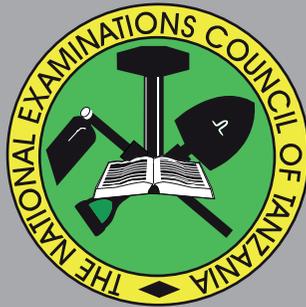


THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**STUDENTS' ITEMS RESPONSE ANALYSIS
REPORT FOR THE FORM TWO NATIONAL
ASSESSMENT (FTNA) 2018**

017 MUSIC

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**STUDENTS' ITEM RESPONSE ANALYSIS REPORT
FOR FORM TWO NATIONAL ASSESSMENT
(FTNA) 2018**

017 MUSIC

Published by

The National Examinations Council of Tanzania,
P.O. Box 2624,
Dar Es salaam, Tanzania.

© **The National Examinations Council of Tanzania, 2019**

All rights reserved

TABLE OF CONTENTS

FOREWORD.....	iv
1.0. INTRODUCTION.....	1
2.0. ANALYSIS OF THE STUDENTS' PERFORMANCE PER QUESTION..	2
2.1. Question 1: Multiple Choice Items.....	2
2.2. Question 2: Matching Items.....	10
2.3. Question 3: True and False Questions.....	16
2.4. Question 4: Describing Musical Terms.....	20
2.5. Question 5: Writing Rhythmic Bars According to the Given Time Signature.....	25
2.6. Question 6: Naming Notes on the Stave and Writing Musical Rests on the Given Rhythms.....	29
3.0. ANALYSIS OF STUDENTS' PERFORMANCE PER TOPIC.....	32
4.0. CONCLUSION.....	33
5.0. RECOMMENDATIONS.....	33
Appendix.....	34

FOREWORD

The National Examinations Council of Tanzania is pleased to issue the Students' Items Response Analysis Report on the Performance of students in the Form Two National Assessment (FTNA) 2018 in Music subject. The report provides feedback to the students, teachers, policy makers and other stakeholders on how the students answered the questions.

The Form Two National Assessments is a formative evaluation which, among other things, shows the effectiveness of educational system in general and educational delivery system in particular. Essentially, the students' responses to the assessment questions is a strong indicator of what the educational system was able or unable to offer to Form two students.

Factors which made the students pass or fail have been analyzed in this report. Some of the students failed due to the inability to identify the task of the questions, lack of enough knowledge on the topic(s) tested and weak command of English Language. The analysis of each question has been done and the strengths and weaknesses shown by the students in answering the questions have been indicated.

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

The National Examinations Council of Tanzania will highly welcome comments and suggestions from teachers, students and stakeholders that can be used for improving future reports.

Finally, the Council would like to thank all people who were involved in the preparation and analysis of the data used in this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0. INTRODUCTION

This report presents the analyses of the students' performance in Music subject for the Form Two National Assessment (FTNA) done in November, 2018. The examination covered the Music Syllabus of 2005 and adhered to the Examination format. The paper comprised of 6 questions which were distributed in three sections namely A, B and C. Section A had 1 Multiple choices question with the total of 40 marks. Section B consisted of 2 questions, 1 Matching Item question and 2 True and False question with the total of 20 marks. Section C consisted of 3 questions, based on describing Musical Terms, Writing Rhythmical Bars and Drawing Relevant Clefs questions with the total of 40 marks. The report shows how the students performed in each question by indicating the strengths and weaknesses in various areas of their answers.

The performance of the students in each question is categorized as *Good*, *Average* and *Weak*. These categorized groups depended on the percentage of the marks of students who scored an average of 30 percent and above of the marks allocated to a particular question. If the performance of the students ranges from 65 to 100, it is categorized as Good. The performance is Average if the students scored from 30 to 64 and if the students scored from 0 to 29 it is Weak performance. The general students' performances are indicated by using colours, whereby green colour shows students with good performance, yellow colour indicates average and red colour shows weak performance.

