



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



**STUDENTS' ITEM RESPONSE ANALYSIS REPORT  
ON THE FORM TWO NATIONAL ASSESSMENT  
(FTNA) 2020**

**THEATRE ARTS**



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**019 THEATRE ARTS**

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## **FOREWORD**

This report analyses the performance on the subject of Theatre Arts by the students who sat for the Form Two National Assessment (FTNA) in 2020. The Form Two National Assessment marks the end of two years secondary education and is the formative assessment which provides an evaluation of the effectiveness of the teaching and learning. The report has been providing feedback to students, teachers, policy makers and other stakeholders on the performance of the students in Theatre Arts subject.

This report is based on a sample of randomly selected students' scripts for the year 2020. The analysis of the candidates' responses highlights the factors that contributed to good performances of the candidates and the challenges faced by some of the candidates in answering the questions correctly. Analyses indicate that the candidates who performed well were able to comprehend the task of the questions and they had sufficient knowledge of the subject matter. On the other hand, the candidates who scored low marks lacked an adequate knowledge in the respective topics, failed to understand the requirements of the questions and lacked competencies in presenting answers all of which resulted to poor performances by some students.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will enable teachers and other stakeholders to take relevant measures to improve the teaching and learning of the Theatre Arts subject. In addition, it is expected that the skill which will be acquired from this analysis will improve the performances, not only in Form Two National Assessment but also in the Certificate of Secondary Education Examination (CSEE).

Finally, the Council would like to thank those who participated in making this report a reality.



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

## **1.0 INTRODUCTION**

This report presents the analysis of the students' performance in Theatre Arts subject for the Form Two National Assessments (FTNA) 2020. The paper assessed the students' competences in content areas of the Form one and two topics in Theatre Arts Syllabus of 2008 and adhered to the Examination format of 2017.

There was a total of 386 registered students, of whom 355 (%) sat for the assessment whereby 66 (18.59%) students passed. The overall performance rate of students in FTNA in this subject has decreased by 13.3% compared to 2019 where 154 (31.62 %) of students passed.

The paper consisted of eleven (11) questions, distributed in sections A, B and C. Students were required to answer all questions in section A and B and any one question from section C. Section A consisted of four questions of which question 1 involved ten multiple-choice items while question 2 consisted of ten matching items. Question 3 comprised of five filling in the blanks and question 4 comprised five True/False items. Section A carried a total of 30 marks. Section B consisted of five short answer questions with a total of 50 marks while section C consisted of two essay questions and the students were required to answer one question. Each question in this section carried 20 marks.

The national assessment results are based on the scores intervals which are; 75 - 100 (excellent), 65 - 74 (very good), 45 - 64 (good), 30 - 44 (satisfactory) and 0 - 29 (fail). Three categories of scores have been used to grade the students' performance in each question. Scores ranging from 0 to 29 marks are referred to as a weak performance, from 30 to 64 marks as average performance and from 65 to 100 marks as good performance. The analysis highlights the requirements of each question as well as the strength and weaknesses of the students' responses. The percentage of scores for each question is presented in graphs. Furthermore, samples of good, average and weak responses that have been extracted from the students' scripts are provided to illustrate some of the cases.

A summary of students' performance in each topic and questions for FTNA 2020 is shown in the Appendix.

Finally, the report provides a conclusion and recommendations which are useful to students, teachers, parents and other education stakeholders to improve teaching and learning process.

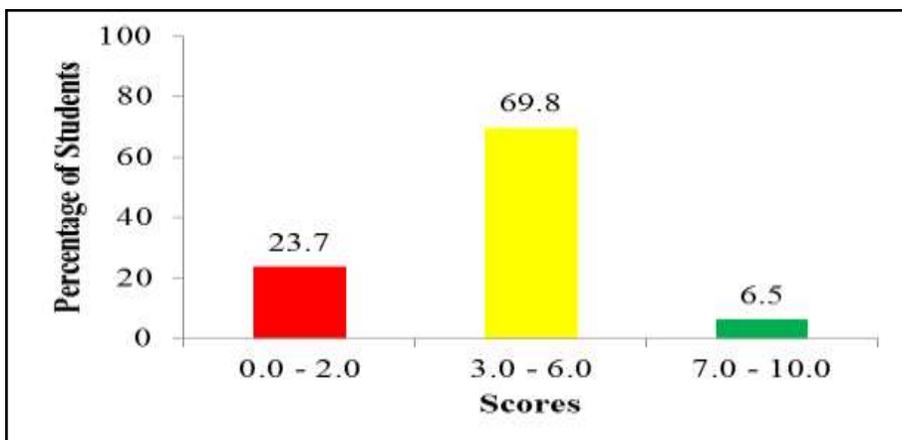
## 2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE PER QUESTION

### 2.1 Section A: Objective Questions

#### 2.1.1 Question 1: Multiple Choice Items

The question consisted of 10 multiple choice items set from four different topics of the syllabus, namely; *World Theatre Practices*, *Performing Techniques in African Theatre*, *Theatre Arts Practice in Tanzania* and *Performing Techniques in Selected Non-African Theatre*. The students were instructed to choose the correct answer from the given alternatives A to D.

The analysis of students' performance shows that 84 (23.7%) students scored from 0 to 2 marks which indicates poor performance, 248 (69.8 %) students scored from 3 to 6 marks which is an average performance and 23 (6.5%) students scored from 7 to 10 marks which is a good performance. The general students' performance in this question was good as 76.3% scored from 3 to 10 marks. Figure 1 illustrates the percentages of students' performance in this question.



**Figure 1:** *The Percentage of Students' Performance in Question 1*

In item (i), the students were required to identify the form of theatre arts in which the audience experience sad ending. The students who were able to

choose the correct response B “Tragedy” had enough knowledge about types of drama. Therefore, they understand that tragedy is a form of drama that presents a serious action and maintains a serious tone. On the other hand, other students selected distracters A “Comedy”, C “Tragicomedy” and D “Melodrama.” The students who opted for distracter A “Comedy” failed to understand that comedy is a drama of light and amusing character which is typically with a happy ending. Distracter C “Tragicomedy” attracted the students who had limited knowledge on the Western theatre specifically on types of drama and were not aware that tragicomedy is a play containing elements of both comedy and tragedy. Likewise, students who chose D “Melodrama” were unaware that the drama of this kind typically concentrates on dialogue, which is often excessively sentimental rather than action.

In item (ii), the students were required to identify the period when the theatre performance focussed on promoting Ujamaa and Self-reliance in Tanzania. The correct response was C “During Arusha Declaration”. The students who opted for the correct response realized that during Arusha declaration theatre was commitment. This shows that, they had sufficient knowledge about historical trends of theatre in Tanzania. Those students who opted for distracter A “After Arusha Declaration” failed to understand that in this period a new genre “ngonjera” was developed, which was a poetic debate between good and evil, where good was socialism or the government. Other students chose distracter B “During colonial period” indicating their lack of understanding that this is a period when Western theatre forms and English drama were introduced in Tanzanian schools. Lastly, those who opted for incorrect response D “During pre-colonial period” were not aware that in this period theatrical performance focused on indigenous theatrical forms such as storytelling, heroic recitations, rituals, dance (ngoma), music and mime.

In item (iii), the students were needed to select from given alternatives the performing technique which involves the process of rehearsal based on imagery in the dramatic text. The correct response was D “Drama.” The students who chose the correct response had adequate knowledge on dramatic performance that involves process of rehearsal. Those who opted for distracter A “Storytelling” were not aware that storytelling performance is based on an oral delivery and employs other means in narrating stories. Others opted for incorrect answers B “Recitation” and C “Dance” because they failed to understand that recitation and dance are forms of African theatre and not a form of Western drama.

The students were required to identify a set which are major types of stories in item (iv). The correct response was D “Myth, legend and folktales”. The students who opted for myth, legend and folktales had enough knowledge about the major types of stories. Therefore, they were able to identify major types of stories. On the other hand, other students chose the incorrect response A “Fiction, legend and singing” indicating their poor understanding on subject matter because they failed to understand that fiction and singing are not among stories. Moreover, those who opted for incorrect responses B “Fable, tales and fiction” and C “Acting, legends and tales” show that they had inadequate knowledge about types of stories.

In item (v), the students were instructed to point out when Tanzanian theatre was disturbed by the colonial system. The correct response was B “In the 19<sup>th</sup> century”. The students who were familiar with the history of Tanzanian theatre managed to identify the correct response. Their choices demonstrated that they had sufficient knowledge on the subject matter. Conversely, those who opted for distractors A “In the 16<sup>th</sup> century”, C “In the 17<sup>th</sup> century” and D “In the 12<sup>th</sup> century” had poor knowledge on the history of theatre in Tanzania.

The item (vi) required the students to identify the drama in oriental theatre which is the text sung to percussion accompanied with songs, drum and symbols. The students who chose the correct response A “*Kathakali*” had adequate knowledge on the Kathakali drama. On the one hand, other students chose incorrect answers B “No”, C “Kabuki” and D “Opera.” Students who chose B “No”, were unaware that No is a musical dance drama that evokes an emotional state and mood. Those who opted for option C “Kabuki” failed to realize that kabuki is based upon conventions. Finally, response D “Opera” means the form of theatre used more sung than spoken. Those who opted for incorrect response had inadequate knowledge about Eastern theatre.

In item (vii), students were required to identify the characteristics which differentiate the recitation from storytelling. The correct response was C “Higher tone in its delivery”. Students who selected the correct response understood that the African theatre had higher tone in its delivery. However, the students who selected the incorrect response, A “Facial expression” did not know that storytelling and recitations use facial expression when they are performed. Those who opted distractor B “Songs and gesture” failed to realize that all theatrical forms depend on songs and gestures when they are

performed. However, the students who opted for incorrect response D “Dance and song” failed to differentiate the recitation from storytelling. These students failed to understand that dance and songs are used during the narration of recitation and storytelling.

The students were required to point out the major segments practiced in Tanzanian theatre in item (viii). The students who chose the correct answer B “Pre-colonial, colonial and post-independence” were aware that the history of Tanzanian theatre can be traced through three major segments, which are the pre-colonial, colonial and post-independence. However, students who opted for incorrect answer B “Pre-colonial, colonial and before Arusha declaration”, C “Colonial, post-independence and Arusha declaration” and D “Pre-colonial, Arusha declaration and contemporary” had inadequate knowledge about the history of Tanzanian theatre. Those who opted for incorrect response were not aware that the Tanzanian theatre was divided on three major segments.

In item (ix), the students were instructed to identify the methods which were used by Tanzanian indigenous theatre to educate the society in pre-colonial times. The students who chose correct response C “Informal and non-informal” had adequate knowledge that pre-colonial theatre was functional based and was done to educate, mobilize, criticize and regulate behavior in the community. However, students who opted for the incorrect response A “Formal and participatory,” B “Informal and demonstration” and D “Participatory and Non-formal” failed to realize that theatre was done within specific contexts such as education, mobilization and worship or celebration.

