



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



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT ON THE CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (CSEE) 2021**

THEATRE ARTS



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019 THEATRE ARTS

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FOREWORD

The Candidates' Item Response Analysis (CIRA) report for the Certificate of Secondary Education Examination (CSEE) in 2021 has been prepared to provide feedback to candidates, teachers, parents, policy makers and the public in general on the candidate's performance in Theatre Arts subject.

The analysis indicated that the performance in Theatre Arts subject in CSEE 2021 was good because 368 (87.0%) candidates passed the examination. The candidate who had good performance in this subject demonstrated adequate knowledge of the topics from which the questions were set. They understood the demands of the questions, had skills in answering questions and had good mastery of the English Language.

Candidates' performance analysis in this subject indicated further 13 per cent of candidates performed poorly in theatre Arts Examination. This might be attributed by lack of adequate knowledge on certain topics from which the questions were set. Likewise, some of them might fail to identify the demands of the questions, while others might have failed due to lack of specific skills in answering essay questions. Finally, failure to adhere to specific question instructions resulted into weak performance, for some candidates.

The National Examinations Council of Tanzania expects that stakeholders will take appropriate measures to improve the performance of candidates in Theatre Arts subject.

Finally, the Council would like to thank all individuals who provided valuable support in the preparation of this report in various capacities.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents the analysis of the candidate's performance in Theatre Arts subject for Certificate of Secondary Education Examination (CSEE) held in November 2021. The paper was set following the subject syllabus and adhered to examination format of 2019.

The Theatre Arts paper consisted of ten (10) questions, distributed in three sections, namely A, B and C. Section A carried 20 marks, Section B 50 marks and Section C 30 marks. Question 1 consisted to multiple choice items which carried 15 marks, while question 2 comprised matching items which carried 5 marks; thus making a total of 20 marks. Section B consisted of five short answer questions and each carried 10 marks. Section C consisted of three essay questions with a total 30 marks. Candidates were required to answer any two (2) questions and each question carried 15 marks.

A total of 429 candidates who sat for Theatre Arts examination in 2021, 87.0% candidates passed, while 13% failed when compared to that of CSEE 2020. The performance analysis shows an increase of 20.42 per cent as a total of 257 (66.58%) candidates passed in 2021.

Three categories of scores have been used to grade the candidate's performance in each question. Scores ranging from 0 to 29 per cent are regarded as weak performance, 30 to 64 per cent as average performance, and 65 to 100 per cent as good performance. The analysis highlights the requirements of each question, as well as the strengths and weaknesses of candidates' responses. Candidates' performance in each question is presented in graphs and charts using different colors. The green indicates good performance, yellow shows average performance and red represents weak performance. Furthermore, samples of good, average and weak responses that were extracted from the candidates' scripts are provided for illustrations. A summary of candidates' performance in each topic and question in Theatre Arts subject for CSEE 2021 is shown in the Appendix.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION

2.1 SECTION A: Objective Questions

This section consisted of two compulsory questions. Question 1 includes multiple choice items which carried 15 marks, while question 2 comprised matching items, carrying 5 marks. Section A carried a total of 20 marks.

2.1.1 Question 1: Multiple Choice Items

The question consisted of fifteen (15) multiple choice items set from different topics, such as *Theatre for Social Change*, *Culture*, *Performing Techniques in Selected Non-African Theatre*, *Contemporary Theatre Practiced in Tanzania*, *Creation of Theatre Performance and Performing Techniques in African Theatre*. The candidates were instructed to choose the correct answer from the given alternatives, A to E.

A total of 429 (100%) candidates answered this question. The analysis of candidates' performance shows that, 45 (10.5%) candidates scored from 0 to 4 marks, indicating weak performance; 319 (74.3%) scored from 5 to 9 marks, which is an average performance, while 65 (15.2%) candidates scored from 10 to 15 marks, indicating good performance. Generally, candidates' performance in this question was good since 384 (89.5%) scored from 5 to 15 marks. Figure 1 illustrates the percentage of candidates' performance in this question.

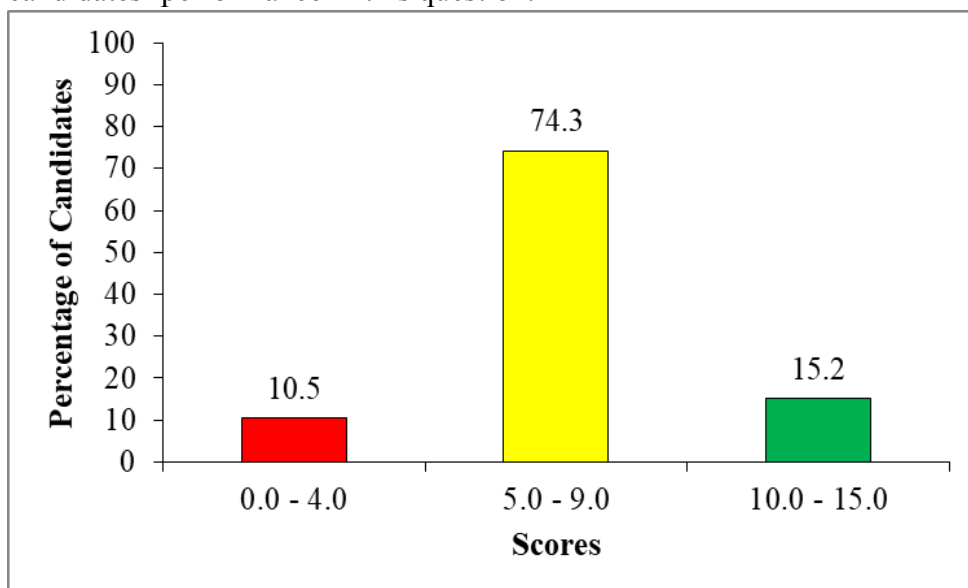


Figure 1: The Percentage of Candidates' Performance in Question 1

The analysis of candidates' item responses for question 1 is as follows:

In item (i), the candidates were required to identify the type of performing space which is very common in traditional Tanzania societies where performers are surrounded by audience sitting or standing. The correct answer was B "Arena Stage". The candidates who chose the correct response had enough knowledge about the types of stage. The candidates who selected A "thrust stage" didn't realize that in thrust performing space audience sit in three sides looking on the stage. On the other hand, some of the candidates who chose C "Proscenium stage" or D "Platform stage" were not aware that proscenium stage is designed to be viewed from the front, and platform stage is a stage area in front of the proscenium arch or projecting into the auditorium. Moreover, the candidates who chose E "Wagon stage" were not aware that wagon stage is a stage mounted on wheels or rollers, usually powered; moves horizontally for the quick change of an entire theatrical setting. Generally, candidates who selected incorrect responses in this question had inadequate knowledge on the types of performing space which is very common in traditional Tanzanian societies where performers are surrounded by audience sitting or standing.

In item (ii), the candidates were required to identify among the given terms the one which referred to the total way of life shared in the society. The correct answer was C "Culture". Candidates who chose the correct answer had adequate knowledge about culture. However, some of the candidates were attracted by distracter A "Custom". Those candidates failed to realize that custom is one of the elements of culture. Other candidates, who chose alternative B "Norms", failed to understand that a norm is one of the elements of culture. On the other hand, the candidates who selected D "Art" had insufficient knowledge about culture since art is the expression or application of human creative skills and imagination on the culture. Moreover, candidates who chose E "Ideology" were not aware that ideology is a particular set of ideas and beliefs, especially one on which a political system, party, or an organization is based. Therefore, those candidates who opted for incorrect alternatives had inadequate knowledge about culture.

Item (iii) required the candidates to identify the type of dance performed at work place to encourage and mobilize people to work hard. The correct answer was A "Bugobogobo". The candidates who chose correct alternative had enough knowledge about types of dance and their functions. On the other hand, candidates who chose incorrect alternates B "Msewe", C

“Kiduo”, D “Omotoro” and E “Mdumange,” failed to realize that all those dances are ceremonial dances and not work dances. The candidates’ responses in this question suggested that they were not conversant with the types of dance.

In item (iv), the candidates were required to name the form of theatre (improvised drama) which was more popular in Tanzania during colonial era. The correct answer was B “Vichekesho.” The candidates who chose the correct answer had enough knowledge on the theatre arts practiced during the colonial era. Those candidates who chose A “Ngonjera” could not realize that Ngonjera were the form of theatre introduced during the Arusha declaration. Other candidates who chose C “Heroic Recitation”, D “Storytelling” and E “Dance” failed to understand that all the three forms are indigenous forms of African theatre and not improvised drama. Those candidates who opted for these incorrect alternatives demonstrated lack of adequate knowledge about popular theatre form during colonial era.

In item (v), candidates were required to identify the major responsibility of theatrical director. The correct answer was A “to conduct casting and rehearsals.” The candidates who were able to choose the correct alternative had sufficient knowledge about Western theatre production. The candidates who opted for B “to design the lighting plot” did not realize that this is the responsibility of lighting designer. On the other hand, the candidates who opted for C “to design the costume” failed to realize that this is the responsibility of costume designer, and not of theatrical director. Those who chose D “to design sound” also failed to understand this is the responsibility of a sound designer, and not the responsibility of the theatrical designer. Moreover, those candidates who chose E “to conduct lighting skills” wrong because they failed to understand that, this is not the responsibility of the theatrical director.

In item (vi), the candidates were required to identify the responsibilities of Mukake who put together costume, lighting and scenery for every production. The correct answer was A “stage manager”. Candidates who opted for this correct answer had knowledge about the functions of a stage manager. Those candidates who opted for an incorrect alternative B “costume designer” did not understand that costume designer is responsible for designing costume only and those who chose C “lighting designer” were incorrect since lighting designer deals with lights only. On the other hand, those who chose D “Props design” were not aware that prop designer

is responsible to create, buy or find all the theatrical props for a production. Lastly, for those who chose E “Makeup designer” failed to understand that makeup designer is responsible for visual appearance of any makeup worn by the actors. Therefore, those candidates had inadequate knowledge about the responsibilities of the stage manager.

In item (vii), candidates were required to identify tool for action implementation in the theatre for social change program. The correct answer was E “Action plan.” The candidates who were able to choose the correct response had sufficient knowledge about the stages in the process of theatre for social change. On the other hand, the candidates who selected incorrect answer A “Data plan” were distracted by the word ‘data’. Other candidates who opted for B “implementation plan” did not understand that there is no such tool for implementation of the action in the theatre for social change program. For those who opted for C “Theatre creation” were not aware that theatre creation involves translating the problems they have identified and analyzed and the solutions identified into a theatre performance. Furthermore, the candidates who chose option D “Organizational plan” had insufficient knowledge about the stages in theatre for social change.

