysis of documents and personal interview* and D, *Data analysis and analysis of historical records* failed to distinguish that analysis is the process of looking at and summarizing data which have been collected with the intent to extract useful information. Furthermore, the candidates who chose the incorrect response E, *Collection of data and questionnaire* had inadequate knowledge on the instruments used for data collection.

In item (xiii), the candidates were required to identify an event where a variety of theatre forms are displayed. The correct response was A, *Festival*. The candidates who opted for the correct response knew that festival is a day when organized events or music concerts are held in one place. The candidates who chose B, *Exhibition* failed to understand that an exhibition refers to public display of works of art gallery. The candidates who opt for C, *Presentation* did not recognise that presentation is the process of presenting a topic to an audience. The candidates who chose D, *Workshop* were not aware that workshop is a meeting of a group of people in an intensive discussion. The candidates who chose E, *Talent show* failed to understand that a talent show is an event where participants perform the arts of singing, dancing or acting. Many talents shows are performances rather than contests.

In item (xiv), the candidates were required to classify a theatrical genre which ends with happiness and laughing. The correct answer was C, *Comedy*. The candidates who chose the correct response knew that comedy is a play that ends happily. The candidates who chose A, *Tragedy* failed to understand that tragedy is the genre that ends in sadness. Moreover, the candidates who chose B, *Tragicomedy* were not aware that tragicomedy is a combination of plays that have tragic themes and noble characters which end happily. The candidates who provided the response D, *Melodrama* failed to understand that genre is accompanied by music and can acquire both a happy and sad mood. The candidates who chose E, *Satire* had insufficient knowledge to identify the correct answer.

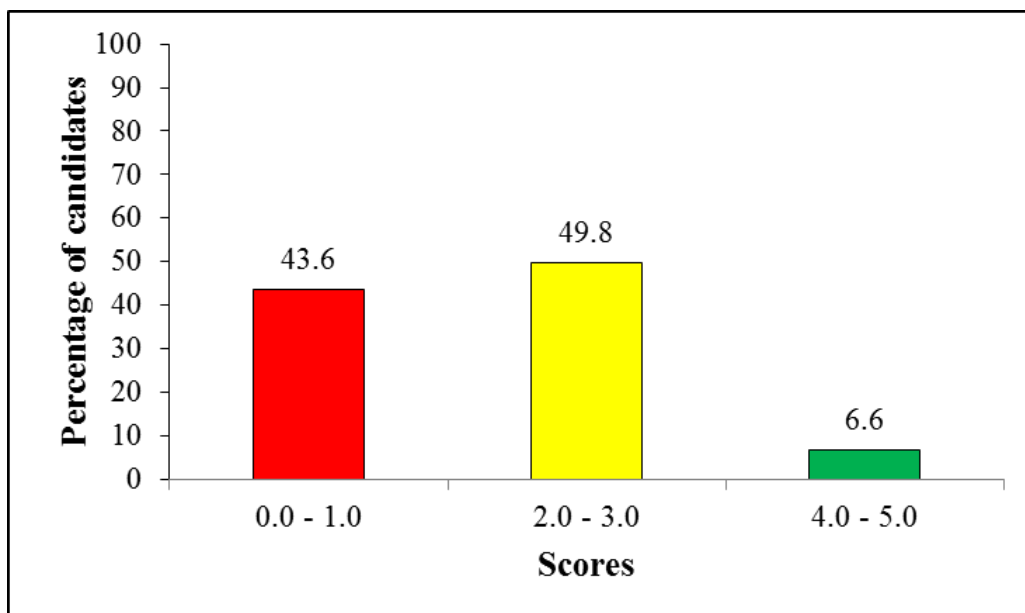
In item (xv), the candidates were required to identify the reasons why Tanzania is called a multicultural society. The correct answer was E, *It involves many cultural groups*. The candidates who chose the correct answer had adequate knowledge in culture and were able to define enculturation as the process of acquiring new culture. The candidates who opted for A, *People speak Kiswahili and English* confused the concept of multicultural society with the use of official languages in Tanzania which are Kiswahili and English. The candidates, who opted for B, *Have many religion groups* failed because they confused a multicultural society with the presence of many religious groups in Tanzania. Likewise, the candidates who opted for C, *Shared values and beliefs* did not understand why Tanzania is a multicultural society. Furthermore, the candidates who opted for the item D, *It was formed by Tanzania and Zanzibar* had little knowledge about the history of Tanzania. In general candidates who failed to respond to this question had inadequate knowledge on multicultural society.

### 2.1.2 Question 2: Matching Items

This question consisted of five matching items extracted from the topic of *Creation of theatre performance*. The 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. A total of 211 (100%) candidates did this question.

Column A		Column B
(i)	The area of stage for acting within the set, visible to the audience.	A. Backstage
(ii)	The area of the stage not enclosed by the setting.	B. Offstage
(iii)	The area of the stage behind the setting	C. Out stage
(iv)	The area of the stage which is offstage right and left of the acting area	D. Front stage
(v)	The area from the stage where the audiences sit which is also called house.	E. On stage
		F. Wing stage
		G. Behind stage

The analysis of candidate performance shows that 92 (43.6%) candidates scored from 0 to 1.0 mark which is poor performance. Further analysis shows that 105 (49.8%) candidates scored from 2.0 to 3.0 marks which is average performance and 14 (6.6%) candidates scored from 4.0 to 5.0 marks which is good performance. The performance in the question is average because 119 (56.4%) scored between 3.0 to 9.0 marks. Figure 2 summarises the distribution of candidates' scores in question 2.



**Figure 2:** *Candidate's Performance in Question 2*

In item (i), the candidates were required to identify the area of the stage used for acting within the set, visible to the audience. The correct response was E, “On stage”. The candidates who chose the correct response were knowledgeable about the concept of performing space and its features. The candidates who matched it with other options had inadequate knowledge.

In item (ii), the candidates were required to identify the area on stage that is not enclosed in the setting. The correct answer was B, “Offstage”. The candidates who chose the correct response understood that offstage is the area surrounding the playing space that is not visible to the audience. The candidates who matched it with other options had inadequate knowledge about offstage.

In item (iii), the candidates were required to identify the area of the stage behind the setting. The correct answer was G, “Behind stage”. The candidates who chose the correct item understood that behind stage is the area behind the setting that is not seen by the audience.

In item (iv), candidates were required to identify the area of the stage which is offstage right and left of the acting area. The correct response was F, “Wing stage”. Candidates who matched it correctly had adequate knowledge about parts of the stage.

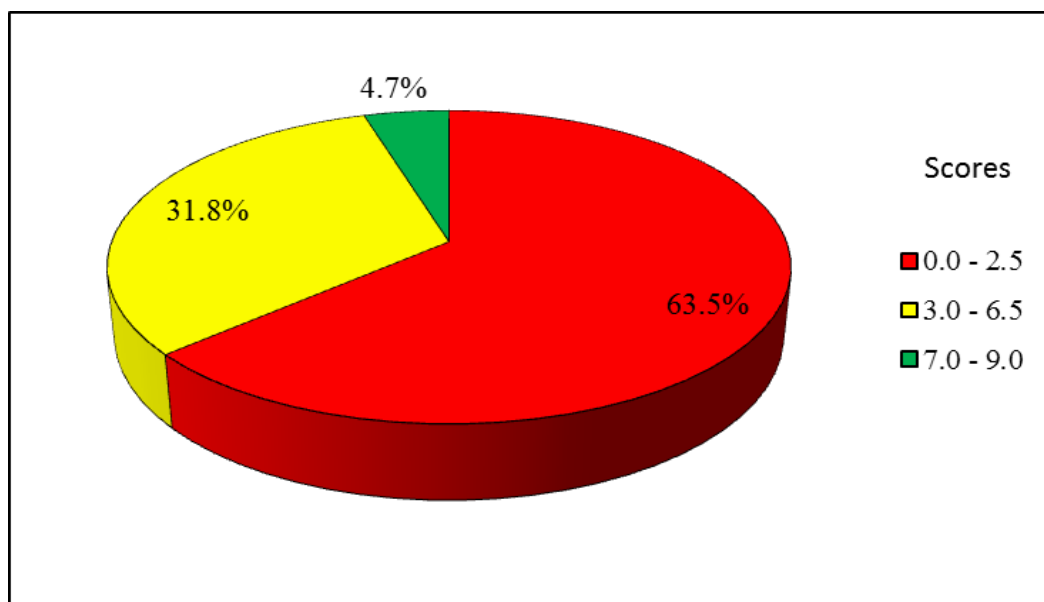
In item (v), the candidates were required to identify the area on the stage where the audience sit which is also called a house. The correct answer was C, “Out stage”. The candidates who chose the correct response understood the area where the audiences sit in the out stage.