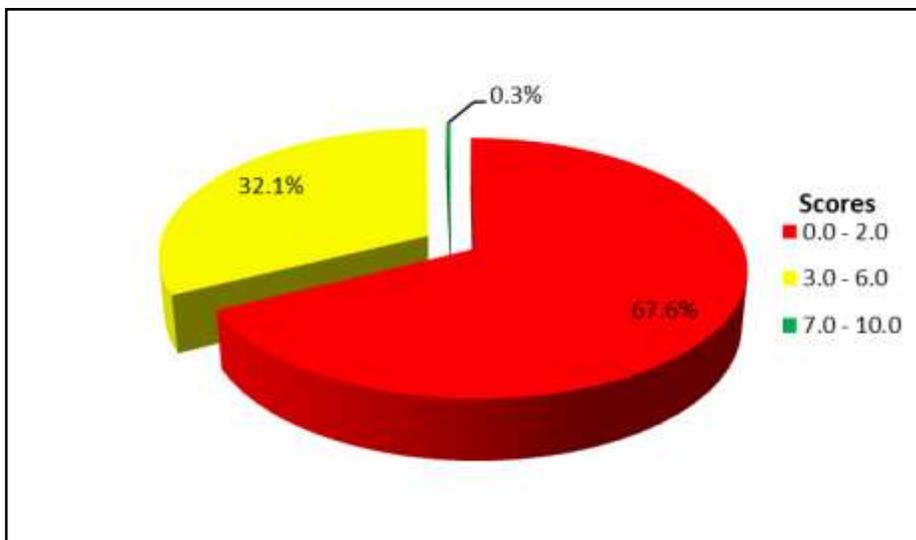
In item (x), the students were instructed to identify the major components of Western theatre. The correct answer was D “Plot, character, thought, diction and spectacle”. The students who chose the correct response understood the major components of Western theatre (drama). However, those who opted for incorrect answer A “Spectacle, characters, thought, element and action” demonstrated lack of knowledge on the major components of Western theatre hence confused the two terms “elements and action.” Moreover, students who opted for distractor B “Elements, characters, thought, music and diction” did not understand that element is not among the components of Western theatre. Similarly, for those who chose incorrect response C “Forms, thought, diction, music and spectacle” had inadequate knowledge about elements of drama.

### 2.1.2 Question 2: Matching Items

This question consisted of matching items derived from a topic of *World theatre practices*. The question required the students to match explanations on world theatre in List A with corresponding name of the theatre form in List B by writing the letter of the correct response below the corresponding item number in the table provided.

List A	List B
(i) The theatre which is based on Hindu epics with violence and death.	A Storytelling
(ii) The theatre which use more singing text than spoken with acrobatics and clowning.	B Comedy
(iii) The theatre that employs techniques of facial expression, songs and gestures when narrating the story.	C Kathakali
(iv) The theatre with visual medium which major component is the human body with varieties of expression.	D Songs
(v) The theatre that figurative languages and high tone in its delivery when narrating the verse.	E Dance
(vi) A play consisting of a serious play with a topic of universal human import as its theme.	F Recitation
(vii) The theatre of Japan with highly stylized scenery, acting and makeup.	G Sanskrit
(viii) The theatre from Japan highly ceremonial drama, mysterious and tragic.	H Tragedy
(ix) Traditional theatre which involve gestures and spoken text to communicate with gods.	I No
(x) The dance theatre from India performed indoors, danced and acted with an onstage instrumental and percussion accompaniment.	J Melodrama
	K Opera
	L Theatrical rituals
	M Kabuki
	N Zaju-zaju

The analysis of students' performance shows that, 240 (67.6%) students scored from 0 to 2 marks indicating poor performance, 114 (32.1 %) students scored from 3 to 6 marks which is an average performance and 1 (0.3%) student scored 7 marks which is a good performance. The general students' performance in this question was average as 32.4% scored from 3 to 10 marks. Figure 2 illustrates the percentage of student's performance in this question.



**Figure 2:** *The Percentage of Students' Performance in Question 2*

In item (i), students were required to identify the correct response that matched with the theatre which is based on Hindu epics with violence and death. The students who matched with correct response C “Kathakali” were knowledgeable about Eastern theatre. Therefore, they understood that Kathakali is a story play from India, which violence and death are brought on stage and major emphasis is placed on the passions and furies of gods and demons. The candidates who named it differently did not have enough knowledge about history of Eastern theatre.

The students were required to match the theatres which use more singing text than spoken, with acrobatics and clowning in item (ii). Some of the students were able to match with the correct response K “Opera”. These students had a good understanding of the characteristics of Chinese theatre that is sung more than spoken and incorporates various art forms such as music, song and

dance, acrobatics and clowning. The students who chose incorrect responses had insufficient knowledge about Chinese theatre.

Item (iii) required the students to match the theatre that employs techniques of facial expression, songs and gestures when narrating the story. The correct response was A "Storytelling." Those who matched the statement with the correct response understood that facial expressions, songs and gestures are tools used by storyteller to express moods and feelings in the story. In general, those students who matched with wrong responses showed inadequate knowledge about the topic of World theatre especially in African theatre.

In item (iv), students were instructed to match the theatre with visual medium in which major component is the human body with varieties of expression. The correct response was E "Dance." Those students who matched with the correct response had enough knowledge on dance and thus they understood that dance uses movements to express the dancer's attitudes. The students who matched with the incorrect responses had insufficient knowledge about visual medium.

The students were required to identify the theatre that uses figurative languages and high tone in its delivery when narrating the verse in item (v). The correct response was F "Recitation." The students who chose the correct response showed understanding that recitation is a theatrical form whose basic functions is to glorify heroism, deeds performed in war, hunting or some other dangerous encounter. The students who wrongly matched the responses had inadequate knowledge about African theatre specifically in techniques used to perform recitation.

In item (vi), the students were required to identify a play consisting of a serious play with a topic of universal human import as its theme. The correct response was H "Tragedy." The students who were able to choose the correct response understood that tragedy is a serious play with unhappy ending. The students who matched this with the incorrect responses had insufficient knowledge about forms of drama.

In item (vii), students were required to identify the theatre of Japan with highly stylized scenery, acting and make up. The correct response was M "Kabuki." The students who matched with the correct answer understood that kabuki is a type of Japanese theatre which does not use masks; instead, actors

wear much colourful attire, combine music, dance and patterned makeup. Those students who matched the item with the incorrect responses had insufficient knowledge about Eastern theatre.

The students were required to match the theatre from Japan with highly ceremonial drama, with mystery and tragedy in item (viii). The correct response was I "No." The students who matched correctly demonstrated an understanding that "No" is a form of Japanese drama the its plays of which are short dramas combining music, dance and lyrics with a highly stylized and ritualistic representation. Those students who matched it with the incorrect responses had insufficient knowledge about Eastern drama.

In item (ix), students were required to identify the traditional theatre which involves gestures and spoken text to communicate with gods. The correct response was L "Theatrical ritual." The students who were able to match correctly had enough knowledge about theatrical ritual that includes worship, healing, initiation burial or the installation of leaders. The students who matched the item with the incorrect responses had insufficient knowledge about theatrical ritual.

In item (x), students were required to name the dance theatre from India which is performed indoor and is danced and acted with an onstage instrumental and percussion accompaniment. The students who chose the correct response G "*Sanskrit*" were aware that Sanskrit is a dance theatre performed indoors, within a roofed building. The performance of Sanskrit drama was danced and acted with an on stage instrumental and percussion accompaniment. Conversely, other students that matched the item with incorrect response showed they had inadequate knowledge on various forms of Eastern/Asian theatre. Extract 2.1 is an illustration of a student whose responses were irrelevant.

Match the descriptions of world theatre in **List A** with the name of theatre form in **List B** by writing the letter of the correct response below the corresponding item number in the table provided.

List A	List B
(i) The theatre which is based on Hindu epics with violence and death.	A. Storytelling
(ii) The theatre which use more singing text than spoken with acrobatics and clowning.	B. Comedy
(iii) The theatre that employs techniques of facial expression, songs and gestures when narrating the story.	C. Kathakali
(iv) The theatre with visual medium which major component is the human body with varieties of expression.	D. Songs
(v) The theatre with visual medium which major component is the human body with varieties of expression.	E. Dance
(vi) The theatre that uses figurative languages and high tone in its delivery when narrating the verse.	F. Recitation
(vii) A play consisting of a serious play with a topic of universal human import as its theme.	G. Sanskrit
(viii) The theatre of Japan with highly stylized scenery, acting and makeup.	H. Tragedy
(ix) Traditional theatre which involve gestures and spoken text to communicate with gods.	I. No
(x) The dance theatre from India performed indoors, danced and acted with an onstage instrumental and percussion accompaniment.	J. Melodrama
	K. Opera
	L. Theatrical rituals
	M. Kabuki
	N. Zaju-zaju

**Answers**

List A	(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
List B	A	U	D	E	N	K	J	M	C	B

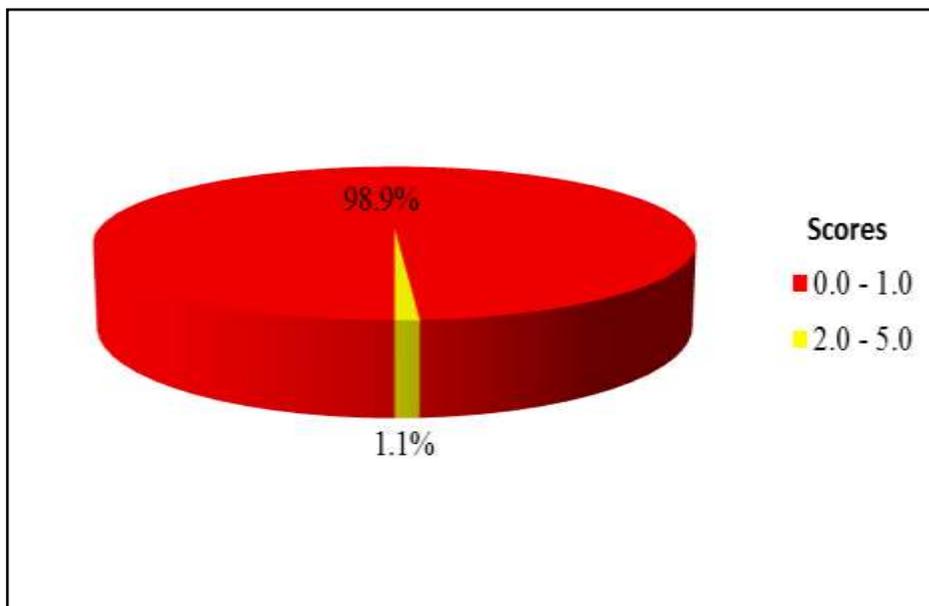
**Extract 2.1:** A sample of weak responses to question 2.