Item (viii) required the candidates to match a name which is a communication way that attempts to persuade potential costumer to purchase more of a particular brand of product. The correct answer was B “advertisement”. The candidates who chose the correct answer demonstrated sufficient knowledge about entrepreneurship in Theatre Arts in Tanzania. On the other hand, candidates who chose A “Marketing” failed to realize that marketing is the activity of a business related to buying and selling of a product or service. Marketing involves finding out what customers want and determining whether it is possible to produce at the right price. Some of the candidates who chose D “Promotion” were wrong because promotion is marketing tool used as a strategy to communicate between the sellers and buyers. Other candidates who chose E “trade” and C “Sales” did not understand that trade means the action of buying and selling goods and services, while sales means the exchange of a commodity for money. The candidates’ responses in this question showed that many candidates had insufficient knowledge on the sub-topic of Entrepreneurship in Theatre Arts in Tanzania.

Item (ix) required the candidates to identify the year in which the first president Mwalimu Julius Nyerere set up a new Ministry of National Culture and Youth to promote Tanzania culture. The correct response was

C “1962”. Candidates who chose correct answer had sufficient knowledge about *Theatre Arts of the Post – Independence*. Candidates who chose A “1961”, B “1952”, D “1970” were not knowledgeable about the theatre arts in Tanzania during post-Independence era.

In item (x), the candidates were required to identify the short lived patterns of behavior shared by members of a group and that can be directly observed. The correct answer was D “Customs”. The candidates who chose the correct answer had sufficient knowledge about culture and its elements. On other hand, the candidates who chose B “beliefs” were not aware that beliefs is an acceptance that something exists or is true, especially things that lack proof. Some of the candidates who chose alternative A “Norms” did not realize that norms are the agreed-upon expectations and rules by which a culture guides the behavior of its members in any given situation. Other candidates who chose C “Culture” were not aware that culture is all the ways of life including arts, customs, beliefs and passed down from generation to generation. Moreover, the candidates who chose E “Habits” were wrong because a habit is an action done on a regular basis.

Item (xi) required the candidates to choose among the alternatives a process used for translating the problem identified and analyzed into theatre for social change performance. The correct answer was A “theatre creation”. Candidates who chose the correct answer had enough knowledge about the process used for translating the problem in theatre for social change. The candidates who chose B “Data analysis” were not aware that data analysis is the examination and discussion of the collected data in order to seek deeper understanding of the issues and the root causes, effects and possible solutions. Likewise, those who chose C “Data collection” did not know that, data collection is the process of gathering information on issues in and out of school related to academic and social development. Those candidates who chose D “Action planning” failed to understand that, action planning is a tool to guide implementation of the actions suggested to solve the identified problems. Furthermore, those who chose E “familiarization” did not know that familiarization is the stage where the facilitators familiarize themselves with the community environment, demographic data, teaching and learning facilities. The selection of incorrect answers suggests that, the candidates had insufficient knowledge about the process for translating the problem identified and analysed into theatre for social change performance.

In item (xii), the candidates were required to identify visual element in theatre which helps to establish the style of production and indicates a

period of the play. The correct answer was D “costume”. The candidates who chose the correct answer had adequate knowledge about the functions of costume in a play. Most of the candidates chose C “make up” but they were wrong because makeup is the art of changing the external appearance of an actor, primarily his/her face with the aid of paints, plastic and hair patches, wigs and different hair-dos. On the other hand, the candidates who chose the incorrect answers “Lighting” and B “Scenery”, failed to realize that those are the visual elements of the play. Again, other candidates who chose E “Sounds” failed to understand that a sound cannot be visualized rather it is heard. Incorrect responses from the candidates indicate that the candidates were not conversant about the concept of visual element in theatre.

In item (xiii), the candidates were required to identify type of theatre found in western world. The correct answer was A “Classic” the candidates who opted for the correct answer were knowledgeable about the western theatre. The candidates who chose B “Ancient” did not realize that this was the old theatre belonging to the very distant past and no longer in existence. Those who chose C “Roman theatre” failed to understand that, roman theatre referred to as a period of time in which theatrical practice and performance took place in Rome. Those who chose D “Medieval” were not aware that, medieval encompasses theatrical performance in the period between the fall of the Western Roman Empire in the 5th century, and the beginning of the Renaissance in approximately the 15th century.

Item (xiv) required the candidates to identify a period in which a drama was very active in colonial Tanganyika. The correct answer was C “1949 and 1952”. The candidates who chose the correct answer had sufficient knowledge on the period that drama was very active in colonial Tanganyika. Most of the candidates chose the incorrect responses A “1941 and 1950”, B “1945 and 1961” and D “1940 and 1950.” These candidates were not knowledgeable on drama practiced in Tanzania during colonial Tanganyika.

In item (xv), the candidates were required to identify the techniques used to convey idea in theatrical art. The correct answer was B “Gestures”. Those who chose the correct answer were knowledgeable that gesture is a sign that communicates a character’s action, state of mind and relationship with other characters to an audience. Those who opted for distractor A “Symbols” failed to realize that symbol is something which stands for or represents something else. Other candidates who chose C “language” did not understand that language is the systems of arbitrary vocal symbol used

to communicate between one another. The candidates who chose D “communication” did not understand that communication is the process of conveying messages from one person to another. Moreover, those who chose E “ritual” failed to realize that this is the form of a theatre.

2.1.2 Question 2: Matching Items

The question consisted of five matching items derived from a topic of *Theatre Art for social change*. The question required the candidates to match the descriptions in List A with the title names 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 stages where a community and other stakeholders are sensitized about theatre for social change process.	A Action plan B Theatre performance C Preliminaries
(ii) The stages where the facilitators use to introduce themselves with the environment.	D Theatre creation E Familiarization F Data collection
(iii) The stages of gathering information on issues within and outside the school.	G Data analysis
(iv) The stage of examining and discussing the collected data for deep understanding of the issue and possible solution.	
(v) The stage of analyzing the issues to the other members of the community to provoke their involvement in the discussion and action.	

A total of 429 (100%) candidates answered this question. The analysis of the candidates’ performance shows that 67 (15.6%) candidates scored from 0 to 1 mark which indicates weak performance, 143 (33.4%) candidates scored from 2 to 3 marks, denoting an average performance, while 219 (51.0%) scored from 4 to 5 marks, which is a good performance. The general candidates’ performance in this question was good as 84.4% scored

from 2 to 5 marks. Figure 2 illustrates the percentage of candidates' performance in this question.

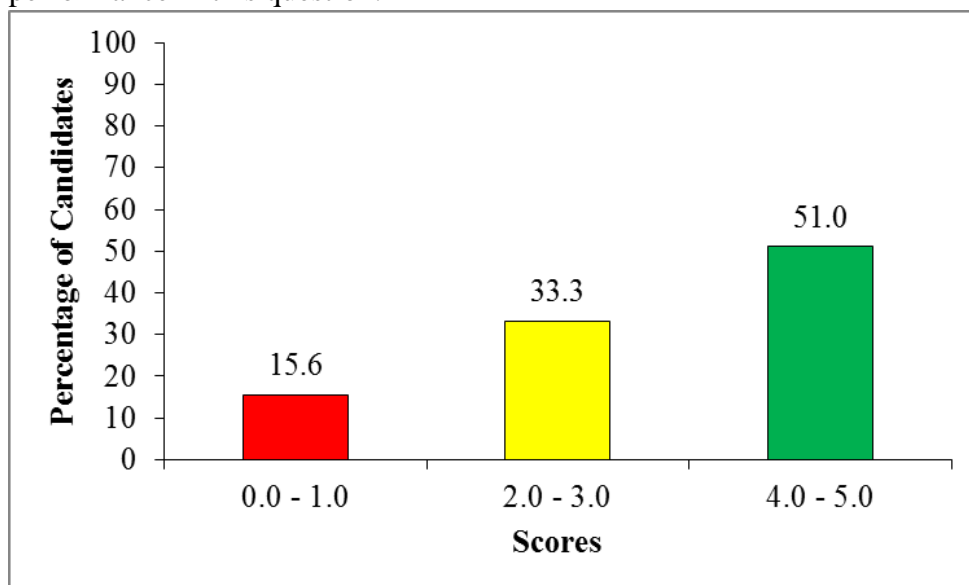


Figure 2: *The Percentage of Candidates' Performance in Question 2*

In item (i), the candidates were required to identify the correct response that matched with the stages where a community and other stakeholders are sensitized about theatre for social change process. The correct response was C "Preliminaries." Some of the candidates opted for the incorrect response E "Familiarization". Those candidates were not aware that familiarization is the stage where the facilitators use to introduce themselves with the environment. Candidates who matched with the incorrect responses were not conversant with the stages of theatre for social change.

Item (ii) required the candidates to match the stage where the facilitators use to introduce themselves with the environment. The correct response was E "Familiarization". The candidates who chose the correct response were knowledgeable about stages in the theatre for social change. However, many candidates matched it with the incorrect response B "Theatre performance". This was incorrect because theatre performance is platform for communicating the issues analyzed to other members of the community to provoke their involvement in the discussion and action. This shows that those candidates had inadequate knowledge on the stages of theatre for social change.

In item (iii), the candidates were required to match the name of the stage of gathering information on issues within and outside the school in theatre for

social change. The correct response was F “Data collection”. Candidates who matched the correct response were knowledgeable about the stages of theatre for social change. Most candidates chose G “Data analysis”. Those candidates failed to realize that data analysis is the stage of examining and discussing the collected data for deep understanding of the issue and possible solution.

In item (iv), the candidates were required to identify the stages used for examining and discussing the collected data for understanding the issue and possible solution. The correct answer was C “Data analysis”. The candidates who chose the correct response were knowledgeable about the stages of theatre for social change. However, most candidates who chose incorrect responses F “Data collection” were not aware that data collection is the stage of gathering information on issues within and outside the school. The candidates who matched the description incorrectly demonstrated inadequate knowledge about the stages of theatre for social change.

In item (v), the candidates were required to identify the stage of analyzing the issues to the other members of the community to provoke their involvement in the discussion and action. The correct answer was B “Theatre performance”. The candidates who matched it correctly were aware of the stages in theatre for social change. The candidates who chose E “Familiarization” did not understand that familiarization is the stage where facilitators use to introduce themselves with the environment.

2.2 SECTION B: Short Answer Questions

2.2.1 Question 3: Performing Techniques in African Theatre

In question 3 the candidates were required to describe five (5) techniques that will be used to make a story enjoyable and interesting. The question assessed the candidates’ knowledge about performing techniques.

The question was attempted by 429 candidates which is 100 per cent of the candidates who sat for the examination. The analysis of candidates’ performance shows that, 70 (16.4%) candidates scored from 0 to 2.5 marks, which indicates weak performance. 273 (63.6%) candidates scored from 3 to 6 marks, which is an average performance and 86 (20.0%) candidates scored from 6.5 to 10 marks, indicating good performance. The general performance in this question was good because 83.6 per cent of the

candidates scored from 3 to 10 marks. Figure 3 illustrates the percentage of candidates' performance in this question.