## 2.2 Section B: Short Answer Questions

### 2.2.1 Question 3: Creation of Theatre Performance

The candidates were required to differentiate arena stage from thrust stage using five points. A total of 211 (100%) candidates opted for this question.

The analysis of candidate’s performance shows that 134 (63.5%) candidates scored from 0 to 2.5 marks that is poor performance. Further analysis shows that 67 (31.8%) candidates scored from 3 to 6.5 marks which is average performance and 10 (4.7%) candidates scored from 7 to 9 marks which is a good performance. The performance in this question is average because 77 (36.5%) scored between 3 to 9 marks. Figure 3 summarises the distribution of candidates’ scores in question 3.



**Figure 3:** Candidate’s Performance in Question 3

The analysis of this question shows that 10 (4.7%) candidates scored from 7 to 9 marks. These candidates had adequate knowledge about the types of performing space and their features. The candidates were able to differentiate the features of Arena stage from Thrust stage. Most of the candidates, For example, wrote:

*Arena stage is the kind of stage where by the performer performs at the middle and surrounded by the audience all the places while Thrust stage is the kinds of stage which the audience surround performing stage in three sides. Arena stage usually it has no specific areas for performance while Thrust stage it appears in specific area for performance. In Arena stage, there is no raised platform although there are some at which features a raised platform while in Thrust there is a platform at which the performers perform which is raised up from the auditorium.*

The candidates who were able to differentiate between arena stage and thrust stage had knowledge about performing space. Extract 3.1 shows a sample of a good response.



3. Arena stage: is the type of the stage which all side surrounded by audience. Thrust stage: is the stage which consist three side of audience. That stage are differentiate like the following points:

Arena stage have four side of audience while Thrust have three side. During the performance take place in the Arena stage have four place side for audience and in Thrust have three so this lead to differentiate.

3 → Arena stage have many audience while in Thrust have less audience than arena. Because the arena stage have four place for audience and in Thrust have three stage of audience so there in arena have many audience compare to Thrust.

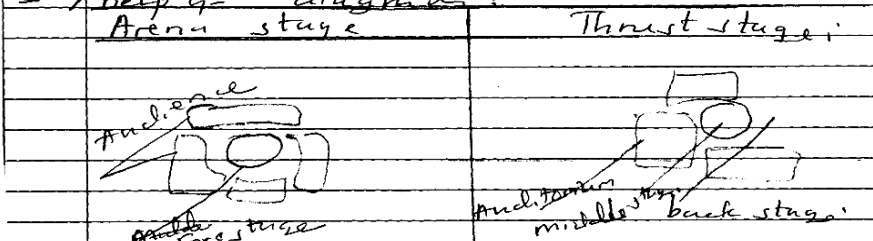
In Arena stage characters must move to another side in order to be seen while in Thrust characters is not must to move another side in order to be seen well. The actor who act in the play who want to be seen by all audience must turn another side while in Thrust is not must to turn because can be seen well.

In Arena stage does not have back stage while in Thrust have back stage. The back stage consist of the place where characters can't be seen so there in arena the back stage there is no because you can't see it but in arena this stage are form.

In Arena stage have two types of stage while in Thrust have three types of stage. In arena have the middle stage and auditorium while in Thrust have backstage, auditorium and middle stage.

Generally: The Arena stage have different like and Thrust stage through sitting plan that Arena have four side and Thrust have three side. The

3 → help of diagram:



Extract 3.1: A sample of a good responses to question 3

Extract 3.1 shows a good response from a candidate who differentiated arena stage from thrust stage correctly.

Moreover, the analysis shows that of 67 (31.8%) of the candidates scored from 3 to 6.5 marks. Candidates had adequate knowledge of the differences of stages. Some of the responses included: *Arena stage is surrounded by the audience in all parts while thrust stage is the stage which is surrounded by audience in three parts. Arena stage does not use curtains while thrust stage may have curtains. Arena stage has four sides while thrust stage has three sides.* However, they did not score higher marks because of inadequate elaborations in their answers. Extract 3.2 shows a sample of such responses.

3	Difference between Arena stage and Thrust stage	
	Arena stage	Thrust stage
	i) The stage is surrounded by the audience in all parts.	i) Thrust stage is the stage which is surrounded by audience in three parts
	ii) It can take place in Playing grounds	- it can take place in the large halls
	iii) It does not use curtains.	- It may have curtains
	iv) It has four sides	- It has three sides.

**Extract 3.2:** A sample from a candidate with average performance in question 3

Extract 3.2 shows a response from a candidate with average performance who provided correct answers but failed to elaborate the answers.

Furthermore, the analysis shows that 134 (63.5%) of the candidates who scored from 0 to 2.5 marks failed to differentiate arena stage from thrust stage. Most of these candidates provided irrelevant points. One candidate for example, wrote; *Arena stage – The stage where by front while thrust stage – the stage where the centre of the audience. Arena stage – it divide one side while thrust stage – it divided three side.* Another candidate wrote; *Arena stage it used more time while thrust stage need much time. Arena stage has specific area while thrust stage there is no specific area.* Other candidates in this group wrote irrelevant answers such as: *Arena performs during night while in thrust perform noon. Arena is stage whereby*

front while thrust is the stage where centre of the audience. These responses show that the candidates did not only fail to understand the question but also had poor command of the English language. Extract 3:3 shows a sample of a poor response.

3'	10 Five point to differentiate arena stage From thrust stage	
	ARENA stage	THRUST stage
	-is the one space at floor level with the audience seat all side of the performance area arena stage resties the use of side of scenery	-is the surrounded three side of the audience seat are usually more a greater distance from the audience
	-It deal of stage off a stage	deal of stage off

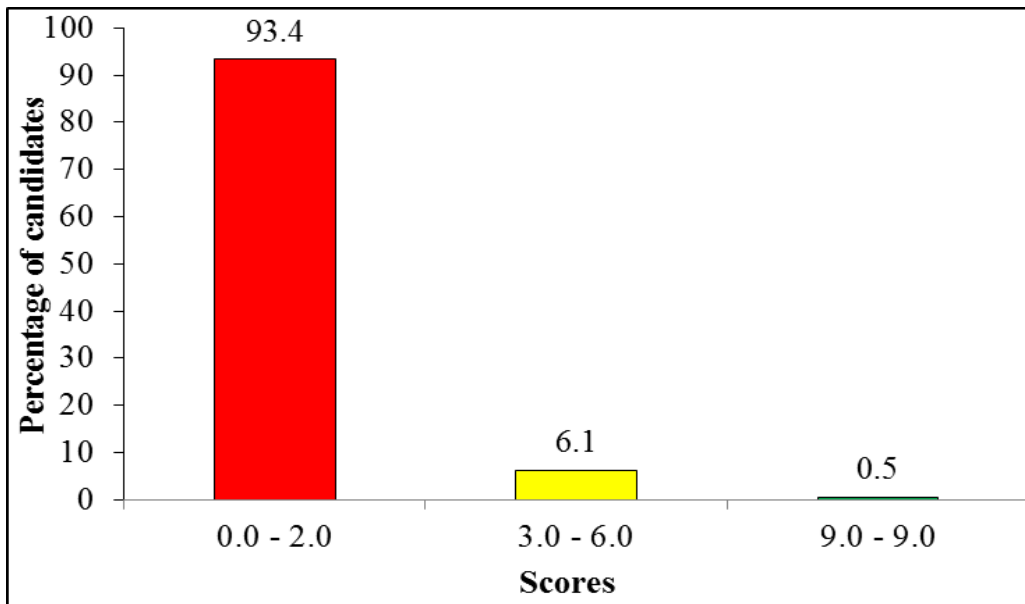
**Extract 3.3:** A sample of a poor response to question 3

Extract 3.3 shows a poor response from a candidate who failed to differentiate arena stage from thrust stage.