Extract 2.1 shows a sample of response from a student who failed to match the statements given with the correct responses due to the lack of adequate knowledge about subject matter.

### 2.1.3 Question 3: Filling in the Blanks

The question consisted of five (5) items from the following topics: *Art, Performing techniques from selected non-African theatre, World theatre practices, Performing techniques in African theatre and Culture*. The question required the students to fill in the blanks or spaces provided after each item.

The analysis of students' performance shows that, 350 (98.9%) students scored from 0 to 1 mark indicating poor performance. 4 (1.1%) students scored 2 marks which is an average performance. The general students' performance in this question was poor as 1.1% only scored 2 marks. Figure 3 illustrates the percentage of student's performance in this question.



**Figure 3:** *The Percentage of Students' Performance in Question 3*

In item (i), the students were required to indicate how art stimulates an individual's thought, emotions, beliefs or ideas." The correct answer was "The senses." Students who answered it correctly understood that art is an expression of an idea and it can take different forms and serve different purposes. The students who failed to provide the correct answer lacked knowledge of art that is the expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power.

In item (ii), the students were required to specify theatre which creates combination of auditorium, stage, scenery, costumes and light. The correct answer was "Western theatre." Students who named it correctly were aware that auditorium, stage, scenery, costumes and light are very important tools when performing Western drama. The students who failed to provide the

correct answer were not aware that auditorium, stage, scenery, costumes and light are very important tools in written play performance.

In item (iii), the students were instructed to make description on why many societies produce both aesthetic and value of art. The correct answer was "Commercial." The students who wrote 'commercial' understood that art is a product of human activity as well as for commercial purposes. The students who wrote incorrect answer failed to understand that in many societies nowadays art is produced for commercial purposes.

In item (iv), the student were required to state the category to which storytelling as an art its performance belongs to. The correct response was "Oral delivery." The students who wrote the correct answer were knowledgeable of the African theatre practices. Moreover, the few students who wrote correct answer had the appropriate knowledge about the means in which the storytelling is delivered. They knew the techniques and prerequisite of storytelling as a form of theatre art. On the other hand, there were some students who left the item blank. There were students who provided incorrect response for this statement, indicating their inadequate knowledge on the concept of storytelling.

In item (v), the students were required to name the process through which the children learn traditions as they grow up in a particular society. The correct response was "Enculturation." Students who provided correct response were knowledgeable about culture, aspect of culture and the processes of passing culture from one generation to another. Hence, they understood that enculturation is the process of acquiring new culture. This means that when the African children learn their traditions are acquiring new ideas and information about their society. However, some students left the space unfilled while others provided incorrect responses. These students who failed to answer this question had inadequate knowledge on the subject matter. Some students who scored 0 to 1 mark attempted the question without understanding its demand as illustrated in Extract 3.1.

3. Complete the following statements by writing the answer in the spaces provided.

(i) Art stimulates an individual's thought, emotions, beliefs or ideas through..... *an audience*

(ii) The combination of auditorium, stage, scenery, costumes and lights creates..... *an audience*  
*oral delivery*

(iii) In many societies art is produced on both aesthetic and value for a purpose of *relaxation*

(iv) Storytelling is an art which its performance is based on *Dance*...

(v) Children learn traditions by growing up in a particular society through a process called *culture*.

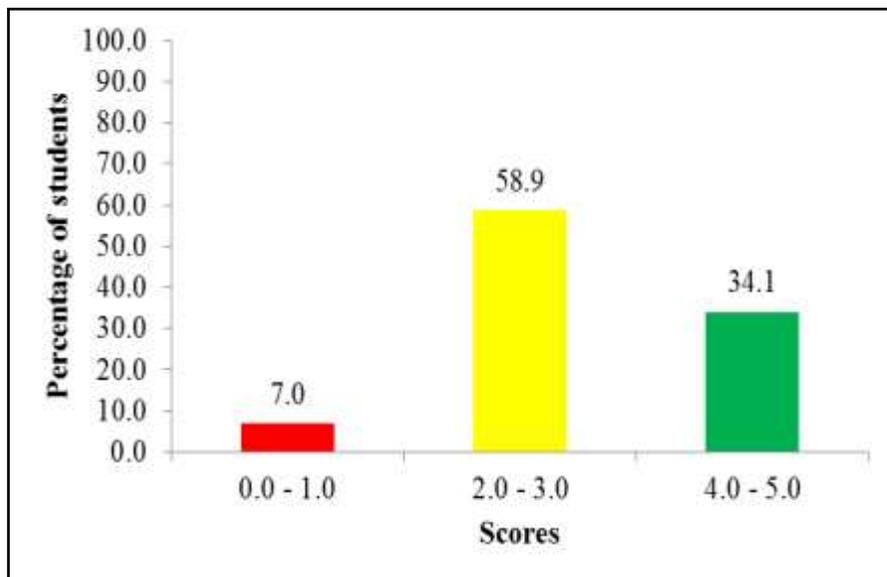
**Extract 3.1:** A sample of incorrect response to question 3.

Extract 3.1 shows a sample of incorrect response of a student who failed to understand the requirement of each item.

#### 2.1.4 Question 4: True and False Items

The question consisted of five items from the topics of *World theatre Practices* and *Performing Techniques in Selected Non-African Theatre*. The students were required to write **TRUE** if a statement is correct or **FALSE** if a statement is incorrect.

The analysis of students' performance shows that 25 (7.0%) students scored from 0 to 1 mark, indicating poor performance, 209 (58.9%) students scored from 2 to 3 marks which is an average performance and 121 (34.1%) students scored from 4 to 5 marks which is a good performance. The general students' performance in this question was good as 93% scored from 2 to 5 marks. Figure 4 illustrates the percentage of student's performance in this question.



**Figure 4:** *The Percentage of Students' Performance in Question 4*

In item (i), required the students to write true or false to the statement, *Recitation is a form of theatrical performance which is popular in some Tanzanian societies*. The correct answer was “TRUE.” The students who responded correctly had adequate knowledge about forms of theatrical performance that are popular in some Tanzanian societies such as recitation, storytelling, dance and rituals. However, students who opted for incorrect answer “FALSE” had no knowledge of the subject matter specifically about African theatre.

In item (ii), the students were needed to state whether *tragedy is a play that begins as tragedy but includes comic elements and ends happily* is true or false. The student who wrote the correct answer “FALSE” had enough knowledge on types of drama as they understood that tragedy is a form of drama that presents a serious action and maintains a serious tone although there may be moments of comic relief. The students who opted for “TRUE” did not understand that tragedy is the play which ends with sadness.

In item (iii), the students were required to agree or disagree that *a key role of theatre arts is to promote freedom of expression and society's democratization*. The students who wrote the correct answer “TRUE” were knowledgeable about the functions of theatre arts in the society that theatre

arts was part and parcel of the people's way of life. On the other hand, other students chose "FALSE" due to their poor knowledge on the functions of theatre arts.

In item (iv), the students were required to state whether *African theatre reflects the culture and traditions of African societies*. The students who chose the correct response "TRUE" were knowledgeable about African culture as they understood that African theatre reflects the culture and traditions of African societies. The students who opted for FALSE had limited knowledge about African theatre.

In item (v), the students were required to agree or disagree that, *Kabuki is a traditional form of Japanese theatre which originated in the 1691*. The students who chose "FALSE" were correct because Kabuki is the traditional Japanese theatrical forms and appeared firstly in the seventeenth century. Those who wrote "TRUE" did not understand the origin of Kabuki (Eastern theatre). Extract 4.1 shows one of the students with an irrelevant response.

4. For each of the following sentences write **True** if the statement is correct or **False** if the statement is not correct in the spaces provided.

(i) Recitation is a form of theatrical performance which is popular in some Tanzanian societies. *Don't you know*

(ii) Tragedy is a play that begins as tragedy but includes comic elements and ends happily...*I know*

(iii) A key role of Theatre Arts is to promote freedom of expression and society's democratisation...*I know*

(iv) African theatre reflects the culture and traditions of African societies...*Don't you know*

(v) Kabuki is a traditional form of Japanese theatre which originated in the 1691...*Don't you know*

**Extract 4.1:** A sample of incorrect responses to question 4.

Extract 4.1 shows a sample of irrelevant response from a student who failed to understand the demand of the question. The question demanded the students to write true or false and not to fill the blanks provided.

4. For each of the following sentences write **True** if the statement is correct or **False** if the statement is not correct in the spaces provided.

(i) Recitation is a form of theatrical performance which is popular in some Tanzanian societies. *True*.....

(ii) Tragedy is a play that begins as tragedy but includes comic elements and ends happily. *False*.....

(iii) A key role of Theatre Arts is to promote freedom of expression and society's democratisation. *True*.....

(iv) African theatre reflects the culture and traditions of African societies. *True*.....

(v) Kabuki is a traditional form of Japanese theatre which originated in the 1691. *False*.....

**Extract 4.2:** A sample of good responses to question 4.

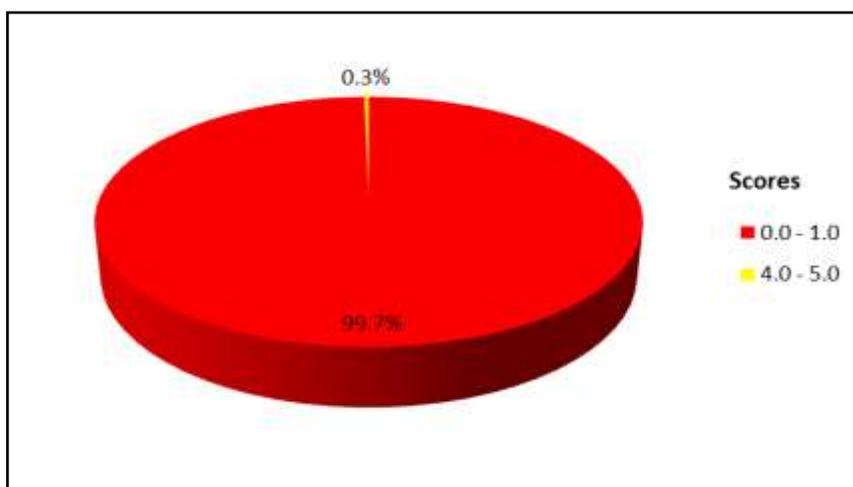
Extract 4.2 presents a sample of student's responses who provided correct responses due to the good mastery of the subject matter hence scored 5 out of 5 marks.

## 2.2 Section B: Short Answer Questions

### 2.2.1 Question 5: World Theatre Practices

This question required the students to identify five common characteristics of Eastern theatre.

The analysis of students' performance shows that, 354 (99.7%) students scored from 0 to 1 mark which indicates poor performance, 1 (0.3%) student scored 5 marks which is an average performance. The general students' performance in this question was poor as 0.3% scored from 5 marks. Figure 5 illustrates the percentage of students' performance in this question.