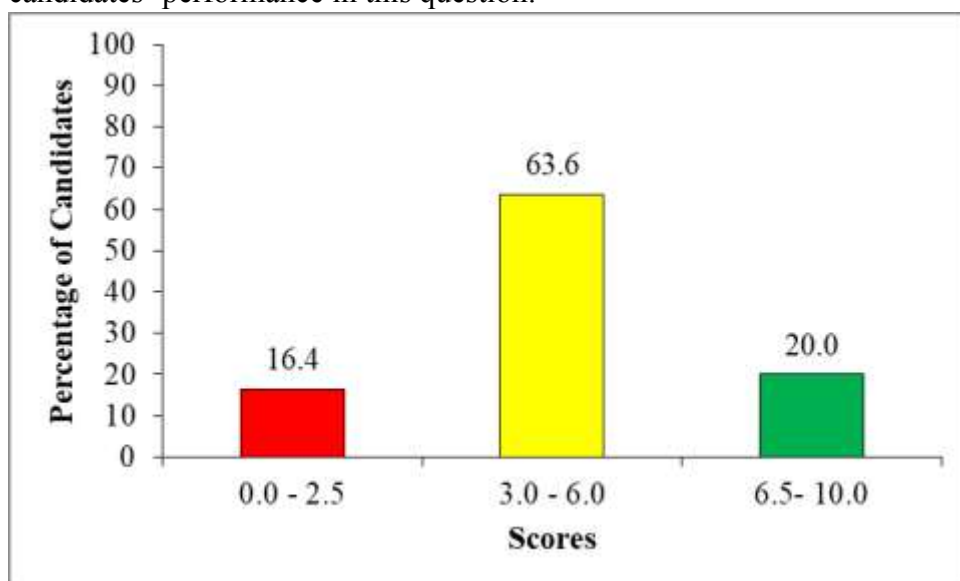


Figure 3: *The Percentage of Candidates' Performance in Question 3*

The analysis of the candidates' performance in this question shows that 20.0 per cent of the candidates scored high marks. Those candidates were able to describe five (5) techniques that will be used to make a story enjoyable and interesting. For example, one of the candidates provided the following response: *Story telling can be interesting when story teller uses facial expressions, body movements and gestures when he /she expressing different situations in the story.* Another candidate wrote: *The use of gestures when you talk and continue use the body movement when necessary, this will help to make your story interesting because people will concentrate to what you talk and make them enjoy.* Furthermore, the other candidate wrote: *Sing of songs, this is a technique a story teller can use to make the story interesting,* whereas, another candidate wrote: *use participatory method. The story teller must cooperate and participate with the audience during performance. This makes the audience to enjoy and also make the story interesting.* The responses from these candidates suggest that the candidates had enough knowledge about five techniques that can be used to make a story enjoyable and interesting. Extract 3.1 shows a sample of a correct response from one of the candidates.

Q3	<p>story refers to the fictional narrative which can be told orally by different specific people in the community. Though story there are different types such there are myths, legends and folktales.</p> <p>The following are the techniques to be used in creating enjoyable and interesting story:</p> <p>(i) The story should be described rather than informing: A good story telling should be rich in being given much explanations and descriptions to it as how did one start. Exaggerations of the characters till the end of it until provide intention to the audience in enjoying hearing it.</p> <p>(ii) Focus on well defined event: The storyteller should mean to go in deep about a certain philosophical or geographical event in order to enhance early understanding of the audience who meant to hear it. For example, especially in folk tales stories the fictional characters they should mean to be explained how their mythical and supernatural forces tend to use.</p>
Q3	<p>(iii) Developing characters or objects with uniqueness to it: A good story also should involve the sagging some qualities and mythical expression towards the characters. For example, The fictional story of THE TURTLE AND RABBIT- Moral stories it explained that although turtles could not have speed to compete with rabbit but the end it did it.</p> <p>(iv) Illustrating or choosing point of view: A good story teller should also emphasize the use of focal point where he or she would indicate that there is improbability or probably situation occurred. For example, climax, falling action.</p> <p>(v) Aesthetic principles should be used - Aesthetic is beauty of work of art which thereby making a certain dramatical work to become entertainable or enjoyable. For example, the language devices are meant to be fantasy.</p>

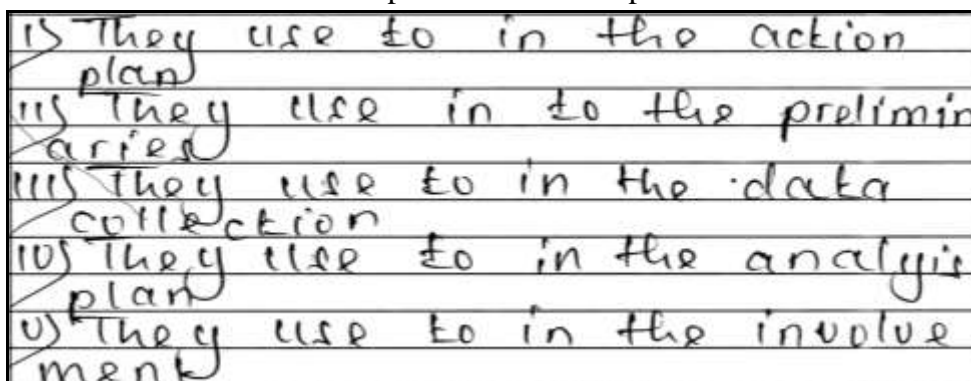
Extract 3.1: A sample of correct responses in question 3

Extract 3.1 shows a sample of a good response from one of the candidates who described five techniques that make a story enjoyable and interesting as required.

The analysis showed that, (63.6%) candidates scored average marks. On the one hand, the candidates failed to give explanations on the points they mentioned. On the other hand, others repeated the points they listed. For example, one candidate wrote: *lesson or manners, use voice, body language, use songs, good plot, to use conflict in the story, to use resolution in the story, to use climax and ending of story, where by conflict, resolution and climax.*

However, there were (16.4%) candidates who performed poorly. Those candidates were unable to provide correct answers. For example, one candidate wrote: *to maintain the presence of audience, stage and also*

themes, to maintain the story which was educating people, to maintain conflicts, to maintain resolution and to maintain ending of the story. Another candidate mentioned stages of theatre for social change, as follows: *Preliminaries, familiarization, data collection, theatre creation and theatre performance*. Another candidate wrote: *to be smart when you start to make a story enjoyable, to have a space which you can make a story and to have good story*. These incorrect responses showed that candidates had insufficient knowledge about the subject matter but lack of proficiency in English Language contributed to their poor performance as well. Extract 3:2 shows a sample of incorrect response.



Extract 3.2: A sample of incorrect responses in question 3

Extract 3.2 shows an incorrect response from one of the candidates who mentioned some of the stages in theatre for social change instead of describing the techniques that make a story enjoyable and interesting.

2.2.2 Question 4: Performing Techniques of Selected Non-African Theatre

The question required the candidates to describe three types of performing space (stage) with illustrations. This question tested candidates' knowledge about the types of performing space (stage).

The question was attempted by 429 candidates, which is (100%) of the candidates. The analysis of candidates' performance shows that 47 (11.0%) candidates scored from 0 to 2.5 marks, indicating weak performance. 295 (68.8%) scored from 3 to 6 marks, which is average performance and 87 (20.2%) scored 6.5 to 10 marks. Therefore, the general performance of this question was good since (89.0%) candidates scored from 3 to 10 marks. The performance of in this question is illustrated in Figure 4.

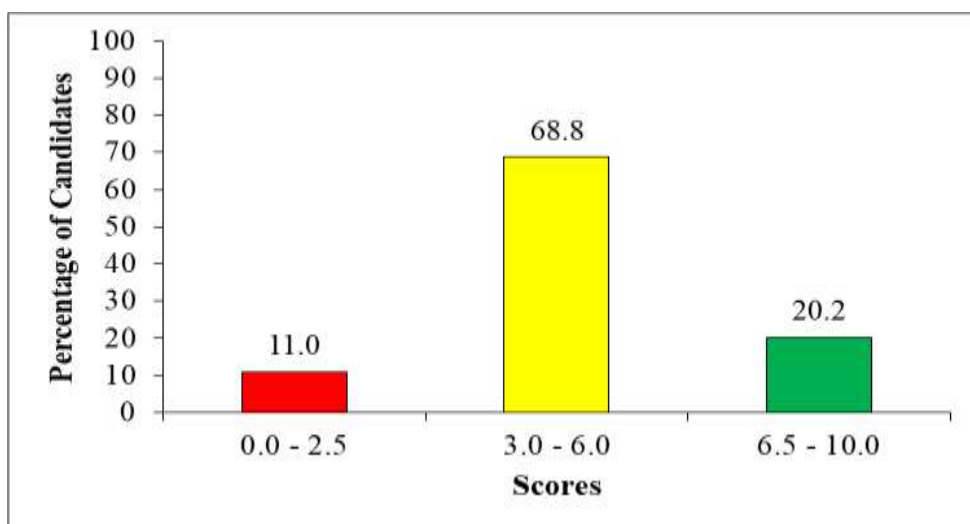


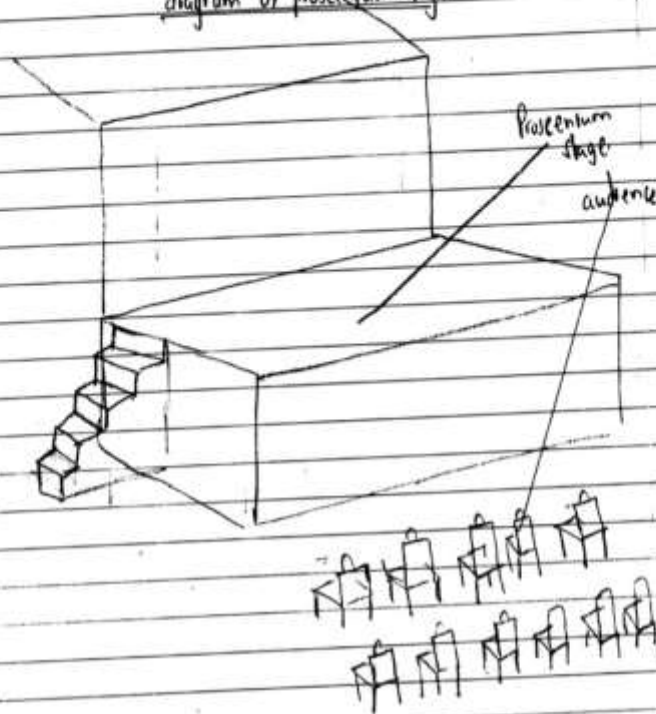
Figure 4: *Candidates' Performance in Question 4*

In this question, (20.0%) candidates scored high marks. Those candidates were able to mention three basic types of performing spaces, namely Arena stage, Proscenium stage and Thrust stage. They also provide brief descriptions and illustrations. For example, one candidate mentioned. *Arena stage, proscenium stage and Thrust stage*. Another candidate mentioned the types of performing space and give descriptions. For example, *Proscenium stage is the type of performing space which is designed to be viewed from front only. In this stage the performer can move greater to its audience. Also in this stage the performer is seen from side only by its audience. Thrust stage, this is a performing space which performer is surrounded in three sides by its audience. This stage is designed in a way that the audience seats are surround in three (3) sides. The Arena stage, this is an open stage where by a performer is at the floor level. In this performing space a performer is surrounded in all sides by its audience. It's an open stage*. Another one mentioned the types, provided descriptions and draws the illustrations. The candidates' responses indicate that they were knowledgeable about the types of performing space, as shown in Extract 4.1.