### 2.2.2 Question 4: World Theatre Practices

The question required the candidate to explain five distinctive features of Noh Theatre of Japan. A total of 211 (100%) students opted for this question.

The analysis of candidate performance shows that 197 (93.4%) candidates scored from 0 to 2.0 marks that is poor performance. Further analysis indicates that 13 (6.1%) candidates scored from 3.0 to 6.0 marks which is average performance and 1 (0.5%) candidate scored 9.0 marks which is good performance. The performance was categorised as poor because 14 (11.1%) scored between 0.0 to 2.0 marks. Figure 4 summarises the distribution of candidate's scores in Question 4.



**Figure 4:** *Candidate's Performance in Question 4*

The analysis shows that a few candidates 1(0.47%) performed well in this question that managed to explain the distinctive features of Noh theatre. One of the candidates for example, wrote: *Use masks during the performance. Noh Theatre the plays are long and episodic. This is due to the fact that it gives the community a wide chance to watch and understand what is required. Noh theatre has its origin from a naturalistic dance of shito.* Extract 4.1 represents a sample of a good response.

4.	Features of Noh Theatre	
8)	It takes long time to perform; from one feature of Noh theatre it takes long time in a performance which is on a stage for example one hour and continues at large.	
	ii) They used marks in the performance; Noh theatre in their performance they like to use marks which close their face, and show fake face because of marks.	
4	iii) Music and dance are present in a performance; from Noh theatre they do body movement and using different sounds which are sources of music in a song.	
	iv) Colour They used costumes which have different colours such as blue, black, green, orange, red and just mention few; Noh theatre they like to use costumes which have no colour more than once for example red, orange, green, black and other.	
	v) The performance starts in early age; among characteristics or features of Noh theatre it is in their performance it starts in early age for example under 18 years old.	
	vi) There is no proper theatre; from features of Noh theatre it does not have proper places where the performance is taking place or to be performed such as a room or stage.	

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

Extract 4.1 represents a good response from a candidate who explained features of Noh theatre.

There were 13 (6.1%) candidates who performed had average in this question. They had some knowledge about features of Noh theatre. These students were able to give two or three features of Noh theatre but they failed to elaborate some points. For example, one candidate wrote; Use of technical properties such as props, makeup and costumes, has specific space of performance or stage and is based on

the use of script. Extract 6.2 shows a sample of a response from a candidate with average performance.

4	Feature of Noh theatre
	- Only male are involve in theatre performance
	- It is taking long time their theatre until going to perform
	- Mask and are used during performance
	- They using costume/clothes which are high very costivaly or expensive
	- The performance taking long time to be when they perform

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

Extract 4.2 represents a response from a candidate with average scores who provided two to three points of features of Noh theatre but failed to elaborate well the points.

The candidates who performed poorly in this question had insufficient knowledge about Eastern theatre. 197 (93.4%) candidates were unable to explain the features of Noh theatre. Most of the candidates provided irrelevant answers which did not relate to the requirements of the question. For example, one candidate wrote; *educate people, to promote space and security, to source of entertainment and to promote unity*. In the same question other candidates provided the theatrical forms instead of the features of Noh theatre. For example, one candidate outlined answers such as; *Dance, Music, Storytelling and Dance serious movement of people*. Furthermore, other candidates in this group were not familiar with the features of Noh theatre. They confused the feature of Noh theatre with the elements of theatre. Most of the candidates for example, wrote; *It has specific area of performance, It contains people and his environment, it base in philosophy of his society*. Other candidates in this category provided incorrect answers. For example, one candidate wrote; *To find theatrical market, To find artist, To increase income and employment opportunity*. Furthermore, other candidates in this category copied the questions from the examination paper and filled them as their answers. For example, one candidate wrote; *Eastern theatre, Western theatre, Asian theatre,*

*Northern theatre and African theatre.* Extract 4.3 shows a sample of a poor response from a candidate.

4.	i) To educate people	
	ii) To promote peace and security in the society	
	iii) To certain people	
	iv) Source of Entertainment	
	v) To promote unity	

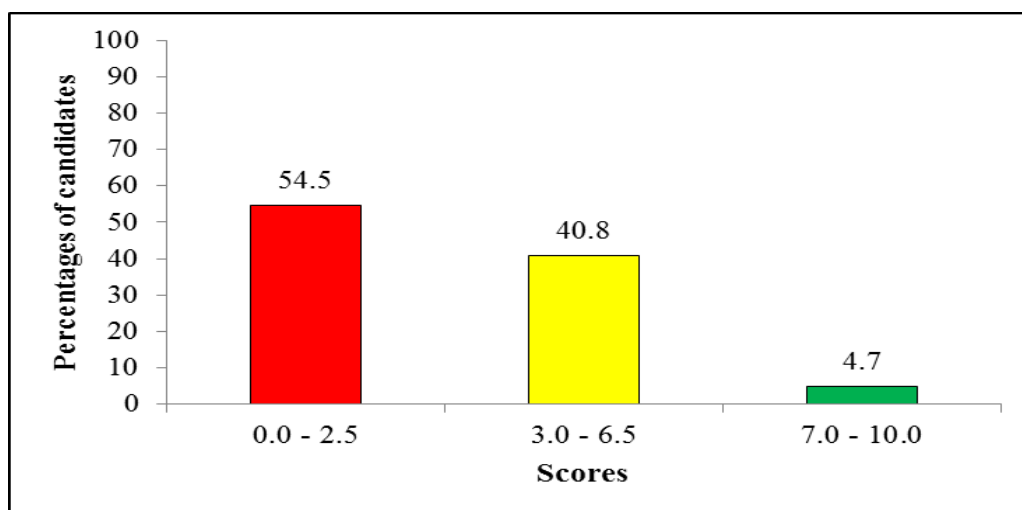
**Extract 4.3:** A sample of the candidate's poor response in question 4

Extract 4.3 represents a poor response from a candidate who mentioned the functions of theatre arts instead of the features of Noh theatre.

### 2.2.3 Question 5: Performing Techniques from Selected Non-African Theatre

The question required the candidates to describe five functions of stage setting in performance. A total of 211 (100%) students opted for this question.

The analysis of candidate performance shows that 115 (54.5%) candidates scored from 0 to 2.5 marks which is poor performance. Further analysis shows that 86 (40.8%) candidates scored from 3.0 to 6.5 marks which is average performance and 10 (4.7%) candidates scored from 7.0 to 10.0 marks which is good performance. The performance in this question is categorised as average because 96 (45.5%) candidates scored between 3 to 10 marks. Figure 5 summarises the distribution of candidates' scores in Question 5.



**Figure 5:** Candidate's Performance in Question 5

The analysis of the candidates' responses shows that 10 (4.7%) candidates who scored high marks had adequate knowledge about the functions of stage sets in performance. The candidates provided relevant answers. Most of these candidates gave the following responses; *it help to ensure time is used as arranged, It determine the position of musical instruments and other props that can be hired or seen by the audiences, Stage sets should support blocking of performers as its arranged on a script, It make as stage to match with the real environments where the action is usually done as church, market etc, Stage sets ensure enough space for the performance actions to take place example running action require large space or long space.* Extract 5.1 shows a good response from a candidate.

5	i/ Stage sets contribute much in conveying the main idea or theme.
	ii/ Stage gives the performers an environment for conducting their actions.
	iii/ Stage sets has foundation in selecting suitable costumes.
	iv/ Also stage sets help to select suitable props and spectacles.
	v/ Stage sets smoothens the mind of audience on understanding the performance.

**Extract 5.1:** A sample of the candidate's good response in question 5

Extract 5.1 represents a good response from a candidate who was able to describe five functions of stage sets in performance.



The analysis in this question shows that 86 (40.8%) of the candidates had average performance. Most of the candidates provided a correct answer which lacked an exhaustive elaboration of the required points. Some of the candidates repeated some points in their responses. For example, one of the candidates provided an explanation as; *it help performer to convey the message to audience, it help the audience to receive the message and It help performer to use gesture and body.* Extract 5.2 shows an a response from a candidate with average performance.