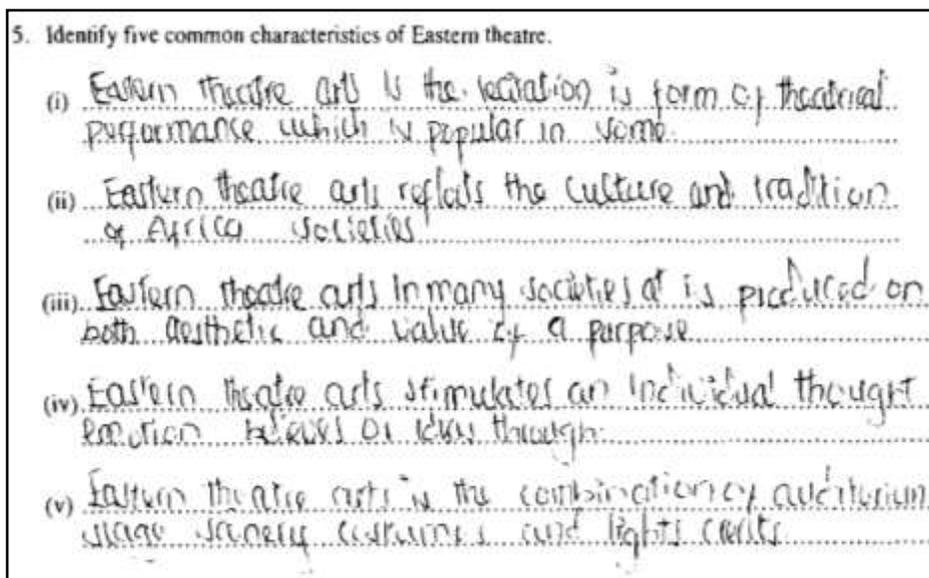


**Figure 5:** *The Percentage of Students' Performance in Question 5*

The analysis shows that the 354 (99.7%) candidates performed poorly in this question. Most of the candidates failed to identify the common characteristics of Eastern theatre. For example, one student wrote irrelevant response such as; *Are use fall and rise of the sound, Are use good character and the character practice good, It use high technologie or techniques when are perform on the stage, It use song, dance or element when are perform are film or story and when is acting is looking is true because of the good idea* instead of identifying the five common characteristics of Eastern theatre. Other students misunderstood the demand of the question. For example one of the students mentioned the periods when the theatre arts was practiced in Tanzania which are: *Colonial era, Colonial period, Arusha declaration, Post-Arusha declaration and Pre-colonial era*.

On the other hand, other students listed the types of Western theatre (drama) such as *Comedy, Tragedy and Tragicomedy, Melodrama*, while others copied alternative from question 1. Moreover, some of the students provided only one characteristic of Eastern theatre while others skipped the question. Furthermore, another student mentioned the Eastern theatre. For example one student wrote; *Japane, Kabuki, Kathakali, No theatre and Sanskrit* while others outlined the elements of drama such as *thought, music, diction, characters and theme*. Those who were not conversant with the question interpreted wrongly the question and provided wrong responses. Generally, some of the students failed to express themselves because of poor mastery of

English language and were not familiar with the subject matter. Extract 5.1 provides a sample of weak responses from one of the candidates.



**Extract 5.1:** A sample of poor responses to question 5.

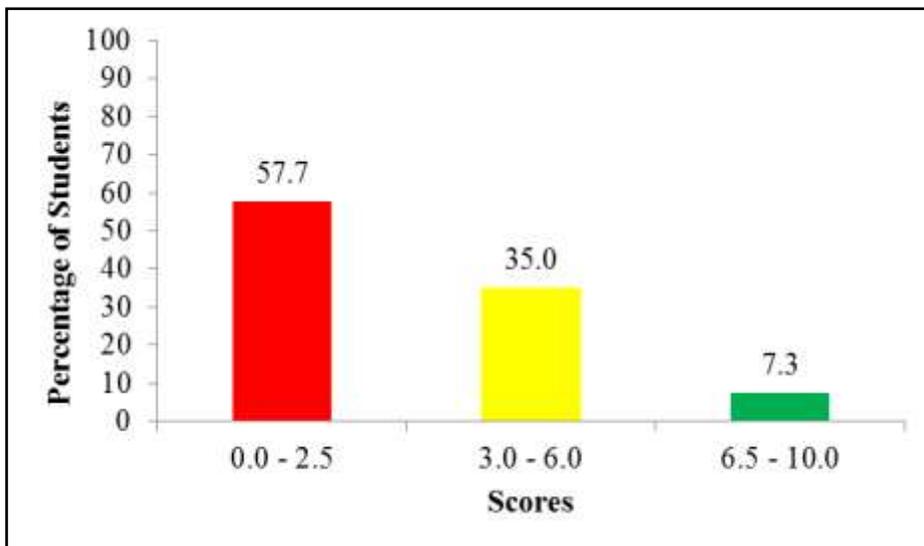
Extract 5.1 shows a sample of student who were not conversant with the question and therefore failed to identify five common characteristics of Eastern theatre, instead, she/he wrote irrelevant response.

The analysis of the student's responses indicates that the 1 (0.3%) student who had an average performance, managed to answer correctly some parts of the question. However, the students provided points without explanation or with partial explanation. This student mixed up few correct responses with incorrect one. For example, he/she wrote three correct points out of five points as follows; *It base more singing than spoken, In Eastern theatre they using technique like make up. They use more visual and sensual than literary.*

### 2.2.2 Question 6: Performing Techniques in African Theatre

This question had two parts (a) and (b) in which the students were required to describe three functions of the theatre arts to the African community and mention four techniques used in performing African Theatre.

The analysis of students' performance shows that, 205 (57.7%) students scored from 0 to 2.5 marks, indicates weak performance, 124 (35.0%) students scored from 3 to 6 marks which is an average performance and 26 (7.3%) students scored from 6.5 to 10 marks, which indicating good performance. The general performance in this question was average as 42.3% scored from 3 to 10 marks. Figure 6 illustrates the percentage of students' performance in this question.

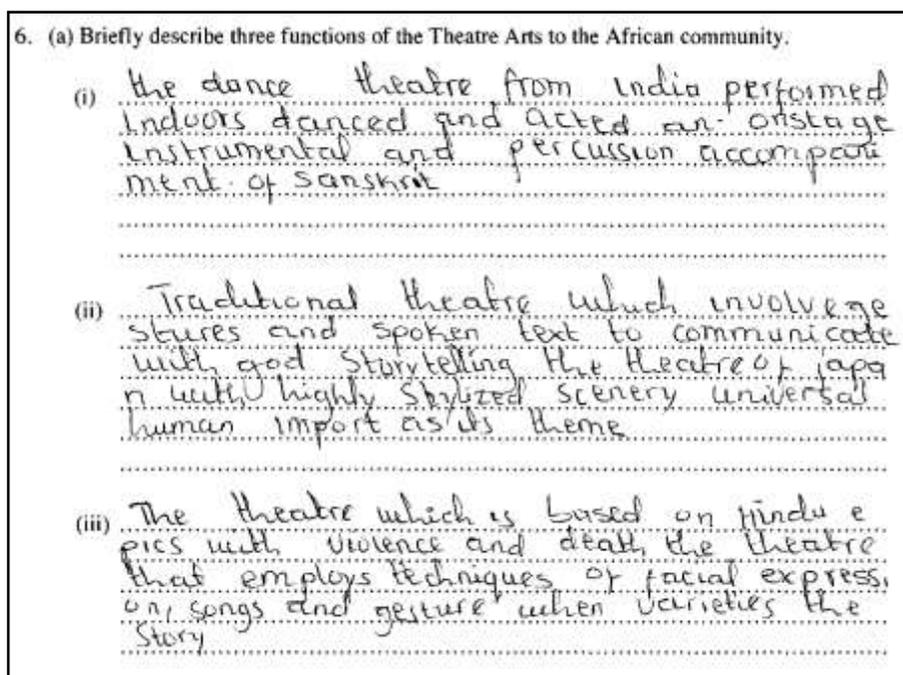


**Figure 6:** *The Percentage of Students' Performance in Question 6*

In part (a), some of the students scored poor marks due to the lack of adequate knowledge of the subject matter. Some of them misunderstood the question and provided wrong answers. For example, one student wrote; *Enhancement of environment, Revolution of truth and creation of beautiful*. Other students provided irrelevant responses. For example, one student wrote; *Increase the number of people that sing. The number of people sing is increased because the people see the play performance on the stage. It like and go to education, Provide service because the theatre art is shown in any country so is have the amount of money in the service and Increase the number of dance because this form in the country the support of dance and the drama the number of dance is increased*. Moreover, most of the students outlined types of drama instead of functions of theatre arts. For example, one student wrote; *Tragedy, Melodrama, Tragicomedy and Comedy* instead of describing the three functions of theatre which are; *Theatre Arts have a key*

role to play in promoting freedom of expression, stimulates debate on political and social issues, to warn those going against community norms and values, theatre is used for educational purposes and as a form of entertainment through theatrical arts such as dance, storytelling, recitation and rituals. Other students provided the components of a play such as *Plot, Characters, Theme, Spectacle Convention, Diction and Music*.

Likewise, others mentioned the African theatre and Eastern theatre which is a topic of World theatre practices. The student wrote; *Chinese, Japanese and African theatre*. Finally, some of the students had poor mastering of English language hence failed to describe the functions of the theatre arts to the African community. For example, one student wrote; *Education- is the children in school to auditorium in the space provided, Mobilizing- refer to the society process through up in particular and Language- refer to the community of the language*. Extract 6.1(a) provides a sample of responses from the script of a candidate who performed poorly on this question.