4a) Proscenium stage.

This is one type of the performing space whereby the performer is seen only one side whereby only at the front of the audience.

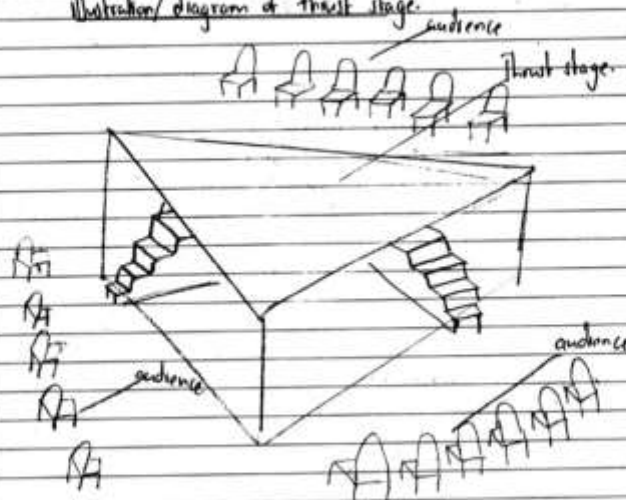
Diagram of proscenium stage



4b) Thrust stage.

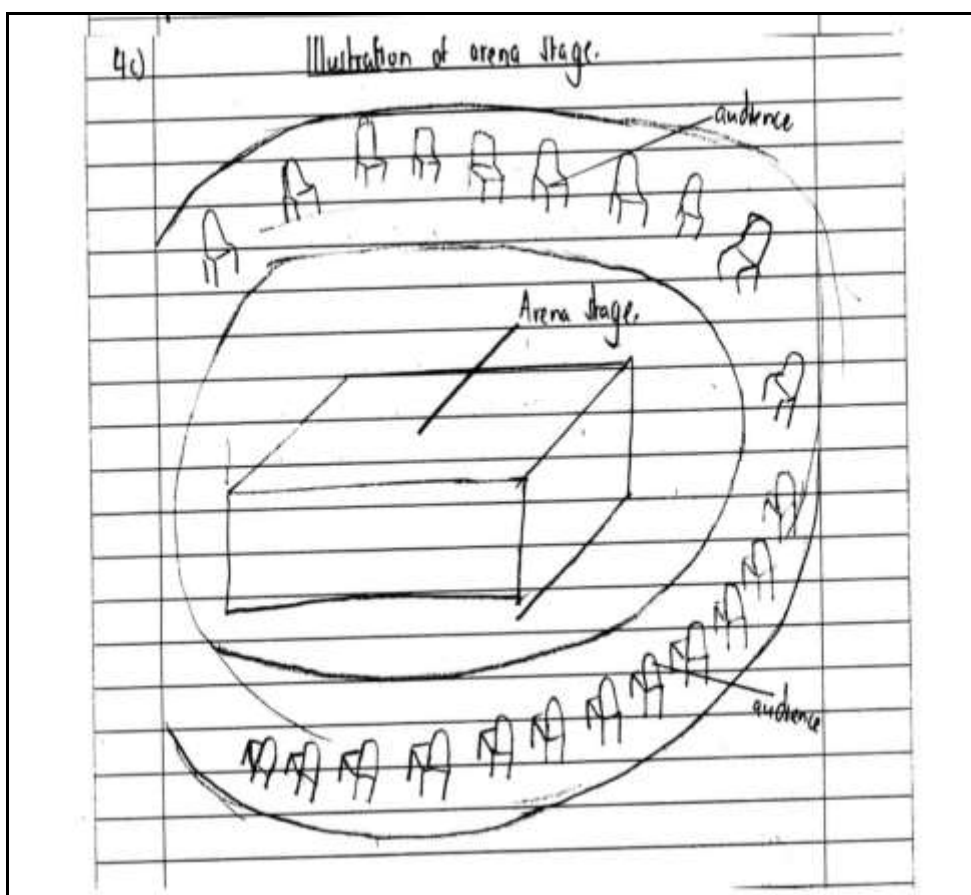
This is the other performing space, whereby the performer is seen at three sides.

Illustration/ diagram of thrust stage



c) Arena stage.

This is the performing space whereby the performer is seen at all sides like in wrestling and on the football pitch.



Extract 4.1: A sample of correct responses in question 4

Extract 4.1 presents a good performance of a candidate who managed to provide illustrations about types of performing space.

The analysis indicates further that, the candidates (11.0%) with weak performance had provided irrelevant responses due to lack of knowledge about the types of performing space. For example, one candidate mentioned some elements of theatre arts, such as: *stage, audience, performers and director* instead of describing three types of performing spaces with illustrations which are: *Arena stage, this is an open space left at floor level in the middle of the auditorium. The floor of the performance area can be raised or lowered in segments to provide variety in levels. The siting is usually a stepped arrangement on four sides of the acting area. Proscenium is type of stage designed to be viewed from the front which makes the division between stage and auditorium. In the auditorium, all sets may be on the same level and the back and sides of the stage used for scenery,*

entrances and exists. Sometimes equipped with a curtain that may be used to conceal or reveals the stage. Thrust stage is surrounded three sides of the audience. Seats are usually arranged around three sides of a raised platform that juts into the auditorium. The thrust stage viewed from only one side. Other candidates outlined without illustrations the types of performing space incorrectly, as: platform, indoor stage, arena stage, and thrust stage. Another candidate wrote: Back stage which is back side of the main stage and it is used by performers as main stage and it is used by performers as changing room. Front stage, refers as a main stage and this place is used by performers as a main place to show the performance to the audience. Right stage, this is the place which is in right stage and used by performer to move out on the mainstage by wing.

Generally, poor performance in this question was partly due to lack of proficiency in English Language, inadequate knowledge of the subject matter, and failure to understand the demand of the question. Extract 4.2 illustrates this case.

4	Briefly describe three types of performing space.
	• Traditional theatre. It shown when the same people they will used the tradition to support they drama or music to the stage and they will practise good to the stage.
	• Moder tradition. It shown when the people they will practised to the stage they will promotive to the good way.
	• Theatre creation. This was they some member in the theatre they will practised they way good to they society and they will promoted the good.

Extract 4.2: A sample of candidates' incorrect response in question 4

Extract 4.2 represents incorrect response from a candidate who failed to describe the three types of performing spaces, instead he/she provide unrelated responses contrary to the requirements of the question.

2.2.3 Question 5: Creation of Theatre Performance

The question required the candidates to explain in brief the four roles of the audience in the performance. The question tested the candidates' understanding on the roles of audience in the performance. The question was attempted by 429 candidates, (100%) of the candidates who sat for the examination.

The analysis of candidates' performance shows that 221 (51.5%) candidates scored from 0 to 2.5 marks, indicating weak performance, 197 (45.9%) candidates scored from 3 to 6 marks, which is an average performance and 11 (2.6%) scored from 6.5 to 10, indicating a good performance. The general candidates' performance in this question was average because 48.5 per cent scored from 3 to 10 marks. Figure 5 illustrates the percentage of candidates' performance in this question.

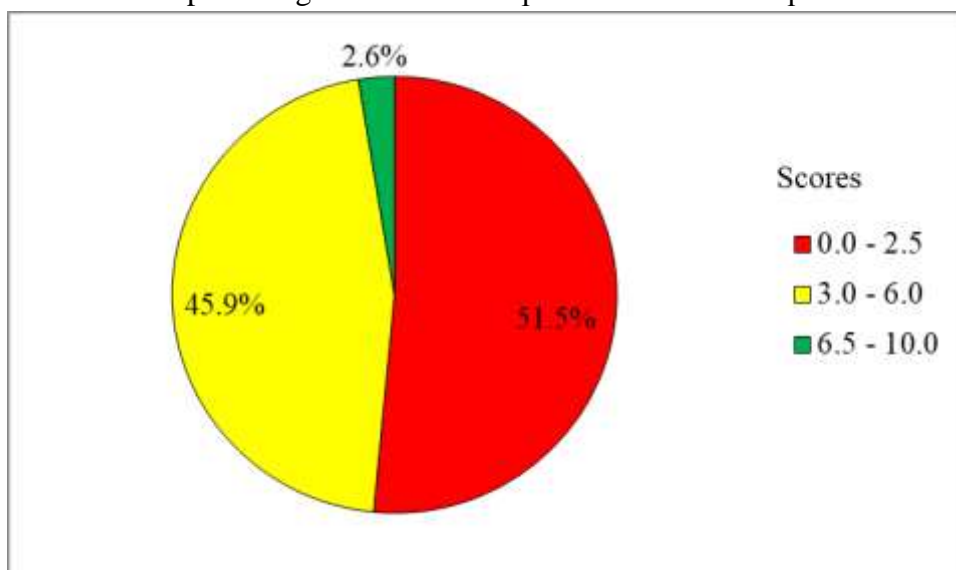


Figure 5: The percentage of candidates' performance in question 5

Further analysis of candidates' performance indicates that, (51.5%) had weak performance. Those candidates demonstrated inadequate knowledge about the creation of theatre performance, while others failed to understand the demand of the question. For example, one candidate mentioned elements of culture, such as: *norms, beliefs, culture, and customs* instead of explaining the roles of the audience in the performance, which are *been a part of the actions in the play, make contact with the performer in the action of plays such as shaking hands, touching them and arguing face to face, participates empathically where they might share tears, laugh, pass*

judgment or literally tremble with fear with the performers. Also audience should observe the movements and gestures of performers and hear the words they speak and see costumes, scenery and lighting. From these audience form mental images or make imaginative connections which provoke joy, laughter, anger, sorrow or pain. Again audience is a live observer, driving motivation of all artists and critic of any given performance because they normally pass some kind of judgment by reporting their impressions immediately after seeing it.

The analysis shows further that some candidates provided responses such as *to make sure have to waiting to the anything, make sure have good thing to the performance, it makes higher procession, to make have education to perform.*

It has also been established that 45.9 per cent of the candidates had an average performance. Those candidates were able to mention and briefly explain the roles of audience in performance. For example, one of the candidates wrote; *main costumer of the theatre performance, to receive the message from the performer, to see the mistake and qualities of the director.* Another one wrote; *Audience should support the performance, watch and listen to the performance, judge the performance, audience can contribute or involves his or her self to the performance.* Extract 5.2 shows a sample of candidates' incorrect response in question 5.

10	Norms
11	beliefs
12	culture
13	Costoms

Extract 5.2: A sample of incorrect responses in question 5

Extract 5.2 shows a sample of incorrect response from a candidate who failed to explain the roles of audience in the performance.