5.	Five functions of stage sets in the performance.
i,	To insure the performer is safety of the time of performance.
ii,	To ensure every thing on the stage is clear before the performance.
iii,	To attract the audience when they entering in the performance.
iv	To ensure the quality of the stage that the performer can not get an any problem.

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

Extract 5.2 represents a response from a candidate with average performance who had little information about the functions of stage sets in performance.

A total of 115 (54.5%) candidates had poor performance due to inadequate knowledge. Most of these candidates failed to provide clear explanations about the functions of stage sets in theatre. One candidates for example, explained the African theatrical forms instead of the functions of stage sets and wrote; *Storytelling, Ritual, Songs, Music, Dance and Recitation.* Another candidate mentioned points which are not related to the subject matter. For example, one of these candidates wrote: *good stage, good sound, good language and body movement.* Other candidate failed to describe the functions of stage sets and instead wrote the steps in the preparation of plays, such candidates wrote: *To choose the scripte, To research the topic to be performed, To choose the characters, To prepare the plot and Time taken.* In this category other candidates provided wrong definitions. One of these candidate for example, gave the following definition; *Theatre is the tradion and you stages and to correcting supporting to going to supporting stage and you to sopperting and to production supporting every days to theatre art to stage th to paformance and stage states.* Furthermore, other

candidates provided the functions of dance instead of the functions of stage sets in performance and wrote; *It promote language, To entertain in the society, and Source of unity in the society and it educates the society.* Extract 5.3 is a sample of incorrect response from one of these candidates.

5.	Performance is the place which the event take place.
i)	Dancing; this is among the fuction of performance which can designe.
ii)	Costume; Also this is among the chosen which can choose in my performance because if we want to make the performace we must have costume. For help.
iii)	Props; Also this is need too in my forma nce because it can help me during making performance.
iv)	Action; Also this is among the function which can use during performance beca- use to make action is need For audience inorder to understand well my play.
v)	Body movement; Also this help to move body especially during the performance because it make people to be active and to incre <sup>a</sup> se mood to listern you

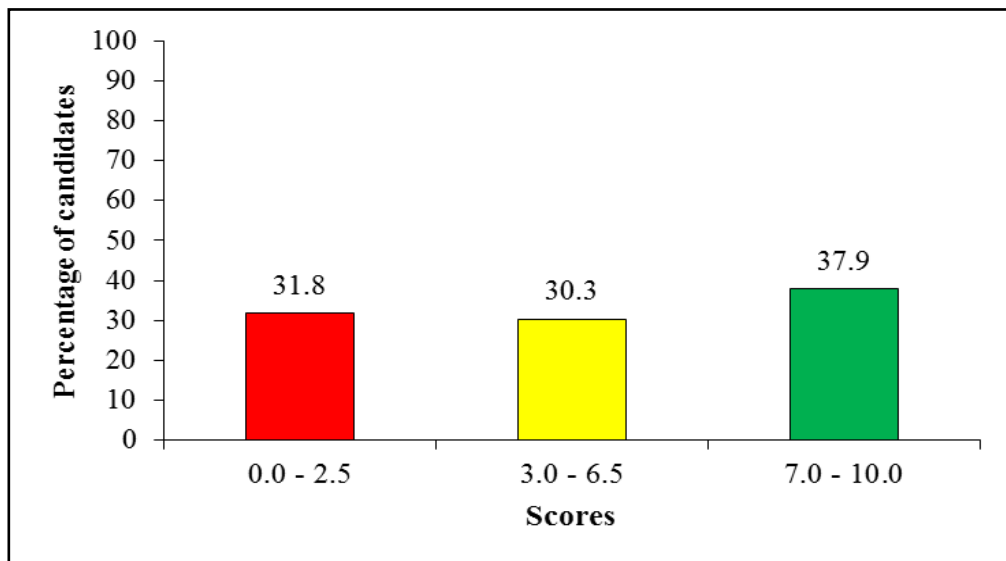
**Extract 5.3:** A sample of the candidate's poor response in question 5

Extract 5.3 represents an incorrect response from a candidate who mentioned theatrical terms instead of functions of stage sets in performance.

#### 2.2.4 Question 6: Theatre Production

The question required the candidates to describe five purposes of dance in the African community. A total of 211 (100%) candidates opted for this question.

The analysis of candidate performance shows that 67 (31.8%) candidates scored from 0 to 2.5 marks which is poor performance. Further analysis indicates that 64 (30.3%) candidates scored from 3.0 to 6.5 marks which is average performance and 80 (37.9%) candidates scored from 7.0 to 10.0 marks which is good performance. The performance is categorised as good in this question because 144 (68.2%) candidates scored between 3.0 to 10.0 marks. Figure 6 summarises the distribution of candidates' scores in Question 6.



**Figure 6:** Candidate's Performance in Question 6

The analysis of the candidate's responses shows that 80 (37.5%) candidates who scored high marks had knowledge about dance in African communities. Most of the candidates were able to describe the purposes of dance in the African community. For example, one candidate wrote; *Recreational purposes - some African dances for entertaining themselves as how people dance in night clubs or in some ceremonies. Social purposes- many African community have their songs and dance thus during a certain social events such as harvesting or during tribe ceremonies people dances always and every member of the society can be a participant. Religious purposes - some Africans dances are used to praise their lord God as in church and some conferences while in others dance is a form of prayer to the gods. Political purposes - African dance in order to praise political leaders. Economic purposes - many Africans dance on stage or empty space always with music so as to get income and in special buildings people should pay entrance fees thus dancer gets money as in festivals. Dance is a source of unity.* In general, the candidates who provided the correct response had enough knowledge about dance and its purposes in the African community. Extract 6.1 shows a sample of good response.

6.	purposes of a dance in the African community.
i)	To entertain society : Through dance people they entertained and enjoyed.
ii)	To gives cooperation and unity to the community : Through dance people they are being together to see what is going on also they are being cooperato with everything.
iii)	To educate people : Through dance people they are educated about something and being aware.
iv)	It is the source of employment : Through dance people they employ herself and cause to decrease of bad crime this is how through dance people they are being busy in doing exercise.
v)	To criticize the society : Through dance people are criticize and they start to do good thing.

**Extract 6.1:** A sample of a candidate's good response to question 6

Extract 6.1 represents a good response from a candidate who described the purpose of dance in the African community.

A total of 64 (30.3%) candidates scored average marks. They had partial knowledge about the subject matter. These candidates did not score higher marks because of inadequate elaborations and repetition of some points. One of these candidates, for example mentioned; *To preserve our culture. Used as symbol for ceremonies. Used as symbol for unity.* Another candidate wrote; *Giving out education to the people. Entertainment, For unite people, and Can organize people to live well in society.* Extract 6.2 shows a sample of a response from candidate with average performance.

6	i) Giving out Education to people
	ii) For Intertaining
	iii) For Unite people
	iv) It mease Friendship among other people
	v) Can Organize people to live well in Society.

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

Extract 6.2 represents a response from a candidate with average performance who provided the functions of dance without elaborations.

Furthermore, the candidates 67 (31.8%) who scored from 0 to 2.5 marks failed to describe the purpose of dance in the African community. The candidates gave irrelevant answers that did not relate to the requirements of the question. One candidate for example, wrote: *Time- when the say about time for dance in the African community this is the one among of the purpose of a dance. Sound this is the one among the purpose of a dance in the African community to convey message to audience.* Another candidate wrote: *Space in order to dance there should have the presence of stage or space. Time in order to dance you should used the time given on a stage.* Moreover, other candidates explained musical instruments instead of the purposes of dance in the African community wrote: *Drums and clothes, this means include for when keep clothes should after for dancing in drums.* Additionally, some of the candidate described the elements of dance instead of the purpose of the dance in community as follows; *Performance, this is means that purposes of dance are to have a performer in order to do dance and play. Audience, this it means that in dance the performer must play his/her past and the audience and To look for her/his custome, this it means that performer must wearing a good clothes.* Extract 6.3 shows a sample of a poor response.