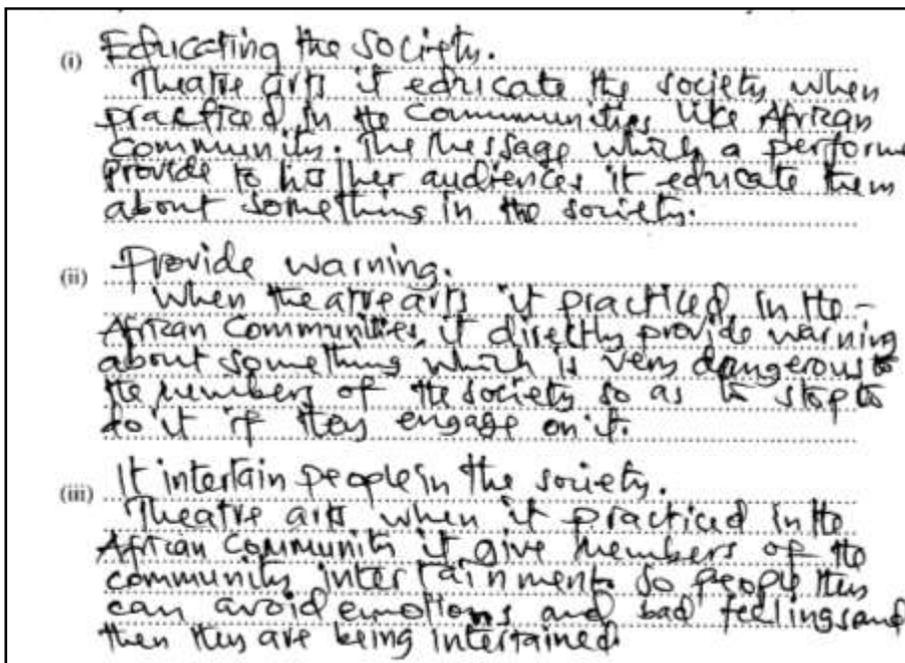


**Extract 6.1:** A sample of weak responses to question 6(a).

Extract 6.1(a) shows a sample of student's irrelevant responses. The student copied some words from matching items question instead of providing the functions of theatre arts in the African community as question demanded.

As for the students who performed averagely, they had partial knowledge about functions of the theatre Arts to the African community. These students were able to give two or three functions while failed to elaborate some points in part (a). For example, one student wrote; *Educating the community, entertain the community, mobilizing the people*. In part (b) students mentioned; *Facial expression, Figurative Language and High tones* while he/she mentioned two points incorrect which are; *Use of song and Body movement*. Those students could not score higher marks since they didn't elaborate the given points.

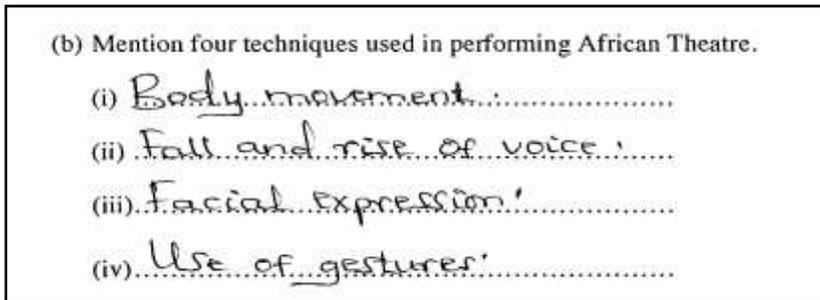
On the other hand, students who scored from 6.5 to 10 marks were able to describe correctly three functions of the theatre Arts to the African community. Most of them wrote relevant response. For example, one student wrote; *To educate the society, To warn the society and To entertain the society*. These responses indicate that students had enough knowledge about the functions of theatre Arts to the community. Extract 6.2(a) illustrates a sample of good responses in this question.



**Extract 6.2:** A sample of good responses to question 6(a).

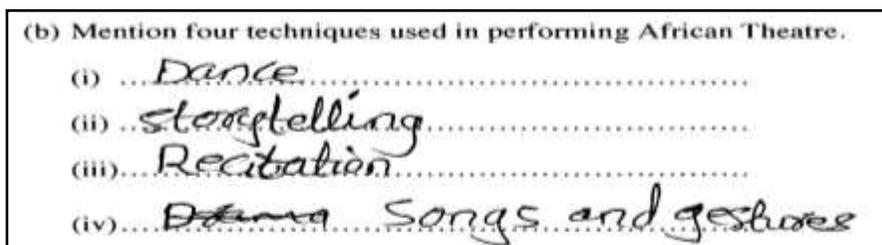
Extract 6.2(a) shows a sample of student who was able to correctly describe three functions of the theatre Arts to the African community.

In part (b), those students who were conversant with techniques used in performing African theatre answered the question correctly. For example, one student wrote; *Facial expression, Figurative Language, High tones, and Gestures*. Extract 6.3 illustrates a sample of good responses in this question.



**Extract 6.3:** A sample of good responses to question 6(b).

On the other hand, the students who were not familiar with the techniques misinterpreted the question and gave the wrong responses. For example, one student wrote; *You must have the character, You must have the audience, You must have a good stage and performance must have the title*. Other students copied the alternative in question 1(i) the types of drama. For instance, one of the students mentioned *Comedy, Tragedy, Melodrama and Tradicomedey*. Moreover, other students provided unrelated responses such as *movement of development, Promote freedom of expression, Promote culture of African and Promote tradition of African*. Other students outlined the indigenous theatre forms instead of functions of theatre arts. For example one student wrote; *Storytelling, Dance, Recitation and Theatrical ritual*. Generally, these responses show that students did not understand the requirement of the question hence provided wrong responses. Extract 6.4 illustrates a sample of weak responses in this question.



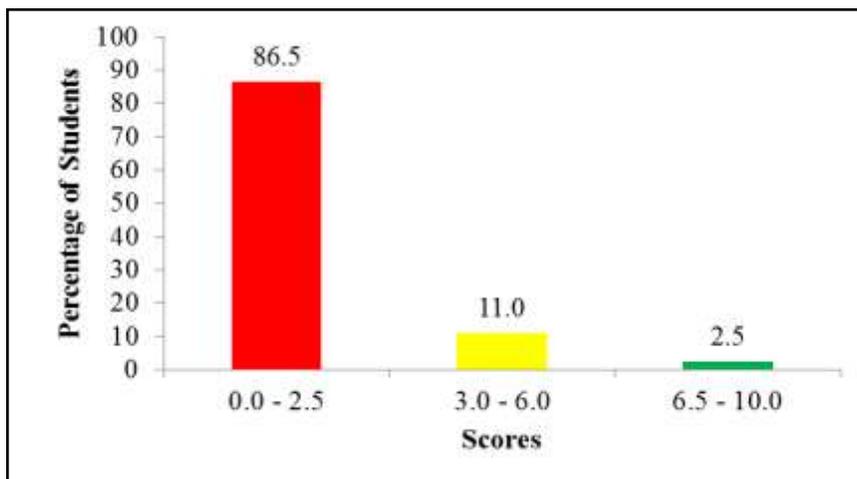
**Extract 6.4:** A sample of weak responses to question 6(b).

Extract 6.4 represents weak response from a student who wrote irrelevant answer.

### 2.2.3 Question 7: Performing Techniques from Selected Non-African Theatre

The students were required to describe five important resources to be considered when performing the Western drama.

The analysis of students' performance shows that 307 (86.5%) students scored from 0 to 2.5 marks which indicates weak performance, 39 (11.0%) students scored from 3 to 6 marks, which is an average performance and 9 (2.5%) scored from 6.5 to 10 marks, which is a good performance. The general performance of this question was weak as only 48 (13.5%) students scored from 3 to 10 marks as illustrated in Figure 7.

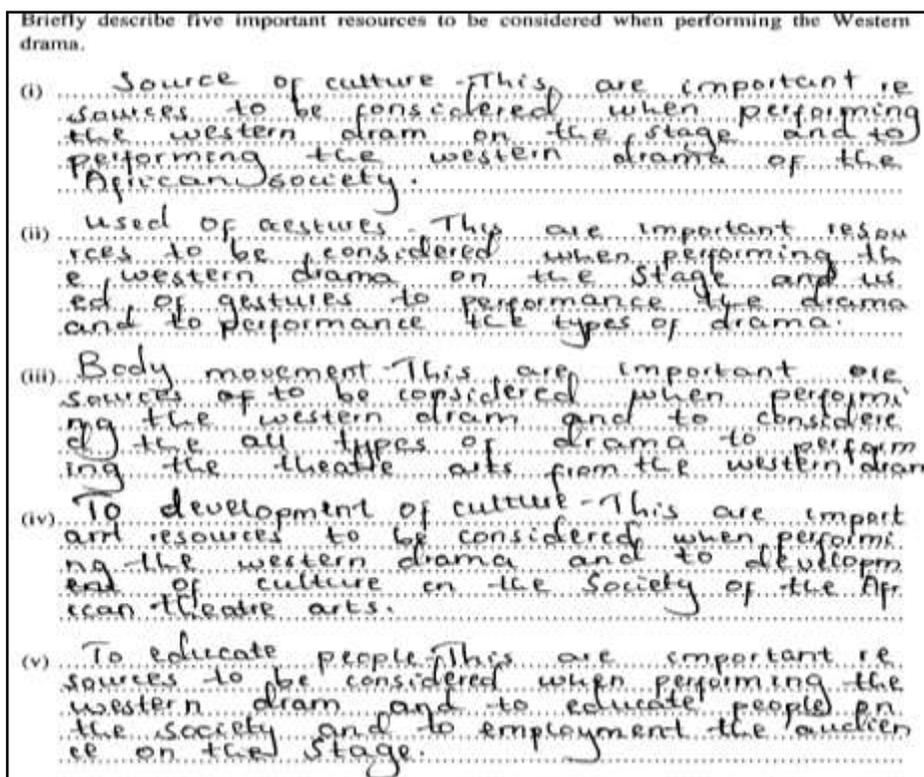


**Figure 7:** *The Percentage of Students' Performance in Question 7*

Further analysis of student's performance indicates that 307 (86.5%) students performed poorly due to the lack sufficient knowledge of the subject matter. Some of these students misinterpreted the task of the question while others lacked adequate knowledge about the Western drama and thus provided irrelevant responses. For instance, one of the students wrote; *Source of income, Source of the government, To give the people of Western drama and Globalization of theatre* instead of describing five important resources to be considered when performing the Western drama, which are; *The director, Actors, Costumes, The stage designer, The light designer and The playwriting*. Another student in this category wrote unrelated responses such

as; *It help to get money. It help to get knorlegge and skills. It help to get culture in our society. It help to change system of drama. It help to get technology.* Moreover, other students mentioned the elements of play (drama) such as; *Thought, Diction, Plot, Theme.* Likewise, some other students outlined the indigenous theatrical forms which are; *Dance, Heroic recitation, Ritual and Storytelling.*

Furthermore, most of the students left the question unanswered while few of them picked some words from the matching items and multiple choices and presented them as their answers. The inappropriate responses indicate that the students lacked adequate knowledge about the subject matter and had poor mastering of English language hence failed to express themselves. Extract 7.1 shows a sample from a student who wrote irrelevant response.



**Extract 7.1:** A sample of weak response in question 7.

Extract 7.1 represents a weak response from a student who failed to provide the important resources to be considered when performing the Western drama; instead, he/she wrote irrelevant responses which are not related to the demand of the question.

Moreover, 39 (11.0%) students had average performance. Most of them provided a correct answer but lacked exhaustive elaborations of the required points and repeated some points. For example, one of the students outlined the correct response without any explanation as follows; *costumes, special stage, character and director* and as a consequence scored averagely.