Furthermore, the analysis shows that, 2.6 per cent of the candidates scored good marks as they had enough knowledge in the topic of Creation of Theatre Performance. They also demonstrated their ability in interpreting the demand of the question. Thus, the candidates were able to describe the roles of audience in theatre performance. For example, one candidate wrote: *To see mistake and quality of a director, this is when the performance existed audience were responsible for looking the mistake and*

quality of a director. For example, good plot, good casting and so on, to get message from the performer or performance. This is one of the roles where by existing of performance lead to convey the message to the audience so the audience has roles to get message in the performance. Again, support the performer by participating like clapping, laughing and share a fear. This response shows that the candidates had sufficient knowledge about four roles of audience in the performance.

However, the responses provided indicated that the candidates lacked English Language proficiency, thus their responses had some grammatical mistakes. Extract 5.1 is an illustration of a candidate who provided a good response.

5a)	Audience act as the main consumer of theatre production. or can consumes the theatre production. Theatre production when already production produced. The audience are the one who consumed can even pay the amount of cost to have a certain theatre received or produced.
b)	Audience receives message message or information conveyed on theatre production. When the performer performs, he or she play role to convey the message, but the role of the audience play part is to receive the message.
5c)	Audience identify mistakes and the qualities of the director. Theatre performance is first created by the director before the audience to receive. So when audience receive the performance as it is known that is the work of director. So they are the one who identify mistakes and qualities of the director.
d)	Audience enjoys the theatre performance. Theatre performer is for the audience, if enters entertainment, is to entertain the audience, hence the as audience plays the role to enjoy theatre performance.

Extract 5.1: A sample of correct responses in question 5

Extract 5.1 shows a sample of correct response from a candidate who managed to provide explanation about the roles of audience in the performance.

2.2.4 Question 6: Performing Techniques in Selected Non-African Theatre

The candidates were required to describe five characteristics of Eastern Theatre. Eastern theatre is a kind of theatre performed in Asia countries such as India, China, Japan, Korea and Indonesia.

A total of 429 (100%) candidates attempted this question. The analysis of candidates' performance shows that 340 (79.2%) candidates scored from 0 to 2.5 marks, indicating weak performance. 84 (19.6%) candidates scored from 3 to 6 marks, which is an average performance, and 5 (1.2%) candidates scored from 6.5 to 10 marks, which is a good performance. The general candidates' performance in this question was weak as 20.8 per cent scored from 3 to 10 marks. Figure 6 illustrates the percentage of candidates' performance in this question.

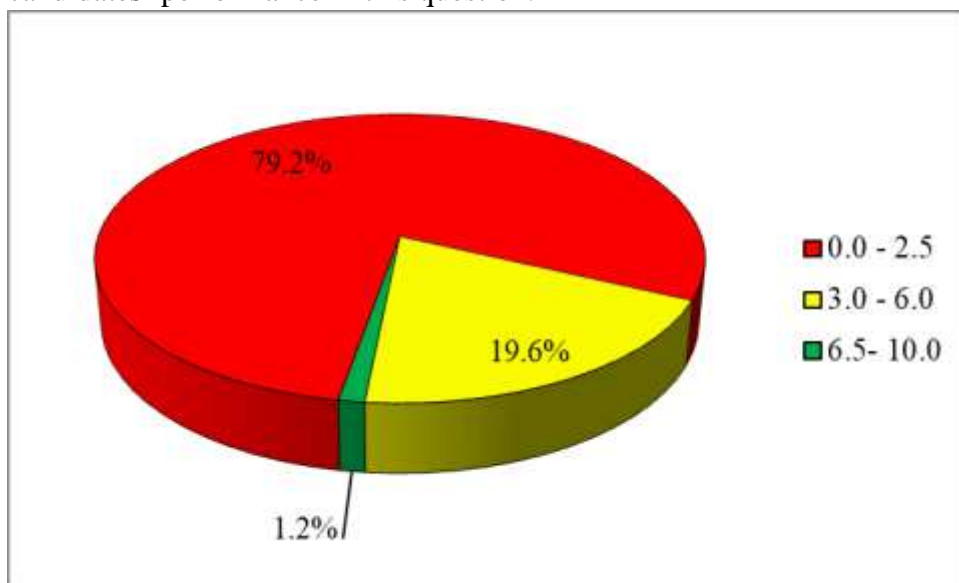


Figure 6: The percentage of candidates' performance in question 6

The analysis shows that 79.2 per cent candidates scored from 0 to 2.5 marks. Those candidates were unable to describe the characteristics of Eastern theatre due to poor mastery of the subject matter. Most candidates provided incorrect responses, while others gave no response. For example, one candidate wrote: *It educates society for the purpose of Kathakali, it worn society when they do mistake to maintain peace, to give people confidence, people can work had.* Other candidates wrote; *It has ancient, it involves props, it involves costumes, involve use of designing stage, use choreography,* while others wrote irrelevant answers, such as: *It promote family foundation, it has specific time for performance, it entertains people and it has stage devices.* On the other hand, other candidates failed to

understand the demand of the question. For example, one candidate mentioned the elements of a western play, such as: *it involves plot, it involves performing space, it involves characters and it involve costumes design*. Furthermore, another candidate responded as: *Always physical with environment and are emotional, always physical with environment and are emotional, mostly can be performed at night, material to be used are available in the society, it deals with physical environment, it deals with human creator in the society, art has relationship in time and space in music example performing art*. These irrelevant responses indicated that the candidates had insufficient knowledge about the characteristics of Eastern theatre, as shown in Extract 6.1.

6.	Characteristics of Eastern culture.
	- i/ther It educate society. In Eastern culture They educate society for the purpose of for Kathakali
	ii/It worn society the people of Eastern culture when they do mistake the society they was worn.
	iii To maintain peace in western Eastern culture they have peace for the people in the society.
	iv To give people confidence when they performed.
	v People People can work hardly.

Extract 6.1: A sample of incorrect responses in question 6

Extract 6.1 shows an example of incorrect responses from one of the candidates who mention the importance of theatre, instead of characteristics of Eastern theatre.

Furthermore, 19.6% of the candidates scored average marks from (3.0 to 6.0). The candidates had partial knowledge and understanding of the topic. Candidates in this category managed to give two to three correct responses out of five. For example, one candidate wrote: *there is use of makeup, they perform on stage, and most of the performers are men, the use of expensive costumes, there is use of mask in order to copy like someone or something*. Moreover, others could not score high marks because their responses were too brief to deserve the full marks allocated for each point.

On the other hand, very few candidates (1.2%) scored from 6.5 to 10 marks. These candidates were able to explain the characteristics of Eastern

theatre by describing four to five points. For example, one candidate wrote; *it is more sensual than literary or intellectual, it is sung, chanted and mimed; use expensive colorful costumes and make ups, take place in special building and most performers are male.* Another candidate who responded well wrote; *it is more sung than spoken, it is based on storytelling, and it is much highly stylized make up and costumes. It is more visual, it is based on furies of Gods and Demons.* Another one wrote; *Use of high stylized make up and costumes, they are more visual and sensual than literally intellectual, they combine serious and comic character and most of the play are compromised by songs and dance.* These responses show that, the candidates were conversant with the characteristics of Eastern theatre, as Extract 6.2 demonstrates.

6.	(i) It is more sung than spoken: this is true that the eastern theatre was more sung than spoken due to conveying message through song so that does not like spoken means to intend message.
	(ii) It based on story play: also the eastern theatre was based on narrating story of the different issues either about event and other which will be done in a story in different features like dialogue or monologue.
	(iii) It used much highly stylized make up and costumes: also it is true that the eastern theatre was used much make up which is through drawing in face or others and costumes which will be selected by the dressing designer.
	(iv) It is more visual: also the eastern theatre was more visual because was presented on the stage and was use and involve the science and technology.
	v) It based on furies of gods and demons: also the eastern theatre based on furies of gods and demons which all expressing the different issues like spiritual or moral lesson to the people.

Extract 6.2: A Sample of Correct Responses in Question 6

Extract 6.2. shows a sample of correct response from a candidate who demonstrated average knowledge about the characteristics of eastern theatre.

2.2.5 Question 7: Creation of Theatre Performance

The question required the candidates to explain in brief five roles of Arts. This question tested the candidates' knowledge about the functions of arts.

The question was attempted by 429 candidates, which is 100 per cent of the candidates who sat for the examination. The analysis of candidates' performance shows that, 30 (7.0%) candidates scored from 0 to 2.5 marks, which indicates weak performance. 276 (64.3%) scored from 3 to 6 marks, which is an average performance, and 123 (28.7%) candidates scored from 6.5 to 10 marks, which is a good performance. The general performance in this question was good as 93 per cent scored from 3 to 10 marks. Figure 7 illustrates the percentage of candidates' performance in this question.

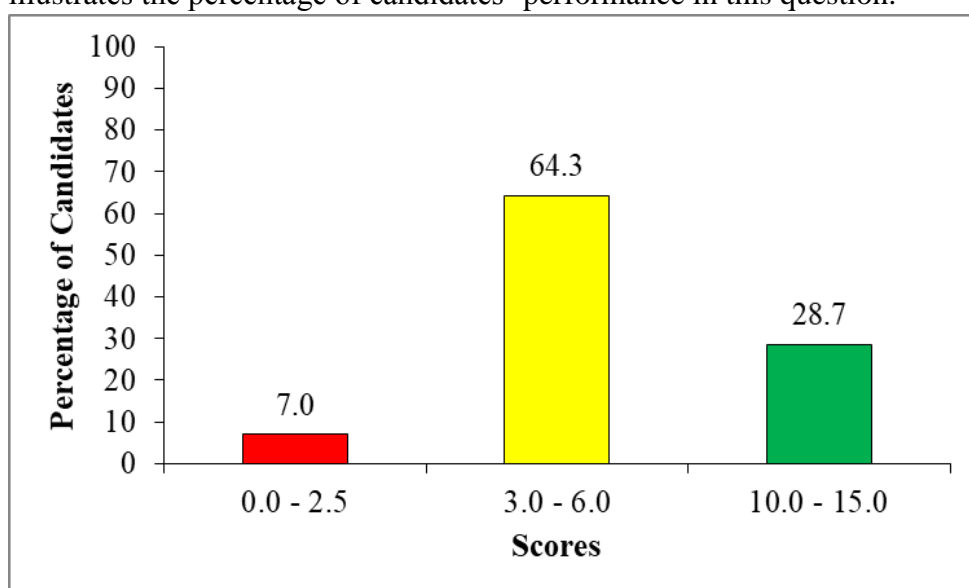


Figure7: *The Percentage of Candidates' Performance in Question 7*

The analysis of this question shows that, 28.7 per cent of candidates scored good marks. Candidates in this category demonstrated adequate knowledge of the topic and correct interpretation of the demands of the question. Those candidates were able to explain five roles of Arts. For example, one candidate wrote: *To educate the society about different circumstances happening in society example art can be used to mobilize people about the effect of HIV/AIDS to individual and society at large. To create employment opportunities to the people example through Arts the Makonde are able to employ themselves in carvings activities and generate income to earn a living. To mobilize people about development projects example Art can be used to encourage people to work hard through drawings. Arts can*

be used to unite people; people from another community (interaction) and help or result to the unity between them. Arts introduce traditions and culture of a certain society. Example, Makonde people is introduced by Arts through their work of carvings. Other candidates wrote; Art educate the society; art used to send the message to the audience like through drawing to show what is happening in the society. This helps the audience to be educated through the message or lesson they get from different types of Art. Art is used as means of communication, self-expression, entertain the society and source of employment; people can be employed as an actor, these help to provide basic needs to their families and help them to sustain their living. This implies that the candidates had enough knowledge about the roles of arts in the society. Extract 7.1 represents one of the correct responses from one of the candidates who explained five roles of arts in the society.