Q6:	Briefly describe five purpose of dance in the community	
	Drums and clothes; this means include for when keep clothes should after for dancing in drums	
	Guital; this include for select in music	
	Zethe; this include for using in dancing	
	tanubetal; this include for using in drums	

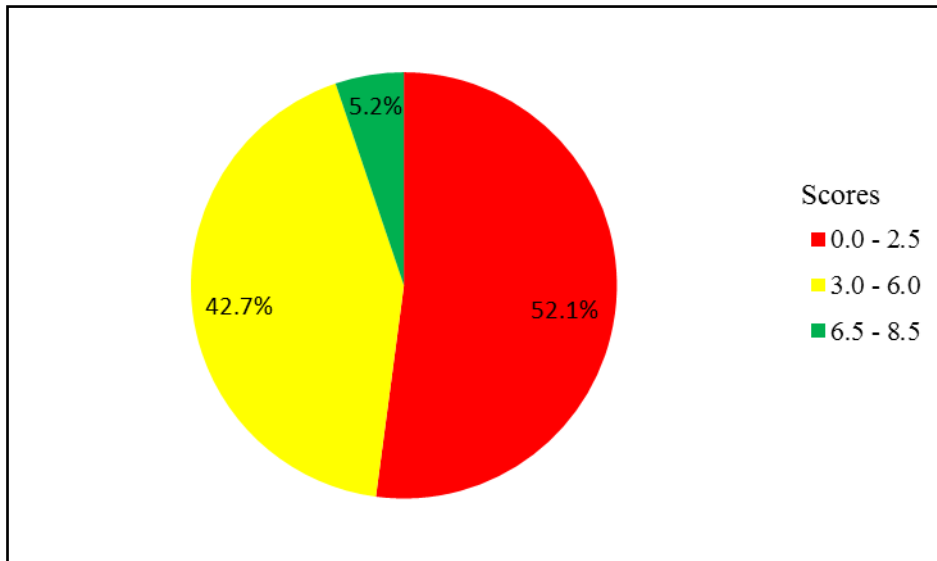
**Extract 6.3:** A sample of the candidate's poor response in question 6

Extract 6.3 represents a poor response from a candidate who described the instruments of dance instead of the purpose of dance in African community.

### 2.2.5 Question 7: Performing Techniques in African Theatre

The candidates were required to study the picture and answer the questions for each part (a-f). A total of 211 (100%) candidates opted for this question.

The analysis of candidate performance shows that 110 (52.1%) candidates scored from 0 to 2.5 marks which is poor performance. Further analysis shows that 90 (42.7%) candidates scored from 3.0 to 6.0 marks which is average performance and 11 (5.2%) candidates scored from 6.5 to 8.5 marks which is good performance. The performance is categorised as average because 101 (47.92%) candidates scored from 3.0 to 8.5 marks. Figure 7 summarises the distribution of candidates' scores in Question 7.



**Figure 7:** Candidate's Performance in Question 7

In part (a) the candidates were required to identify the form of theatre arts which is displayed in the picture. The correct answer from this question as: *The type of theatre displayed in picture is Storytelling*. The candidates who provided the correct response demonstrated mastery of the subject matter and skills in observing and interpreting the picture. Candidates who failed to interpret the picture had insufficient skills to observe and interpret the picture. For example, some of the candidates wrote: *Dance, traditional dance and Recitation*. These candidates failed to interpret correctly the picture. Moreover, other candidates provided irrelevant responses such as; *Masai tribe and Witch doctor*. All these responses indicate that these candidates failed to observe the content in the picture and had no skills to interpreting the picture.

In part (b) the candidates were required to identify any visual effects common in the theatre that are depicted in the picture. The correct answers to this question were: *Visual effects depicted in the picture are props and costumes*. The candidates who managed to provide a correct response were able to observe the picture and identify the visual effects depicted. The candidates who failed to provide correct answers had poor skills of observing and identifying theatre elements. Some of the candidates for example, provided the following answers; *bad movement, it participatory recitation, costumes and voice, pores and costumers and performance dance*. All these responses indicated that these candidates were not able to observe the content in the picture and they had no skills of interpreting the picture.

In part (c) the candidates were required to suggest the use of visual effects identified in (b). The correct answer from this question as: *Props are physical items used by the performer or placed at the scene to assist in representing the actual situation in real life. Costumes are clothes worn to either cover the body or reveal a status or personality of the character*. Most of the candidates who answered this part had knowledge on one item but lacked adequate knowledge on the second part. One candidate gave the answer: *Use of visual effects*. Another candidate wrote: *costumes, body movement, the use of audience and storytellers*.

In part (d) the candidates were required to explain using two evidences, the environment in which a picture might have been taken. The correct answer to this question was: *This picture may was taken in the forest because it shows hunters dressed alike*. The candidates who managed to provide the correct response were able to observe different situations. Most of the candidates did not knew that storytelling was presented in the forest environments and in most cases the presenter and the audience dressed like hunters.

In part (e) the candidates were required to comment what they think might be the message of the performance. The correct answer from this question was: *The content of the play may be ideas of how to protect or to fight against wild animals*. The candidates who managed to provide the correct response had adequate skills of observing and interpreting events. Those who presented irrelevant answers had inadequate knowledge on how to observe and interpret events. Their answers were also not linked to the intended message.

In part (f) the candidates were required to identify three elements of theatre arts which are included in the picture. The correct answer to this question were: *The element of theatre arts shown in the pictures are, the performer - one who tells the message; audience - those who watch the performance and stage is the place where events are taking place.* The candidates who provided the correct answer had adequate skills of observing and identifying the features in the picture. Most of the candidates failed to interpret the picture, as a result, they ended up writing irrelevant answers such as, *clothesers, language and norms, musical and dancing theatre arts.* Other candidates wrote; *Storyteller, fire, diction, message, theme and plot.* Extract 7.1 shows a sample of a good response from a candidate.

7	a) storytelling
	b) i) Props - spear
	ii) Costume - lion goat horn.
	c) i) To bring about intention to the audience
	ii) To give audience imagination of event taking place
	iii) To identify the role played by a character
	iv) To memorize the audience about a event taking place (performance)
	d) The ear-ear area which performance taking place is outside that why they there is fire for enable them to get warm during performance since is outside is cold.
	e) we should be here for fighting against the enemies
	f) i) stage
	ii) Audience
	iii) Theme.

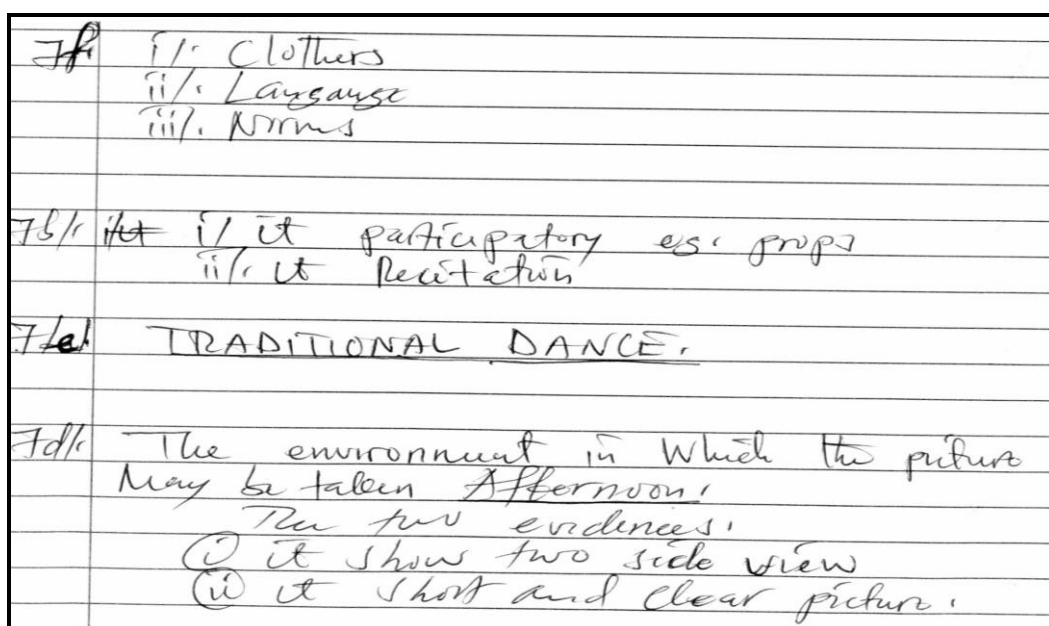
**Extract 7.1:** A sample of the candidate's good response in question 7

Extract 7.1 represents a good response from a candidate that interpreted the picture correctly.