Very few students (2.5%) were able to provide relevant descriptions on the important resources to be considered when performing the Western drama. These students provided the correct responses which are *the director, Actors, Costumes, The stage designer, The light designer* and *The playwriting*. The responses show that these students understood both the topic and the requirement of the question. Extract 7.2 shows a sample of poor responses given by one of the candidates.

7. Briefly describe five important resources to be considered when performing the Western drama.

(i) Use of Costumes, The costumes is a very important resource to be considered when you performing the western theat. It is very because people are getting good knowledge from the theatrical work from the western theatre.

(ii) Light designed, Use of light designed it enable the stage to be good from performance to performance clearly from audience or people. It enable audience to see good costumes.

(iii) Good stage, The good stage it is very important resources to be consider when you performing the western theatrical drama and it enable people to get good condition good weather from the stage.

(iv) Good environmental condition, the second resources or importance to consider when your performing the western theatrical drama. It is good important because good environments condition it helps people to relax.

(v) Scenery, In the theatrical important resource to be considered when your performing the theatrical work especially in the western theatre if you use of drama the people who use scenery of drama it get good knowledge!

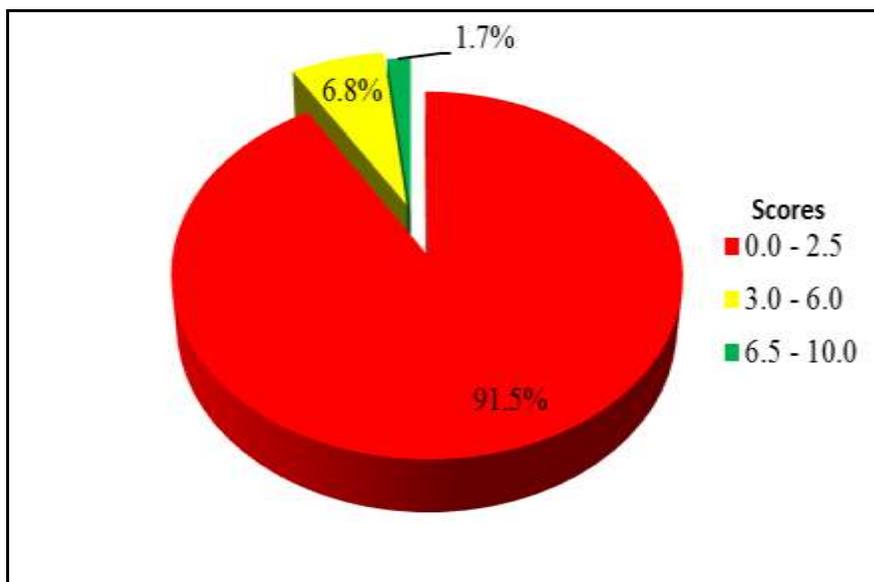
**Extract 7.2:** A sample of good responses to question 7.

Extract 7.2 shows relevant response of a student who was able to describe four important resources to be considered when performing the Western drama e.g costumes, stage, light designer and scenery.

### 2.2.4 Question 8: Performing Techniques in African Theatre

The students were required to elaborate five keys elements which make story interesting to the audience.

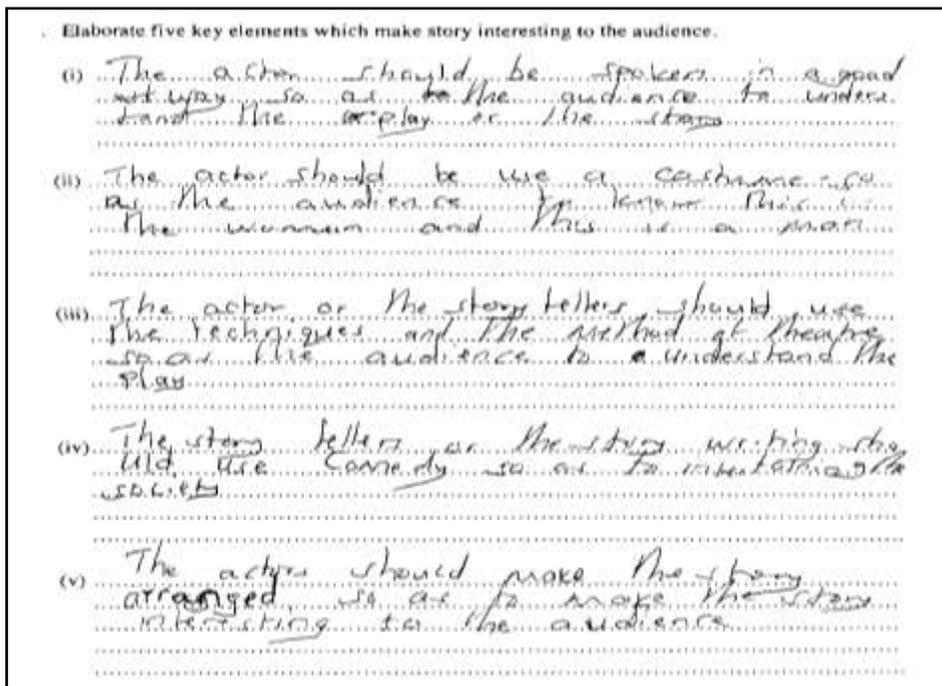
The analysis of students' performance shows that 325 (91.5%) students scored from 0 to 2.5 marks, indicating weak performance, 24 (6.8%) students scored from 3 to 6 marks, which is an average performance, and 6 (1.7%) students scored from 6.5 to 10, marks which is a good performance. The students' performance in this question was weak as only 8.5% scored from 3 to 10 marks. Figure 8 illustrates students' performance in this question.



**Figure 8:** *The Percentage of Students' Performance in Question 8*

Data analysis shows that, 91.5% of students who attempted for this question had weak performance because most of them provided irrelevant responses. For example, one of the student wrote, *The title of the story, middle of the story, ended of the story and concluding of the story* instead of elaborating five keys elements that make story interesting to the audience which are; *Plot, Narrator, Theme, Costume, Props, Character and Audience*. Other students wrote the fundamental elements of culture such as *Norms, Symbols, Sharing of Knowledge, Language, Mobilize people*. Another student mentioned *Culture, Food and Way of greeting* while other students outlined the indigenous theatre forms instead of key elements of story. For instance, one student wrote; *Music, Dance, Storytelling, Drama, Ritual Art and Heroic*

*Recitation Performance.* Furthermore, most of the students failed to differentiate between Africa theatre and Western theatre. For example, one student outlined the performing techniques in African theatre especially in storytelling, which are *Use of gestures, Body movement, Use of song, Rise and fall of voice and Facial expression.* Generally, quite a good number of students had inadequate knowledge about the topic of *Performing Techniques in African Theatre* and poor mastery of English language and thus failed in understanding the question's requirements. Extract 8.1 illustrates one of the weak responses in this question.

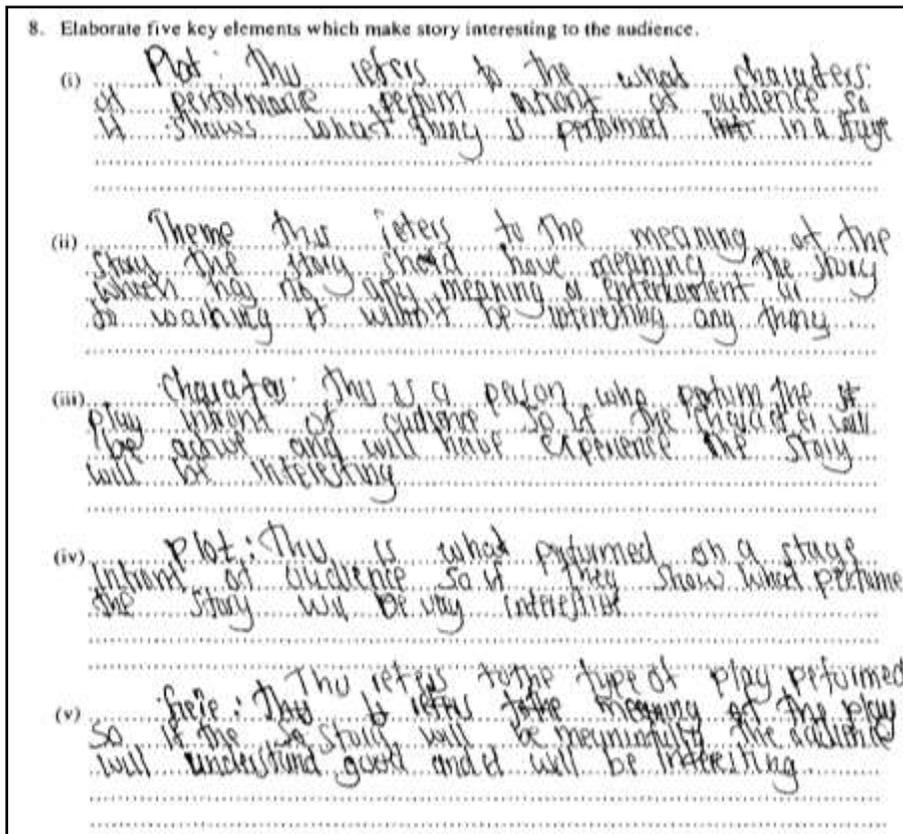


**Extract 8.1:** A sample of weak response to question 8.

Extract 8.1 shows a sample of irrelevant response from a student who failed to elaborate the key elements which make story interesting to the audience; instead, he/she wrote irrelevant answer that do not relate with the demand of the question.

Besides, the students who scored from 3 to 6 marks demonstrated partial knowledge. They managed to elaborate some keys elements which make story interesting to the audience. However, some of them could not score all marks because they were unable to fulfill the required number of points or had problems in using English language correctly to present their points.

Those few students (1.7%) who were conversant with key elements of good story answered the question correctly. These students elaborated correctly some keys elements which make story interesting to the audience. They had appropriate knowledge and understood the demands of the question. For example, one of the students wrote; *Plot: the story teller should be said what is the story about in order of audience to understood the story. Theme: this is the what happening in the story. Character: the storyteller should be explained well the character of the story in order the audience to understood the story. Audience: refer to the group of people who are going to look or to listerning the story and this can make the story.* Despite of some spelling mistakes, the response indicates that this student was aware of the subject matter. Extract 8.2 is an illustration of a candidate’s good response to this question.