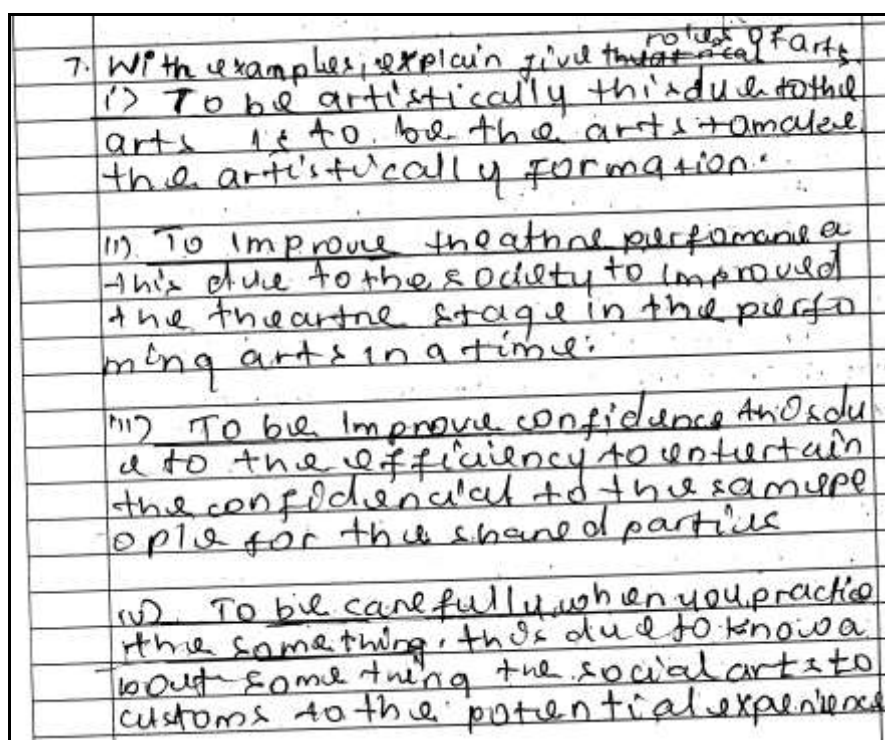
	Roles of Arts.	
7 a)	To - entertain the society. One of the art is drawings, like cartoons of newspaper can be source of entertainment, dances, acting can also be a source of entertainment also songs when sung can also be a source of entertainment	
b)	Art is the source of employment. Artists use art as source of employment like after singing songs in youtube or social media when watched they get income artists like Diamond platinums, Drake gets income through that way also through fine arts when the picture decorated and drawn it is able to be sold	
c)	Art preserve culture. Arts helps to preserve the culture like the craft art in Tanzania is mostly practised by makonde, like moulding and sculptures so when it is tolerated or kept on practised helps or it	
7 c)	Arts preserves the culture	
d)	Art educates the society. Artist used or uses arts to educate the society, through songs delivered includes the certain message if it ready for the audience to receive for example at the time on the Corona virus infection artists used songs to educate people in the society.	
e)	Art can be a mean of communication. Through fine art as one of the categories of art, can be a mean of communication in directing someone for example through drawings one can identify the toilets are for men or women, also at the road signs and also symbolizes and express social feelings.	

Extract 7.1: A Sample of Correct Response in Question 7

Further analysis indicates that, 64.3 per cent of the candidates had average performance as they outlined their points without giving explanations, thus failed to score full marks. For example, one candidate wrote: *Source of unity, source of employment, develop skills, preserve culture and develop awareness*. Another candidate wrote: *To entertain people, to unit peoples in the society, to educate and criticize, to mobilize and liberate people and to provide employment to the people*.

Other candidate wrote: *role of Art, to educate people, it means that when people performing on the stage can educate about that which practice on the stage. To receive message to the audience it is true that Art can give message to the audience example; people make sing song they have message which give the audience.*

However, there were 7.0 per cent of the candidates who scored from 0 to 2.5 marks. Those candidates failed to give explanations and examples on the five roles of Arts. For example, one candidate wrote: *Role of art refers to the typical use of the movement of people to gesture the message and to convey the message to the audience and the society, but for the art was for of arts which are scripture, fine art and the art, painting, drawing, (Ngonjera) and literature.* The correct responses were: arts can be used as medium of education for example; storytelling, drama and recitation, means of communication, for example; a viewer of a work of art such as a painting, dancing and singing, used for religious purposes, used for economic purposes example; artist create visual arts, sell and get money. Lastly, art is used for entertainment. The responses provided by many candidates show that the candidates had inadequate knowledge on the functions of Arts, hence scored low marks as presented in Extract 7.2.



Extract 7.2: A Sample of Incorrect Response in Question 7

Extract 7.2 shows the incorrect response from one of the candidates who provided incorrect answers contrary to the demands of the question. This proves that the candidate had inadequate knowledge about the roles of art.

2.3 SECTION C: Essay Questions

2.3.1 Question 8: Culture

The question required the candidates to describe seven fundamental elements of culture. This question tested the candidates' knowledge on culture.

The question was attempted by 317 candidates (73.9%) of the candidates who sat for the examination. A total of 21 candidates (6.6%) scored from 0 to 4.5 marks, 233 (73.5%) candidates scored from 5 to 9.5 marks while 63 candidates (19.9%) scored from 10 to 15 marks. Figure 8 summarizes the percentage of candidates' performance in this question.

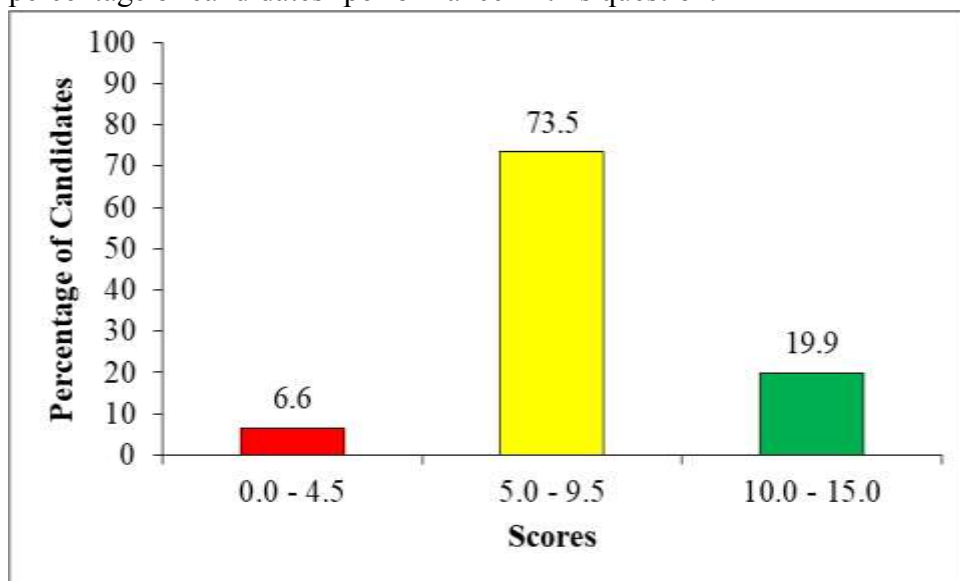


Figure 8: *The Percentage of Candidates' Performance in Question 8*

Figure 8 shows that, the candidates' performance for this question was good since 93.4 per cent of the candidates scored from 5 to 15 marks. The candidates who performed well had adequate knowledge about culture. Most of the candidates were able to describe the fundamental elements of culture. For example, one candidate wrote: *the fundamental element of culture includes language, traditions, custom, arts and crafts as well as education*. Another candidate wrote: *symbols, language, values, norms, laws and education*. Other candidates wrote; *language, norms, traditional,*

art and craft. This indicates that the candidate had adequate knowledge about the subject matter. Extract 8.1 is a sample of correct responses from one of the candidates who described the fundamental cultural elements as required.

8	
	<p>Fundamental cultural elements. These are those elements of culture like norms, tradition and customs practiced in the society. Also there is bad cultural practiced in the societies like Polygamy, female genital mutilation, killing of twins, Widow / wife inheritance, wife beating should be abolished in the society because all of them oppress women. The following are the importance of the fundamental cultural elements.</p> <p>It develops language. Fundamental cultural elements of a society develop language through language used as a medium means of communication in every society. This is because when a society uses their language to communicate can help to develop language.</p> <p>It entertains the society. Fundamental cultural elements entertain the society through traditional dance which is used as a source of entertainment to the given society. Also every society has their traditional dance like Mbumba ya Maboko from Sukuma, Ndandika from coast region which include Jaramba and Kwere societies.</p> <p>It educates the society. Fundamental cultural elements educate the society through other elements of culture.</p>

5	<p>like food taboo also bad cultural practiced people can be educate through escaping to practice or when they see the effect of them.</p> <p>It criticize the society. Fundamental cultural elements it criticize the society through be educated in escaping doing bad cultural practiced like bride price, Polygamy, wife inheritance, female Genital mutilation also killing of twins which can abuse human right so through it people can be criticized.</p> <p>It liberate the society. Fundamental cultural elements it liberate the society from doing bad cultural practiced like bride price which is outdated customer should be abolished in the society.</p> <p>It preserve our culture, fundamental cultural elements help in preserving of our culture through traditional dance which preserve our culture. Because every society have their traditional dance which preserve their society culture.</p> <p>It promote unity. Fundamental cultural elements help as it promote unity in the society through traditional dance where by many people joined together to dance so that that togetherness it promote unity in the given society or group of people.</p>
8	<p>Generally, A part from the importance of the fundamental cultural elements the following are the outdated traditions and customs. Polygamy, Widow inheritance, Bride price, female Genital Mutilation which should be abolished in the society because it oppress women in the society.</p>

Extract 8.1: A Sample of Correct Response in Question 8

Further analysis shows that 6.6 per cent of candidates scored from 0 to 4.5 marks. Those candidates were unable to provide descriptions of the fundamental elements of culture. For example, one candidate wrote *to develop language, source of employment, protect the history of the certain*

society. Other candidate wrote: *source of income, used to entertain, used to memorization*. Another candidate wrote: *to provide unity to the people, help to improve the culture, help to give income to the people, help in transport and communication and provide employment opportunity*. Moreover, other candidates provided irrelevant responses, such as: *the stage of examine and discussing the collected data for the deep understanding of the issue and possible solution, movement of the hands, arms to other party of the body, are meant to convey which idea in theatrical art, and the stages were the facilitators used introduce themselves with the environment*. Another candidate wrote: *script, costumes, audience, performer, stage and props*. The candidates were required to provide the importance of the fundamental cultural elements as follow: values of culture, help future generations to know how to escape from bad practices and evils in the society, such as drug and child abuse, stealing and any other kind of bad behavior which is not proper in the society. Language; is used to convey messages and also part of the identity of a nation, such as Kiswahili in Tanzania. Language distinguishes the nations in the world for example, English, French and Germany. Customs and norms; help societies adopt certain cultural values like dressing styles and eating habits. Art; helps to express the feelings, attitudes and events in a very enjoyable way through songs, drama and pictures. Recreations; bring refreshment to a person after hard work. Ideology; is another important cultural element because it lays down the principles and conditions to be followed by a given society. Rules and laws; they defend social norms and determine what is right or wrong in the society. Traditions are also worthwhile such as initiation ceremonies which prepare young boys and girls for responsibilities to society as adults. Extract 8.2 shows a sample of incorrect responses in question 8 from one of the candidates.