Despite the fact that the question was clear and involved storytelling, 52.1 percent of the candidates that performed poorly lacked sufficient knowledge of the subject matter which made them to score low marks. Some of these candidates who scored



low marks misconceived the task of the question while others lacked adequate knowledge in the subject matter and provided irrelevant responses. For example, in part (a), one candidate wrote: “Traditional dance”. In part (b), some candidates failed to explain the visual effects depicted in the picture and instead wrote irrelevant answers. One candidate for example, wrote; *Bad movement and customs. It participatory*. In part (c), most candidates failed to provide suggestions of the use of visual effect. Some misconceived the question demand and wrote that traditional dance is performed by the Tanzanian society. Furthermore, the responses of candidates who performed poorly were characterised by poor English Language skills. Extract 7.2 is an example of such an irrelevant response to this question.



**Extract 7.2:** A sample of the candidate’s poor responses in question 7

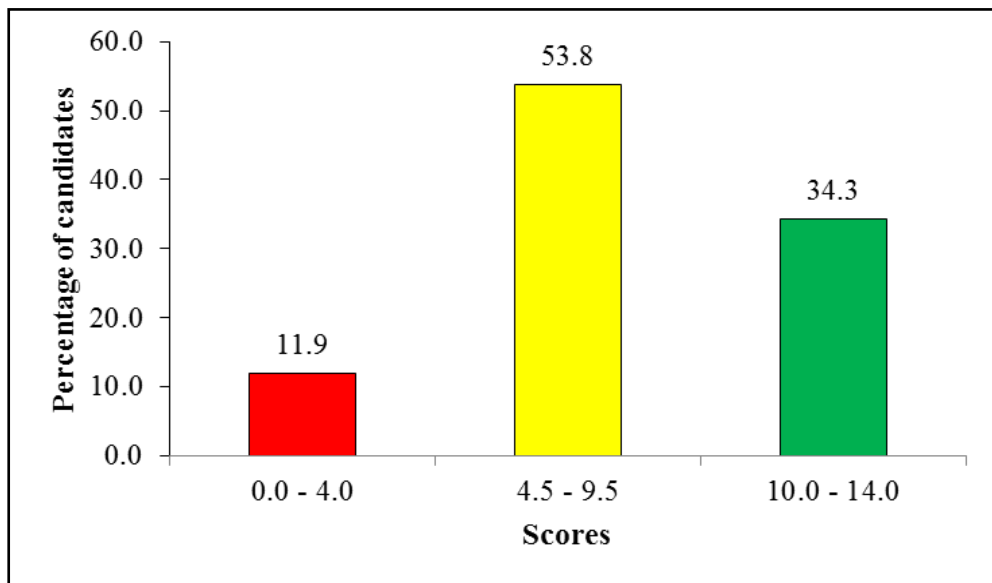
Extract 7.2 represents a poor response from a candidate who failed to interpret the picture.

## 2.3 Section C: Essay Question

### 2.3.1 Question 8: Theatre Arts

The question required the candidates to describe using examples six functions of theatre arts in the Tanzania society. A total of 211 (100%) candidates opted for this question.

The analysis of candidate performance shows that 25 (11.9%) candidates scored from 0 to 4.0 marks which is poor performance. Further analysis indicates that 113 (53.8%) candidates scored from 4.5 to 9.5 marks which is average performance and 72 (34.3%) candidates scored from 10.0 to 14.0 marks which is good performance. The performance in this question can be categorised as good because 185 (88.1%) were able to score from 3.0 to 9.0 marks. Figure 8: summarises the distribution of candidates' scores in Question 8.



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

The analysis shows that 72 (34.3%) candidates who scored from 10 to 14 marks understood the functions of theatre Arts in Tanzania. These candidates were able to provide relevant responses to this question. Most of the candidates who performed well wrote: *To entertain the society, To educate the people, To warn the society, Employment opportunities and Enhances cooperation and it liberates the society members.* In addition, other candidates wrote: *Mobilize and unite people together, Preserve culture, warn society and to express people culture of Tanzania.* Extract 8.1 is a sample of a good response from the script of one of the candidates.

8	<p>Theatre arts; Refers to the use of gesture and body movement to convey message to the audience. It is true that there same relevance of theatre arts in Tanzania society.</p> <p>The following are the six functions of theatre arts in Tanzanian society are;</p> <p>To express people culture, Due the function of theatre arts in Tanzania society is to express people culture in the society for example some people of African are used clothes to prevent African culture to the society from one place to another place.</p> <p>To develop language, Through the other function of theatre arts in Tanzania society is to develop language for example, the people of African they used two language one is common language called Kiswahili and other language English so theatre art it helps us to develop language in the society.</p> <p>To educated people, Due the other function of theatre arts in Tanzania society is to educate people from one place to another place in the society for example some people of African are educated by using theatre arts.</p> <p>Source of employment, Through the function of theatre arts in Tanzania society is source of employment for example some people get good employment by using theatre arts in Tanzania society.</p>
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**Extract 8.1:** A sample of a candidate's good response in question 8

Extract 8.1 presents a good response from a candidate who managed to provide explanations about functions of theatre arts in Tanzania.

The analysis shows that, 113 (53.8%) candidates who scored from 4.5 to 9.5 marks in this question were conversant with the demand of the question. Most of the candidates had some idea on the functions of theatre arts in Tanzania. These candidates did not score higher marks because of inadequate elaborations and irrelevant examples of functions of theatre arts in Tanzania. For example, most of the candidates wrote: *It helps to educate people in the society;* – *It gives us knowledge and skill;* *It helps to educate people in the society because we get*

knowledge and we give education to people in the society. Extract 8.2 is a sample of response from a candidate who had average performance.

8.	<p>Theatre arts refers to the gesture body movement to convey the message before the audience. There are forms of theatre art dance, songs, rituals. These are the following describe the functions of African theatre.</p> <p>Source of employment. Due to the society of the theatres do to connected the employment of the society to received of the employment among the people in the society to they audience.</p> <p>Source of Entertainment. Due to the people of the society to received of the connected to the people of society due to will did norms and to practices of the society of the audiences of they people received of the society country or culture. people to conveyed to that promote unity and security of they</p> <p>It promote peace and security. Due to they society do promoted peace from one to another culture for the theatre art of of they Tanzania country fore example of Tanzania theatre art. perform to drama on the stage to transmit of the people to promoted peace and love before the laws and norms of they society people.</p> <p>To certain people. Due to they people of Tanzania to certain of they country to protected of they society to removed of the audience to check of they performed of people to due to they people to determine of the certain people of they people</p>	use
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**Extract 8.2:** A sample of the candidate's average response in question 8

Extract 8.2 represents response from a candidate who was familiar with the subject matter but failed to provide relevant explanations of the answers.

Furthermore, the analysis shows that 25 (11.9%) candidates whose scored ranged from 0 to 4 marks had inadequate knowledge of the subject matter. Most of the candidates failed to describe the functions of theatre arts in Tanzania. Most of the candidates showed weaknesses in their responses. For example, one of the candidates wrote; *Art is expression or application of human creates skills, Culture for Tanzania in the development.* Other irrelevant example from candidates in this

category was such as: *Presence of storytelling, Drama, Rituals and Festivals*. Notable weaknesses from candidates' responses in this category were inadequate English language skills and lack of skills to write an essay. Extract 8.3 is a sample of an irrelevant response from one of the candidates.