**Extract 8.2:** A sample of good response to question 8.

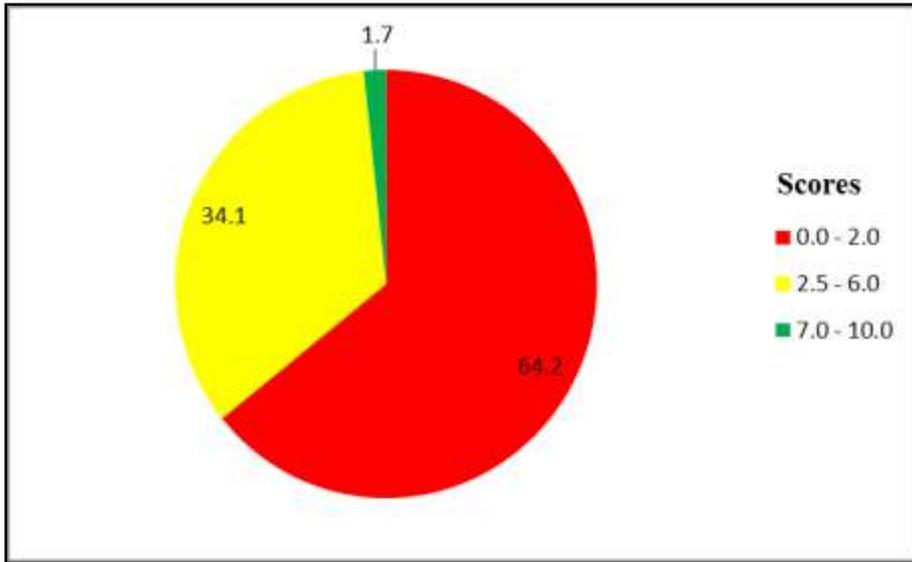
Extract 8.2 shows a sample of correct response from a student who was able to elaborate four items (i, ii, iii and v) correctly while failed in item (iv).

### 2.2.5 Question 9: World Theatre Practices (Western theatre)

The candidates were required to study the picture and answer the questions for each part (a-d).



The analysis of students' performance shows that 228 (64.2%) students scored from 0 to 2 marks, which indicates weak performance, 121 (34.1%) students scored from 2.5 to 6.0 marks, which is an average performance and 6 (1.7%) students scored from 7 to 8 marks, which is a good performance. The students' performance in this question was average as 35.8% scored from 2.5 to 10 marks. Figure 9 illustrates students' performance in this question.



**Figure 9:** *The Percentage of Students' Performance in Question 9*

In part (a) the students were required to name type of theatre arts shown on the picture. The correct answer from this question is: *Music*. Students who provided the correct response demonstrated mastery of the subject matter and skills in observing and interpreting the picture. Students who failed to interpret the picture had insufficient skills to observe and interpret the picture. For example, some of the candidates wrote: *African theatre* as they failed to understand that the African theatre exists in various forms which are found in almost all African societies such as ritual, dance, storytelling and recitation. Other students wrote *Western theatre* because they failed to recall that the major form of Western theatre is drama. Likewise, other students mentioned *Eastern theatre*, which indicates they were not conversant with the Eastern theatre. Moreover, others provided irrelevant responses such as; *People in the picture*, *Performance*, *Practical theatre* and *Audience*. Generally, these students had inadequate knowledge about Western theatre.

In part (b) the candidates were required to identify where the performance is practiced whether it is in African, Western or Eastern. The correct answer is: *Western theatre practice*. The students who managed to provide a correct response were able to observe the picture and identify the performance practices. The students who failed to provide correct answers had poor skills

of observing a picture and thus gave wrong responses. Most of the students wrote; *Eastern theatre*. These students failed to understand that Eastern theatre, which is practiced in Asian countries, is based more on visual and sensual than literary aspects. The responses indicate that these students were not familiar with the subject matter.

However, in part (c) the candidates were required to give two reasons identified in part (b). The correct answer from this question was: *It used the Western Costumes (T-shirt and Jeans) and It uses microphones which is Western music instruments and Scenery designed with flash lights/the way Western stage is decorated*. Many students failed to answer this item because they were not familiar with the performing techniques in Western theatre. A few students who wrongly answered this part lacked adequate knowledge, and as a result, provided irrelevant response. For instance, one student wrote; *Because in the eastern people like to sing and dance. Because Easter people take part in sing and dance*. Another student wrote: *Because the pictures include the audience, Because the show reality life and because the show the status*.

In part (d), most of the students were able to describe three components of theatre arts included in a picture. For example, one of the students wrote, *Audience is the person who look or listern the character or performer. This audience sit on the stage. Stage is the place where performer are performing. Performer is the person who perform on the stage*. This response indicates that the students had knowledge and understand the requirement of the question. Extract 9.1 shows a sample of relevant responses for this question.

(a) Name a type of theatre arts shown on the picture.  
 ..... MUSIC .....

(b) Is the performance practiced in African, Western or Eastern theatre?  
 ..... Western .....

(c) Give two reasons for your answer in (b).

(i) It use morden music instrument .....

(ii) It use one character .....

(d) Briefly describe three components of theatre arts included in a picture.

(i) Audience. The audience was the people who watching the theatrical work. The audience are the component of theatre art in a picture .....

(ii) Performer. The performer is the people who performing on the stage. The performer are the component of the theatre art in a picture .....

(iii) Stage. The stage was the place or space for performer. This was the component of theatre art on this picture .....

**Extract 9.1:** A sample of good responses to question 9.

In Extract 9.1, the student managed to observe well the picture hence provided relevant responses in part (a), (b), (c) and (d) (i) to (iii).

The analysis shows that, the students who performed averagely provided the points without explanations or with partial explanations. Some of them mixed up few correct responses with incorrect ones hence scored average marks

One other hand, the students who performed poorly lacked sufficient knowledge of the demand of the question, and consequently scored low marks. These students misinterpreted the task of the question while others lacked the knowledge of the subject matter and thus provided irrelevant responses as illustrated in Extract 9.2.

(a) Name a type of theatre arts shown on the picture.  
*African theatre arts*

(b) Is the performance practiced in African, Western or Eastern theatre?  
*It's the symbol our national example Tanzania*

(c) Give two reasons for your answer in (b).

(i) *Educating all the society this was the reasons for your a society to educating.*

(ii) *Improvement through to performance practiced in African western to promote improvement*

(d) Briefly describe three components of theatre arts included in a picture.

(i) *Audience: this was the people are having the communication about the story being.*

(ii) *Chair person: is was the member of spoken, the common can about what what*

(iii) *Government, is was the space that are communication to spoken, example school or other space.*

**Extract 9.2:** A sample of weak responses to question 9.

Extract 9.1 shows a weak response from a student who failed to interpret a picture and as a result, provided irrelevant response.

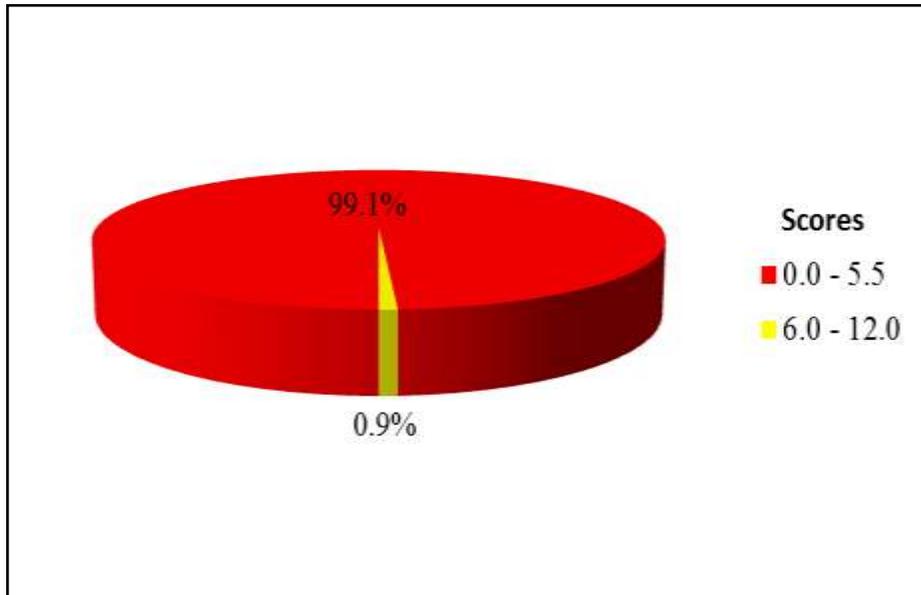
## 2.3 Section C: Essay Questions

### 2.3.1 Question 10: Performing Techniques in African Theatre

The question required the students to explain six uses of ritual performance in African society.

The analysis of students' performance shows that 106 (99.1%) students scored from 0 to 5.5 marks, indicating weak performance, while 1 (0.9%)

student scored from 8 marks which is an average performance. The students' performance in this question was weak as only 0.9% scored from 6 to 20 marks. Figure 10 illustrates students' performance in this question.



**Figure 10:** *The Percentage of Students' Performance in Question 10*

The analysis shows that 106 (99.1%) students whose scores ranged from 0 to 5.5 marks had inadequate knowledge of the subject matter. They provided incorrectly uses of ritual performance in African society. For example, one student wrote: *Used to change of voice, used to body movements, used to gesture, use of song and used to fall or rise of sound*. Another students responded; *help to know our dance is the people one stage of culture, help to know our theatre art becom it person have is performer, to help to know our drama of is the person who have is the sourtry is the good allowold* instead of explaining six uses of ritual performance in African society such as, *Society use ritual as a tool for healing, Society use ritual as for worshiping purposes, Ritual is used by the society as a tool for rainmaking, Ritual is used as medium of communication, Ritual is used as a moral tool and Ritual helps the society to solve different conflicts among the society*. Other students mentioned the uses of rituals as *Performance once used to educating society artistics, Ritual performance used in entertainment, ritual performances used in dancing, ritual performance used to singing songs*. Most of the students' answers were unrelated to the requirements of the question. For example, one

of the students wrote; *Ritual performance in African society is the theatre arts during the audience of the Western in African theatre in which the uses of the storytelling in the performing.* Extract 10.1 illustrates responses from one of the candidates' script who performed weak in this question

Theatre ritual; is the theatrical activities that perform in the East African. Example of the East African performance Tanzania, Kenya, Uganda and other. The following are the uses of a ritual performance in African society.

**Costumes;** this used in the theatre ritual because the people who performance in the theatre it must wear simple clothes and to show the audience example the people who dance. The music they must wear the cloth, sing and dance.

**Culture;** in the theatre ritual it must be used the culture because the people they are want the message so if you used the culture to show the audience you your tribe.

**Language;** the language it must be used the same proper language if they are used other language the audience they face can't go home and understand performance without.

**Tradition;** this is the uses of theatre ritual in society because if you want to show the audience it must show the tradition a life example the tradition in the theatre ritual in the society the natural God and other.

**Stage;** and this is the uses of theatre ritual because the performance it must have the stage where the performing is the purpose. Example if people is sing, the song it must climb in the stage in the audience to watch good.

**Genre/culture;** in the theatre ritual it must have the cultural because the people they are want to know you and your tribe and this performing it must used the good culture because they are used bad culture.

**Therefore;** these are the uses in the theatre ritual because the performance they are want what they are want to perform and they are component of theatre ritual. Example a stage, audience and performance.