8.	Cultural element it has importance in daily life these importances are Cultural element
	for education for example tradition with natural dances and Cultural element for entertainment people are entertained through elements of culture like norms, crafts and Cultural element for promoting culture
	It promoting culture through traditions and Cultural element for mobilizing people for example in holly, dancing and so on.

Extract 8.2: A Sample of Incorrect Response in Question 8

Extract 8.2 indicates that the candidates lacked adequate knowledge about elements of culture, as a result, they provided irrelevant responses.

2.3.2 Question 9: Theatre Production

The question required the candidates to explain six features of radio drama. The question tested the candidates' knowledge about features of radio drama. The question was attempted by 175 candidates, which is 40.8 per cent of all the candidates who sat for the examination.

The analysis of candidates' performance showed that 65 (37.1%) candidates scored from 0 to 4.5 marks, which is weak performance. 102 (58.3%) scored from 5 to 9.5 marks, which is an average performance, and 8 (4.6%) of the candidates scored from 10 to 15 marks, indicating good performance. The general performance in this question was average because the majority 110 (62.9%) scored from 5 to 15 marks. Figure 9 illustrates the percentage of candidates' performance in this question.

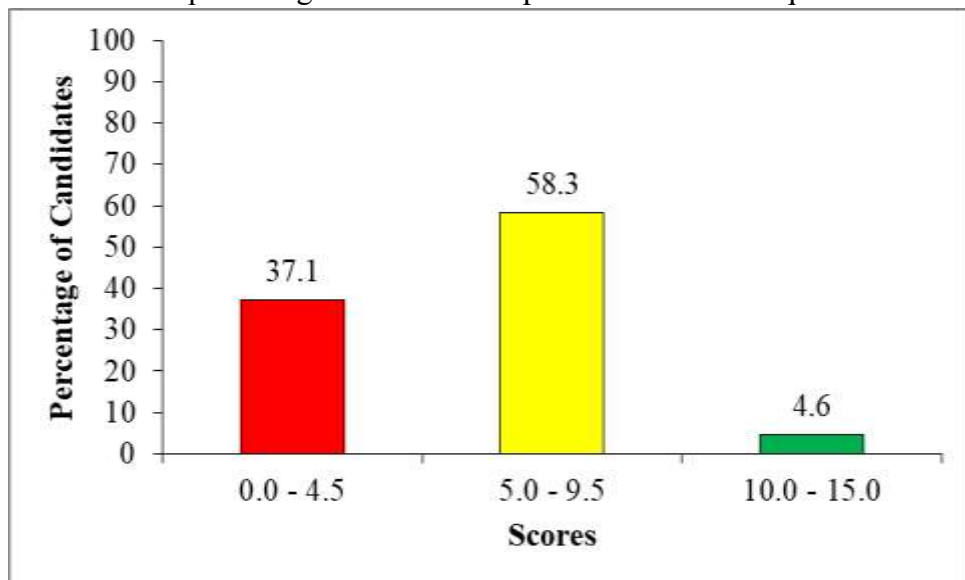


Figure 9: The Percentage of Candidates' Performance in Question 9

The analysis shows that 4.6 per cent of the candidates who scored from 10 to 15 marks had an adequate knowledge about the subject matter. They were able to explain the features of radio drama. For example, one candidate wrote: *it is not performed live in front of audience, actors, and an able to play more than one part. It does not involve the use of costumes,*

actor use voice to convey character almost set anywhere. Another candidate wrote; it is not performed live in front of audience, Actors, an able to play more than one part. It does not involve the use of costumes, Actor use voice to convey character almost set anywhere. Extract 9.1 is an illustration of a candidate whose responses were correct.

<p>Radio Drama is a kind of drama which its performance is orally. Radio Drama comprised with the mes, character, Time and setting. The following are the characteristics of Radio Drama:</p> <p>It is do not performed live in front of audience. This is because a radio drama using voice where performers can not be seen by the audience.</p> <p>Actors are able to play more than one part. This is due to the use of voices where actors are able to change voice and play different parts at the same time.</p> <p>It do not involve the use of costumes. This is due to that, A radio drama do not include the visual elements. Thus it do not need the use of costumes.</p> <p>Actors use voice to convey character. This is due to that one actor can use different voice to express his or her feelings. Thus characters are conveyed to one another.</p> <p>It can be almost set anywhere. This is due to that, Radio Drama has no specific setting as it can be set anywhere being Urban or rural. Ruler the aim is to convey message.</p> <p>It is used voice to convey ideas. This is due to that, In a radio drama the actors using voice which need carefulness to obtain the idea presented by actors.</p> <p>It can be concluded that, A Radio Drama aimed to teach, entertain but sometime to criticize the society.</p>

Extract 9.1: A Sample of Correct Response in Question 9

Extract 9.1 indicates the response from the candidate who had adequate knowledge thus provided correct responses on features of radio drama.

Further analysis shows that, 58.3 percent candidates had average performance. These candidates were able to provide three to four points while others mentioned points without explanations hence scored average marks. Furthermore, the analysis shows that 37.1 per cent of candidates performed poorly. Some of these candidates had inadequate knowledge about features of radio drama. For example, one of the candidates explained

tools for performing a play, such as: makeup, costumes, scenery, lights and music, instead of explaining the features of radio drama. Some candidates mentioned the elements of drama, such as: plots, characters, setting, theme, diction, and music instead of features of radio drama, such as: usage of sound to convey ideas to the audience (listeners), use of dialogue, shorter scenes than stage plays, not live in front of an audience, actors use voice alone to convey character. Extract 9.2 is an illustration of responses from the candidate whose responses were irrelevant.

Q.	<p>radio drama; tool is used to guide the implementation of the use the voice without see the action in the theatre the following features of radio drama.</p> <p>to educate people; radio drama also used to educate people in the society when you hear the voice in the radio, example when you hear the radio Tumaini, you get same education about the life of Jesus before creation and after creation.</p> <p>to entertain people; this is the features of radio drama also radio is entertain people in the society when you hear the musical sound and the story telling in the society.</p> <p>to connect employment; also the radio drama is source of employment in the society and also it can help our people in the our society.</p> <p>to prove the personality of people; in which also this is radio drama it open the personality of people in the society and when you hear the radio drama you support to open new personality or ability of people in the society.</p> <p>to challenge society; also when you use the radio drama it at some times it challenge society because of speaking same kind of the word don't understand without of hearing the voice.</p>
Q.	<p>to prove language; also the one of features of radio drama is to prove the language during the communication from one people to another people.</p> <p>Therefore this also is the challenge of feature of radio drama when in the society we use the radio drama.</p>

Extract 9.2: A Sample of Incorrect Response in Question 9

2.3.3 Question 10: Theatre Arts Practiced in Tanzania

The question required the candidates to explain five theatrical forms performed by the indigenous societies in Tanzania. This question tested the candidates' knowledge of theatrical forms performed by the indigenous societies in Tanzania.

A total of 369 (86.0%) candidates opted for this question. The analysis of candidates' performance showed that 127 (34.4%) candidates scored from 0 to 4.5 marks, which is weak performance; 238 (64.5%) candidates scored from 5 to 9.5 which is an average performance and 4 (1.1%) candidates scored from 10 to 15 marks, indicating good performance. The candidates' performance in this question was good since the majority 242 (65.6%) scored above average, as illustrated in figure 10.

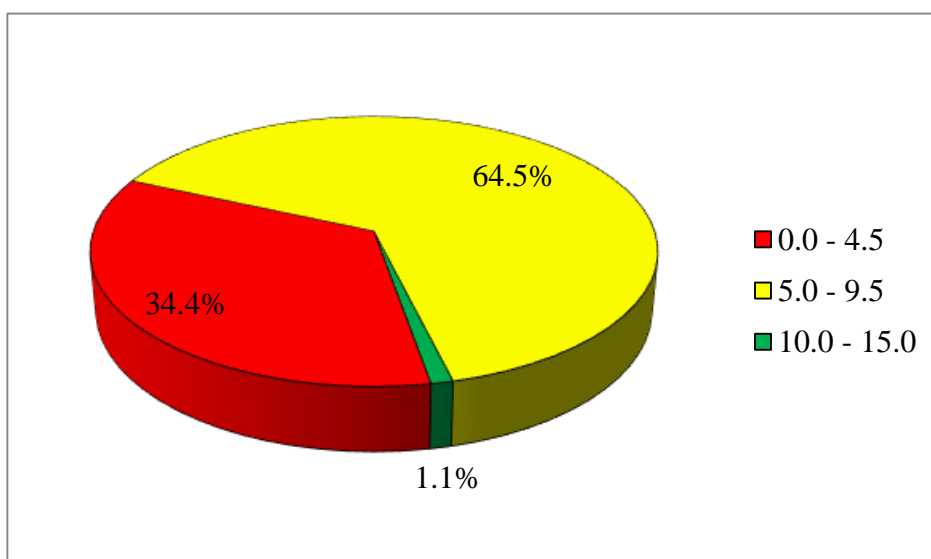


Figure 10: The Percentage of Candidates' Performance in Question 10

Figure 10 shows that, 1.1 per cent of the candidates scored from 10 to 15 marks. It was observed that most of the candidates in this category were knowledgeable about theatrical forms performed by indigenous societies in Tanzania. For example, one of the candidates provided responses as: *storytelling, rituals, traditional dance, recitation and initiation*. This indicates that the candidate had adequate knowledge on the subject matter.

The responses of the candidates who scored poor marks showed that they did not understand the question. These candidates provided incorrect responses, such as *painting drawing, music, festivals, and funerals* as the theatrical forms.