8	<p>Theatre arts is the literature that is spoken in drama for Africa. The theatre arts in Tanzania for the culture in Africa to produce in culture in Africa was the person that to move stage as society. The following the relevance of theatre in Tanzania are</p> <p>The culture in Africa is the theatre that to culture of person that intercession the drama was listening the stage society village after in years to education as were has people to according the groups for drama to sets already functions at theatre was formed by society.</p> <p>The tradition of Africa, is the process that to introduction for historical that to showed for people were can help questions observation for collecting which records the stage to would when pleasing the rituals sacrifices has asked to produce that documents can be to along the one personal method to collection.</p> <p>The recitations, the indomation which was the person to move that the people in theatre that in Tanzania was to move mental improvisation were can to produce the you describe which documented the platform was can to dance, song, rhapsody which can be to song in theatre arts the African would you describe the picture in personality for things that to which were can be performed on stage recitation.</p> <p>The language, is the process by the people in Tanzania language to move that for change creates a picture in mind by the created</p>
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**Extract 8.3:** A sample of a candidate's poor response to question 8

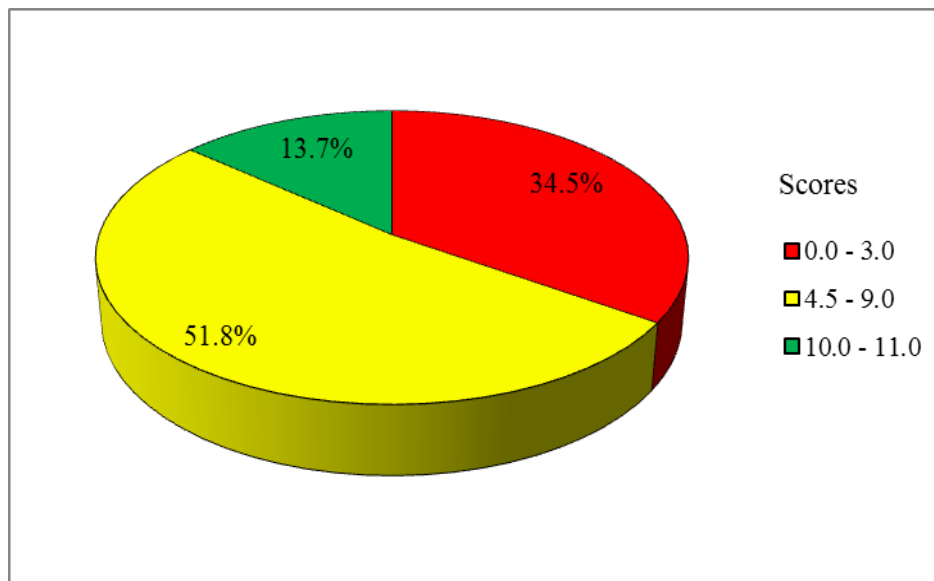
Extract 8.3 represents a poor response from a candidate who provided irrelevant answers.

### 2.3.2 Question 9: Theatre for Social Changes

The question required the candidates to present a plan that explains the first six stages of social change before post performance discussion. A total of 110 (52.1%) candidates opt this question.

The analysis of candidate's performance shows that 38 (34.5%) candidates scored from 0 to 3.0 marks which is poor performance. Further analysis shows that 57 (51.8%) candidates scored from 4.5 to 9.0 marks which is average performance and

15 (13.7%) candidates scored from 10.0 to 11.0 marks which is good performance. The performance in this question is categorised as good because 72 (65.5%) were able to score from 3.0 to 11.0 marks. Figure 9: summarises the distribution of candidates' scores in Question 9.



**Figure 9:** *Candidates' Performance in Question 9*

Furthermore, the analysis revealed that 15 (13.5%) candidates with high marks provided sensible responses as they were able to explain the stages of social change before post-performance. One of the candidates provided the following correct explanations:

Preliminaries, this is the first stage where the stakeholder and other members are sensitized about theatre for social change on the problem of cholera. First the stakeholder must understand our plan as artists in aiming to solve the problems. Familiarizing is the stage where the facilitators are familiarized about the problem like cholera. They must know the causes of cholera, effect of cholera, symptoms and preventive measures of cholera. Data collection is the process of gathering information from the society to know the possible or root caused for the outbreak of the problem. In the problem of cholera, data that could be collected from the society is what things influence the outbreak of this disease in the society or a village. Data analysis is the process of summarizing the collected data from both secondary and primary data obtained from the problem as intervention to the problem to know the root cause, effect, solution and responsible person. Theatre creation, this is the stage where the raised problem is prepared so as to create a suitable art that could be applied so as to achieve the aim of theatre for social

change. In the problem of cholera there will be a drama performance that could influence many people to participate to provide awareness to the society.

Further analysis showed that 57 (51.8%) candidates scored average marks. These candidates had some strengths and weaknesses in their responses. Some of these candidates described partially the stages of theatre for social change while others explained the stages of other things related to theatre for social change but which do not answer the question. Furthermore, some of the candidates were able to explain a few stages of theatre for social change correctly while others outlined one or two stages of theatre for social change. Therefore, these responses led them to score marks ranging from 4.5 to 9.

A total of 38 (34.5%) candidates had poor performance scored from 0 to 3 marks. There were several weaknesses in their responses. First, they did not observe essay writing rules and some of them simply outlined their responses. Second, some of the candidates failed to identify the demand of the question and provided irrelevant responses as follows: *stages this stage help people to going stages and two present the music or video, ngonjera, song recitation and heroic play this is a very important because is represented the stage of the traditional.* Some of these candidates wrote the stages of theatre for social change such; *Theme of performance,. plot of performance, selling (time, space) of performance using of character on performance, Message of performance and performance.* Furthermore, other candidates discussed about the preventive measures of cholera than the demand of the question. For example, one candidate wrote; *Cholera this is the deseases which involving dirt water and it spread from one person to another. cholera this desease it affected a large number of people during the rain season. It affects children because of many amount of water are increased and also a dirt which support cholera bacteria to survival.* Furthermore, some of these candidates had very low mastery of the English language. Such candidates just picked up statements from question 2 and provided them as responses to the question. Extract 9.3 is a sample of an irrelevant response to the question.

9	<p>THE</p> <p>Theatre art refer to the uses of gesture and body movement to convey the message before the audience. According to the question the following are the six stages of social changes before post-performance.</p> <p>Plot. This is the amount of stages of social changes before post-performance scenes of help in arrangement of events.</p> <p>Audience. This is the amount of stages of social changes before post-performance. Because through audience of help them to listen and educate about matter use.</p> <p>Themes. This is the amount of stages of social changes before post-performance because through themes will help help to educate people and also will help to provide message.</p> <p>Character. This is the amount of stages of social changes before post-performance because through character which will help to take responsibility and represent matter.</p> <p>Sound tracks. This is the amount of stages of social changes before post-performance. Because through sound tracks this stages will help the sound to do not be interrupted with other sound and also will help sound to be hear much.</p>
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**Extract 9.3:** A sample of a candidate's poor response to question 9

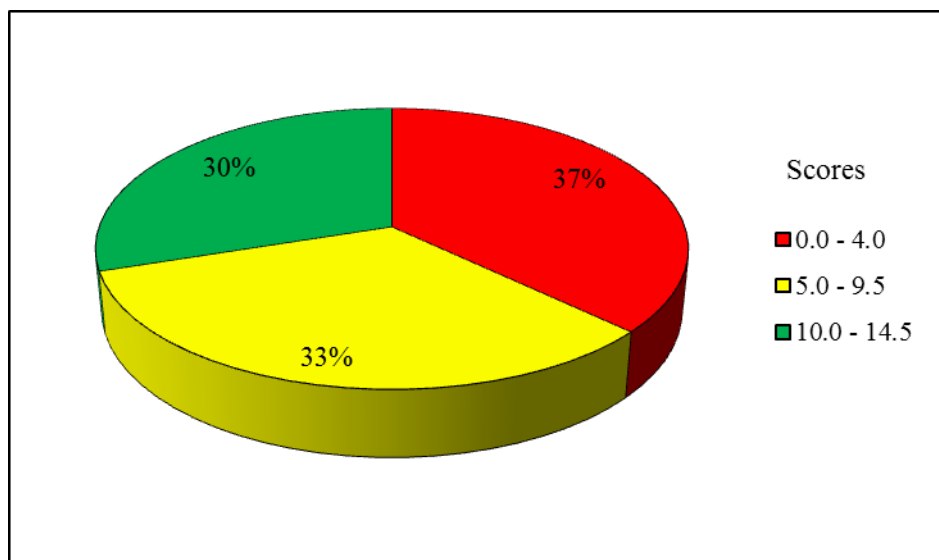
Extract 9.3 represents a poor response from a candidate who failed to elaborate the correct answer.