**Extract 10.1:** A sample of weak responses to question 10.

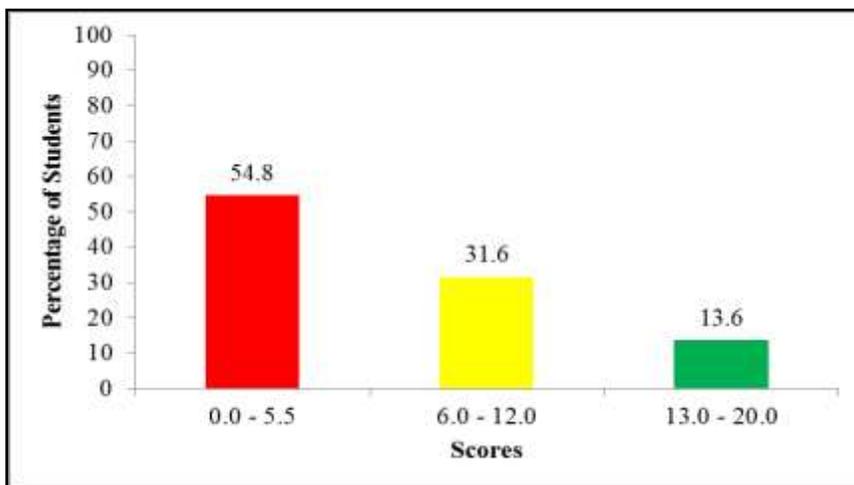
The student who scored 8 marks and above had partial knowledge of the subject matter. His/her responses contained both correct and incorrect

answers. For example, he/she wrote: *To entertain the society, To educate the people, To worn the society, Employment opportunities, Enhances cooperation it liberate the society members, Mobilize and unite people together, Preserve culture, worn society and To express people culture of Tanzania.* The student could not score higher marks because some of the answers were not relevant to the question and failed to fulfill the required number of points.

### 2.3.2 Question 11: Theatre Arts practices in Tanzania (Pre-colonial)

The students were required to describe six functions of African theatre forms during the pre- colonial era in Tanzania.

The analysis of students' performance shows that 137 (54.8%) students scored from 0 to 5.5 marks, indicating weak performance, 79 (31.6%) students scored from 6 to 12 marks, which is an average performance and 34 (13.6%) students scored from 13 to 20 marks, which is a good performance. The general students' performance in this question was average as 45.2% scored from 6 to 20 marks. Figure 11 illustrates the percentage of students' performance in this question.



**Figure 11:** *The Percentage of Students' Performance in Question 11*

The analysis of the students' responses shows that 137 (54.8%) students who scored poor marks in this question were unable to describe six functions of African theatre forms during the pre-colonial era in Tanzania. For example,

one student mentioned the three world theatre practices to be, *Western theatre, African theatre and Eastern theatre* instead of describing six functions of African theatre forms during the pre-colonial era in Tanzania as follows: *Theatre arts have been used for education purposes, Theatre arts stimulate debate on political and social issues, Theatre performance can be used to promote the real situations that are happening to the community in front of the leaders, Theatre arts can be used for social development in the society, Theatre arts can be used for social change, Theatre arts can be used for entertainment, Tool for worshiping and healing through theatrical rituals, most communities communicated with their supreme power and Theatre arts act as a source of society history.*

Furthermore, some students provided the responses which could not be related with the demand of the question. For example, one student explained the Western drama instead of functions of African theatre forms as, *drama, melodrama and comedy* while other students wrote the components of Western drama which are *plot, diction, thought, character and spectacle*. Likewise, another student defined some concepts instead of describing the functions of theatre as illustrated in Extract 11.1

So fun is improve theatre in the eastern africa and other country western eastern

### Imaginization

is the importance or function of theatre arts in a form of theatre because theatre arts is improve of theatre arts

### Empathy

is the fun function or importance of theatre arts in our society so empathy is function or importance of theatre arts in the Africa so theatre arts is uses of Africa, eastern Africa, and western Africa

### Self confidence

is the fun importance or function in the theatre arts self confidence function of theatre arts so because theatre is importance function, types, characterization self confidence is uses in our country, Africa western, eastern

### Memory

is the importance or function in the theatre arts is Movement in function of theatre arts so memory is function of theatre arts or importance people is uses fun to convey message in the society memory is improve theatre arts so theatre arts like in the country Africa, western Africa, eastern Africa for example is our country Africa, eastern Africa, western Africa

### Confidence

is the function or importance of theatre arts so theatre arts is confidence in in the society people is like theatre art because theatre arts is Music, Dance, Drama, story telling, recitations, rituals and other form of theatre or types of theatre arts so theatre arts is Dance is the movement of the body and other gesture to convey message in our society and Africa so Africa is country of Tanzania so Tanzania is country, is, Tanga, Tabora, Dodoma, Arusha, Tabora, Mochi, Morogoro, Mt. Meru, Mwanza, Singu, Mtwara, Pangani, and other is like theatre so theatre is like and country, Indian, Japanese, China, Thailand, Europe and other

### Conclusion

Theatre is educates people in our society ~

**Extract 11.1:** A sample of weak response to question 11.

Extract 11.1 is an example of a student irrelevant response who defined the terms instead of describing the six functions of Theatre Arts forms during the pre-colonial era in Tanzania.

The students who scored from 6 to 12 marks had adequate knowledge of the subject matter and good skills in essay writing and organization. However, some of their weaknesses included inability to comprehensively provide facts and relevant evidence to justify the facts. For example, one student wrote; *Tool for worshipping and healing, African theatre were used for warning, African theatre was use song and musics to educate the people and entrainment in African theatre practicas through song and music.* However, the student failed to justify these points, hence scored averagely.

The students whose scores ranged from 13.5 to 20 marks demonstrated adequate knowledge of the topic of Theatre Arts practices in Tanzania particularly in pre-colonial era. They also made correct interpretation of the question and managed to describe five out of six functions of African theatre forms during the pre-colonial era in Tanzania such as, *entertainment people in the African society, promote unity in the society and educate the society.* Extract 11.2 is a response of a student who described the functions of African theatre forms.

The theatre art forms during the pre-colonial era in Tanzania had the important and functions to the society during that period. The following are the functions of theatre art forms during pre-colonial era in Tanzania.

It educated the society; On that period these forms of theatre art for example story telling educated people to the society even in the member of the family. These forms educated many people.

It mobilized the society. Theatre art forms were mobilized people in the society in a certain things to the members of its community to be against with it.

They entertained people in the society. These theatre art forms also were used to entertain people, to laugh people to sad people, to give people joy, so they also were among of the function of theatre art forms.

They were medium of communication. These theatre art forms were the medium of communication to the people in the society. They helped to people to spoke and to met and to interacted through these theatre art forms.

They were used to warning the society. Through these forms of theatre art people and rational society were warned about the things which can face the society and to warned people to leave their bad behaviour for example theft, robbery these forms warned them to left they.

They were promote peace and co-operation in the society. Theatre art forms were the among of things which promote the peace and cooperation to the member of its society. Through these forms of theatre its peace of the society were promote and maintained.

Therefore through these theatre art forms, people in the society lived together by peace and co-operation also even for these forms help us to know the traditions and culture of the previous of the societies.

**Extract 11.2:** A sample of good response in question 11.

Extract 11.2 presents a good response from a student who managed to provide explanations about functions of theatre forms during the pre-colonial era in Tanzania.

### 3.0 ANALYSIS OF STUDENTS' PERFORMANCE PER TOPIC

The FTNA 2020 Theatre Arts subject had eleven (11) questions that were set from four (4) topics. Question 1 (Multiple choice items) featured; *World Theatre Practices*, *Performing Techniques in African Theatre*, *Theatre Arts Practices in Tanzania* and *Performing Techniques in Selected Non- African Theatre*. Question 4 (True and false) featured in topic; *World Theatre Practice* and *Performing Techniques in Selected Non-African Theatre* had good performance. Question 2 (Matching items) was drawn from *World Theatre Practices*, question 6 (Short answer) was from *Performing Techniques in African Theatre*. Question 9 (Short answer) was from *World Theatre Practices* and question 11 (Essay) was set from *Theatre Arts practices in Tanzania*. All these had average performance as the percentage of the students who passed was 32.4, 42.3 and 35.8. Questions 3 (Filling in the blanks), 5 (short answer), 7 (short answer), 8 (short answer), and 10 (essay) were set from different topics and had poor performance. The students' performance in question 3 (filling in the blanks) was 1.1%, question 5 (short answer) was 0.3%, question 7 (short answer) was 13.5%, question 8 (short answer) was 8.5% and question 10 (essay) it was 0.9%.

Good performance in the stated questions and topics was attributed to students' adequate knowledge of the subject matter from which the questions were set. These students were able to identify the demand of the questions. Poor performance by some of the students was due to lack of adequate knowledge of theatre Arts concepts, inadequate skills in essay writing and poor knowledge of English language. This in turn led to misinterpretation of the questions and failure to understand the instructions for each question.

### 4.0 Conclusion

The performance of the students in FTNA 2020 Theatre Arts assessment was average. The students with good performance demonstrated adequate knowledge and good understanding of the topics from which the questions were set. However, the analysis revealed that some students were challenged by various questions due to lack of adequate knowledge of some topics such as *World Theatre Practices* and *Performing Techniques in Selected Non-African Theatre*. The students' performance manifested inadequate knowledge, inability to focus and interpret the questions, as well as poor proficiency in the English language.

## 5.0 Recommendations

In order to improve the performance of students in the Theatre Arts, it is recommended that:

- (a) Teachers be advised to give their students regular practices in theatrical forms and drama.
- (b) Teachers use small groups to do a short performance depicting different theoretical performances, use questions and answers to demonstrate theoretical forms and invite local expert to demonstrate theatrical forms to students.
- (c) Teachers are advised to use the appropriate teaching and learning strategies and techniques recommended in the syllabus per each topic to improve their performance in *World Theatre Practices* and *Performing Techniques in Selected Non-African Theatre*

## Summary of Students' Performance per Topic

S/N	Topic	Questions number	Percentage of students' who scored 30 percent and above	Remarks
1	World Theatre Practices, and Performing Techniques in Selected Non-African Theatre	4	93	Good
2	Theatre Arts Practices in Tanzania, World Theatre Practices, Performing Techniques in African Theatre and Performing Techniques in Selected Non-African Theatre	1	76.3	Good
3	Theatre Arts Practices in Tanzania	11	45.2	Average
4	Performing Techniques in African Theatre	6	42.3	Average
5	World Theatre Practices	9 & 2	34.1	Average
6	Performing techniques from selected non-African theatre,	7	13.5	Poor
7	Performing techniques in African theatre.	8 & 10	9.4	Poor
8	Art, Performing techniques from selected non-African theatre, World theatre practices, Performing techniques in African theatre and Culture.	3	1.1	Poor
9	World Theatre Practices	5	0.3	Poor