Further analysis shows that, 64.5 per cent of the candidates had average performance. These candidates were able to provide two to three correct points, while others mentioned points without explaining, hence scored average marks.

On the other hand, 34.4 per cent of candidates performed poorly. Some of these candidates had inadequate knowledge about theatrical forms performed by indigenous societies in Tanzania. For example, one candidate provided incorrect responses, such as: *painting, drawing, music, festivals, and funerals as the theatrical forms*. Another one explained stages in theatre for social change, such as: *preliminaries, familiarization, data collection, data analysis and theatre performance* instead of explaining theatrical forms performed by indigenous societies in Tanzania, such as: storytelling, heroic recitation, dance, theatrical ritual and songs. Those candidates who provided incorrect responses demonstrated insufficient knowledge about theatrical forms, performed by the indigenous societies in Tanzania. Extract 10.2 is an illustration of responses from the candidate who performed poorly.

10. Theatre Refer to form of Arts which performed on stage and other section to taken place and belated performance section. The Following are Form of Theatrical performed.

It educate society, 'Theatrical performed to educate people to society because people to studying arts performed to increase to strong disccarent and moving practical in putting strong to moving & playing for Education people for the society to moving stage performance in theatrical.

It promote Unity to the society, Theatre performance to use the perform people to interesteden in Unity and be understand and Compasive to strong and moved in parthing in performance and people to performed by the word in theatrical in the society in stage to use the audience to seen the performance to understand the Compasive to move to not class and other problems to Compen in lost must be understandend and to not class in the society.

10. It provided Employment, At the society many to promote are employment because Theatrical perform and which practiced people to interest the Employment and positive to moving and strong. The Compasive to use performed to order the money to given one people to use the performance is good to learning to are society at the stage or the other place which taken performance.

To Entertain The society, At the society pay to see the performance must be to Entertainment and performing to taken place to moved in strong of parthing to starting to moving in stage and not be Stronger in performance that to Compasive in the use of performance and performing.

It Commemorate the society, At the society many people to Compasive in disccare the Commemorate the society moved in paid in society and audience to moved in Compasive in Compasive and parthing to be use in Creative and then sold to Compasive to moved in stage to one and to moved to Compasive and witness to Compasive to strong performance in stage to moved in performing Theatrical.

Therefore, Theatrical performance to have are many people need to given to fallent and move the increase the formation in use to moved the dancing on stage to Compasive and Stronger of the use disccare while forced to Action and moved in stage performance to the given message Andrucci of seen are nearest of stage.

Extract 10.2: A Sample of Incorrect Response in Question 10

3.0 ANALYSIS OF CANDIDATES PERFORMANCE IN EACH TOPIC

The analysis shows that, eight (8) topics out of eleven (11) were examined in Theatre Arts. These were: *Culture*, *Theatre for Social Change*, *Performing Techniques in African Theatre*, *Performing Techniques in Selected Non- African Theatre*, *Creation of Theatre Performance*, *Theatre Arts Practiced in Tanzania*, *Theatre Production* and *Contemporary Theatre Practiced in Tanzania*.

The candidates performed well in questions 1, 2, 3, 4, 7, 8 and 10, from the topic of Culture (93.4%), Theatre for Social Change (84.4%), Performing Techniques in African Theatre (83.6%), Creation of Theatre Performance (70.8%) and Theatre Arts Practiced in Tanzania (65.6%). The candidates who had good performance understood the demand of the questions clearly and had an ability to apply the knowledge, thus responded to the questions correctly.

The average performance was observed in questions 5 and 9 from the topics of Theatre Production (62.9%) and Performing Techniques in Selected Non- African Theatre (54.9%). Average performance was attributed to candidates' partial knowledge of the subject matter, failure to provide the required number of points, failure interpret and identify the demand of questions and poor proficiency in English language. The candidates' performance in each topic is summarized in appendix I.

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

The analysis of CSEE 2021 Theatre Arts subject shows that the general performance was good as 87 per cent of the candidates passed. Further analysis indicates that, the candidates whose performance was good had an adequate knowledge of the topics from which the question were derived, and had ability to understand the demand of the questions. On the other hand, poor performance of the candidates was mainly attributed to inadequate knowledge of the subject matter, poor essay writing skills, poor proficiency in English language, and failure to understand the requirement of the questions.

4.2 Recommendations

In order to improve performance of candidates in theatre arts subject, the following are recommended:

- (a) Students should be encouraged and guided to read various theatre arts books so as to improve their knowledge and skills.
- (b) Students should improve their proficiency in English language by developing the passion to speak and write using English. This can be achieved by participating in debates, discussion and presentation of various assignments.
- (c) Students should develop the culture of reading questions carefully before attempting them so that they understand the requirements of the question.
- (d) Teachers are advised to invite local experts to demonstrate theatrical forms to students in order to improve performance in Theatre Production and Performing Techniques in Selected Non- African Theatre topics.
- (e) Performance of plays and dance should be encouraged at school to enable students to understand the techniques embedded in theatrical production.

*Appendix I***Summary of Candidates' Performance per Topic**

S/N	Topic	Questions number	Percentage of Students' who scored 30 percent and above	Remarks
1	Culture	1 & 8	93.4	Good
2	Theatre for Social Change	2	84.4	Good
3	Performing Techniques in African Theatre	3	83.6	Good
4	Creation of Theatre Performance	5 & 7	70.8	Good
5	Theatre Arts Practiced in Tanzania	10	65.6	Good
6	Theatre Production	9	62.9	Average
7	Performing Techniques of Selected Non -African Theatre	4 & 6	54.9	Average

General Candidate performance per Question

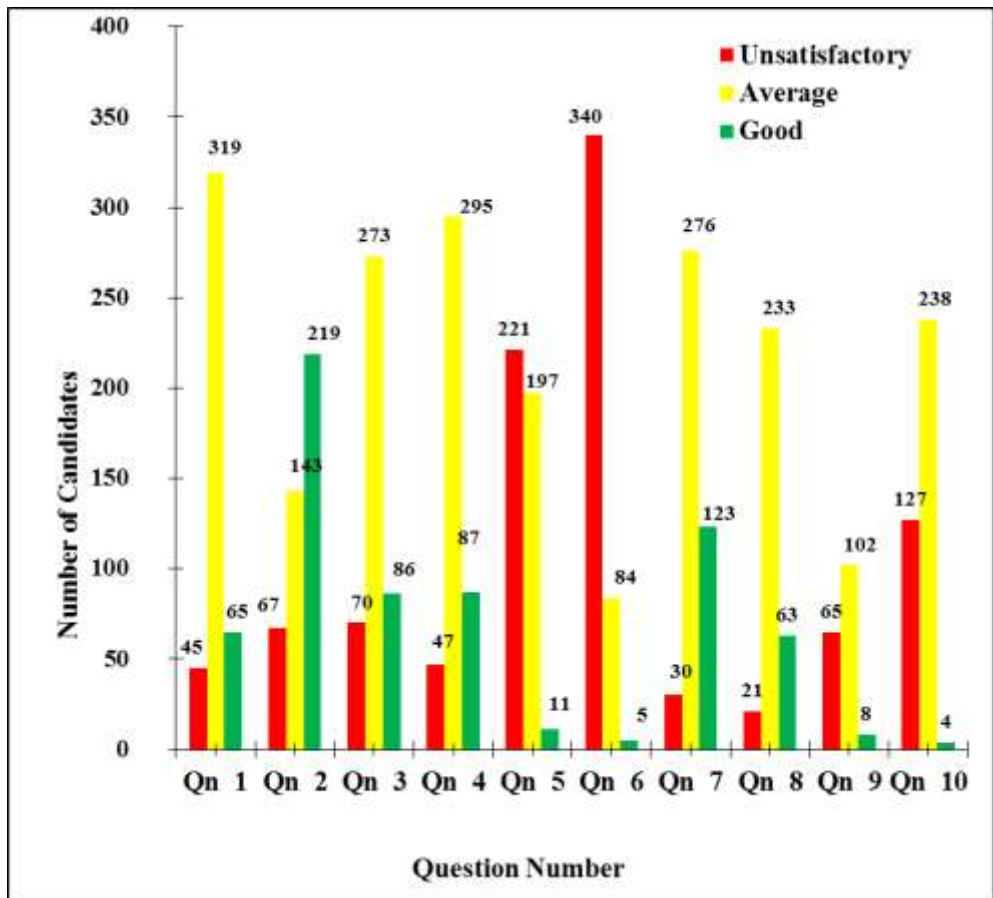


Figure 11: General Candidate performance per Question

Comparison of Candidates' Performance for Year 2020 and 2021

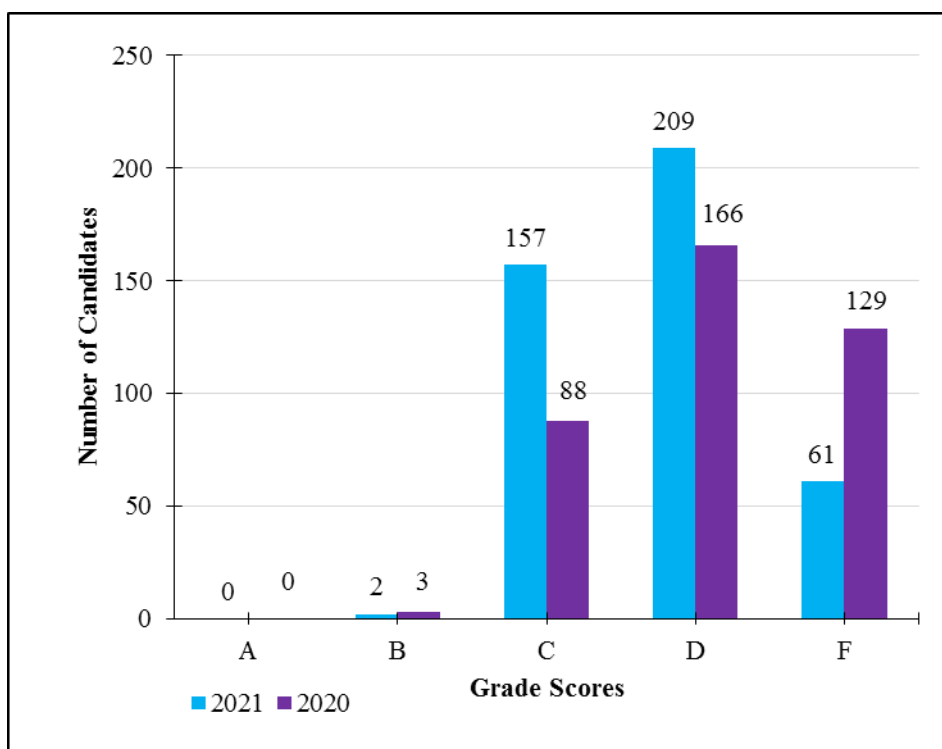


Figure 12: *Candidates' Comparison Performance for Year 2020 and 2021*