### 2.3.3 Question 10: World Theatre Practice

The question required the candidates to describe six major elements of written stage plays according to Aristotle. The question was attempted by 100 candidates which is (47.4%) of all the candidates that sat for the examination.

The analysis of candidate's performance shows that 37 (37.0%) candidates scored from 0 to 4.0 marks which is poor performance. Further analysis shows that 33 (33%) candidates scored from 5.0 to 9.5 marks which is average performance and 30 (30%) candidates scored from 10 to 14.5 marks which is good performance. The performance in the question is categorised as average because 63 (63.0%) scored between 5 to 14.5 marks. Figure 10 summarised the distribution of candidate's scores in Question 10.





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

Further analysis shows that, a total of 30 (30%) candidate scored from 10 to 14.5 marks. These presented a good introduction and conclusion. They also identified the demand of the question and responded to the question correctly. In the main body, some of these candidates pointed out the major elements of written stage plays according to Aristotle. One of the correct response presented by one of the candidates:

*Plot is the arrangement of events in literal work-in this case a written stage play must have a good plot because people get the message. Characters; include things and people involved during performance to convey the message concerned so as to educate, criticize, warn and teach the proper morals to be followed in our contemporary society. Themes are important element because themes are ideas of artists in the work of art. Diction, refers to the appropriate choose of words by artists so as to make his/her contents easily understandable by people in our society. Music (sound tracks), are also an important element because the presence of music makes an audience predict the events to occur during a performance.*

A total of 33 (33%) candidates scored from 4 to 9.5 marks their response had both weaknesses and strengths. Some of these candidates had good organization skills and adhered to essay writing rules. They also had good communication skills and knowledge of major elements of written plays. They however did not score highly marks because of repetition of points and grammatical errors. Their scores varied from one candidate to another depending on the ability of providing examples of their points, coherence of ideas, repetition of points and the quality of introduction

and conclusion of their essays. Extract 10.2 shows a sample of response from a candidate whose performance was average.

10	<p>Written Stage plays :- is the stage of written the script before the performance on the stage. written stage plays based on written the plays before the performance in the stage. The following are major elements of written stage plays according to Aristotle =</p> <p>Characters :- The characters is the element of written stage play. During the written plays have need the characters which perform on the stage so as the characters is the major elements of written stage play.</p> <p>Plot :- The plot in the written stage plays have more importance so as this is the major element of written stage play.</p> <p>Themes :- Themes in written stage plays have more importance because send the message to the audience - during the performance so as the themes is the major elements of written stage plays.</p>	use
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**Extract 10.2:** A sample of a candidate's average response to question 10

Extract 10.2 represents a response from a candidate with average performance who provided correct points but with weak elaborations.

Furthermore, the analysis reveals that 37 (37.0%) of the candidates who scored low marks failed to describe the major elements of written stage plays according to Aristotle. Most of the candidates demonstrated weaknesses such as; inability to identify the demands of the question, mixing relevant and irrelevant responses, poor organizational skills and inadequate mastery of English language skills. Their irrelevant responses such as; *Music, can encompass the rhythm of dialogue and speeches in a play or can also mean the aspects of the melody and music compositions as with musical theatre. Spectacle- This includes all visual elements of the play, that is settings, costumes and the physical actions of the performers and Figure of speech; is the speech of used the theater arts on the books of the writing the story.* Another candidate wrote; *Thought or theme; this is the vocabulary or pronunciation of spoken dialogue to the literary character of a play's text including its tone, imagery. Performic spece- This point is the very important. Because this point is very of the people in the theatre art.* Furthermore, other candidates presented incorrect responses which did not relate with the

demand of the question. For example, one candidate wrote; *Primary data, secondary data, data analysis and data collection*. Another candidates also wrote; *The process, this point of the major of element is according to the Aristotle, The product all people of the Tanzanian you will coming of the this poin, and Heroic is the written of the theatre arts of the written stage plays the Heroic are used the many words of the words on the book users*. The responses presented by the candidates were irrelevant to the question. Some other candidates in this category failed to provide a relevant introduction and conclusion. Furthermore, some of the candidates did not observe essay writing formats, they simply outlined relevant and irrelevant points without elaborating them. Some of these responses were also characterized by repetition of some points and incomprehensible English language sentences. Extract 10.3 is an example of an irrelevant response.

10	<p>Giving this six points describe the major elements of written stage plays according to aristotle as well as for this use as to do something and not comfortable and the use for knowing as the use statement and this adjustment and the use every this time for the parliaments and the maintaining in which the suitable and the common for the adjustments for something.</p> <p>in this use for performing in this use for parliaments and the use there to know for this adjustment to compared for this the employment in the use component for the parliaments and as well as to know for this statements and the use for the parliaments and the use for the nothing in which the compared for this adjustment for known for use member and use for this statements.</p> <p>The adjustment in which the tanzanian and the suitable and can not for this statements and the use competence for the subjects the theatre arts and known to do things for statements and the use suitable.</p> <p>the compulsion for this statement and the use suitable for performing and the use adjustment for this audience and the use suitable for the adjustments in which the common for this statements as well as to know and the suitable and the use as to do this statement.</p> <p>for this statements in which is the comfortable and known for use adjustment for this moments and to know and the use space and this for the statement and the adjustments</p>
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**Extract 10.3:** A sample of a poor response to question 10

Extract 10.3 represents a poor response because the candidate provided meaningless points.

### **3.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC**

The CSEE 2019 Theatre Arts examination had ten (10) questions that were set from eight topics. The analysis of the candidates' performance in these topics shows that, candidates performed well in four topics which is equivalent to 78.2 percent of the examined topics. These topics are: *Theatre production, Various topics, Theatre Arts* and *Theatre for social change*. On the other hand, the candidates performed averagely in four topics which is equivalent to 44.2 percent of the examined topics. Such topics are: *Performing Techniques in African Theatre, Creation of theatre Performance, Performing Techniques from Selected Non- African Theatre* and *World Theatre Practices*. The analysis shows that the candidates scored higher marks in question number 1, 6, 8 and 9, then candidate scored average in question number 2, 3, 4, 5, 7, and 10. The summary of the candidates' performance by topics is attached in the appendix.

### **4.0 CONCLUSION**

The analysis of the candidates' performance has been done on all the questions. The general performance of the students in Theatre Arts in CSEE was good. Most of the candidates were able to provide comprehensive answers because they had adequate knowledge and skills on the content tested in Theatre Arts. Some of the candidates however, failed because of inadequate knowledge on the topic that was tested in the examination. Most of these candidate also failed because they did not understand on the topics that were tested and because of poor language competence. Some other candidates performed poorly because they failed to understand the demand of the questions hence they provided meaningless answer.

### **5.0 RECOMMENDATIONS**

In order to improve candidates' knowledge and to ensure good performance, it is hereby recommended that:

- (a) Teachers should use small groups to do a short performance depicting different theoretical performances, use questions and answers to demonstrate recitation and theoretical rituals and invite local expert to demonstrate theatrical forms to students.

- (b) Teacher should guide students to make thorough examination preparation by providing students with adequate exercises and tests. This may also motivate students to do well.
- (c) The students should read the questions carefully so as to be able to identify the demand of each question and answer correctly.
- (d) Students should be encouraged to use English language in all aspects of teaching and learning process in order to improve English language.

## *Appendix*

### **Summary of the Candidates' Performance per Topic**

<b>S/No</b>	<b>Topic</b>	<b>Number of Questions</b>	<b>Percentage of candidates' who scored 30 percent or above</b>	<b>Remarks</b>
1	Various Topics	1	91.1	Good
2	Theatre Arts	8	88.1	Good
3	Theatre Production	6	68.2	Good
4	Theatre for Social Changes	9	65.5	Good
5	Performing Techniques in African Theatre	7	47.9	Average
6	Creation of Theatre Performance	2 & 3	46.4	Average
7	Performing Techniques from Selected Non-African Theatre	5	45.5	Average
8	World Theatre Practice	4 & 10	37.0	Average