A total of 535 students sat for Form Two Music Examination, of which 439 students' equivalent to 82.83 % passed with the following grades: A-58 (10.94%), B - 68 (12.83 %), C-164 (30.94%), D-149 (28.11%) and 91 students' equivalent to 17.18 % failed by getting grade F. This analysis of students' results indicates that the performance of this paper is good although the comparison analysis for 2017 and 2018 indicates that the 2018 performance decreased by 1.81%.

The report also presents the percentage of scores in each group and finally it provides the conclusion and recommendations based on the analysis. The extracts of students' answers have been inserted in appropriate sections to illustrate the respective cases.

2.0. ANALYSIS OF THE STUDENTS' PERFORMANCE PER QUESTION

2.1. Question 1: Multiple Choice Items

The question consisted of 20 multiple choice items constructed from three topics, namely *Rudiments of Music*, *Harmony* and *Applied music*. The students were required to choose the correct answers from among the given alternatives and write its letter in the box provided.

Question 1 was attempted by all students (100%) who sat for the Form Two National Assessment (FTNA) November 2018. The performance of students in this question was good. The pass marks shows that, the students who scored from 2 to 10 marks were 11.4 percent, which indicates weak performance. The students who scored from 12 to 24 marks were 63.6 percent which indicates average and 25 percent scored from 26 to 36 marks out of 40 marks. The analysis of this question shows that most of the students scored from 12 to 24 marks. Figure 1 summarizes the students' performance.

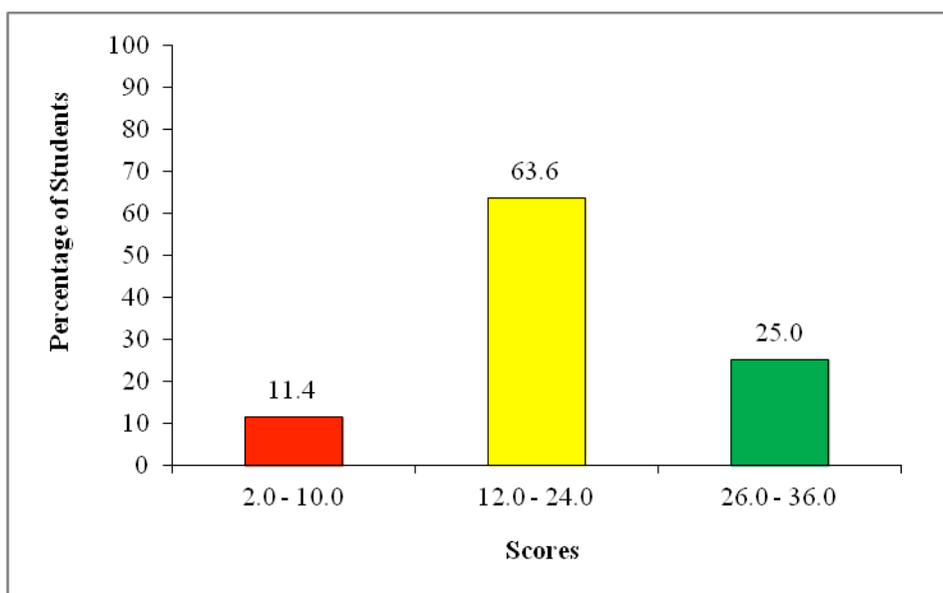


Figure 1: showing the students performance in question one.

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

Item (i) required the students to recognize how a sharp note sounds. The correct answer was B “*semitone higher than the origin note.*” The students who opted for this response were knowledgeable about musical accidentals (sharps, flats and natural signs). Accidentals in music are symbols that indicate the modification of a pitch, thus a sharp sign is among those signs and it raises a note by a semitone. The students who chose A “*semitone lower than the origin note*” failed to know the uses of a sharp sign. The students who chose C “*same pitch as the origin note*” did not understand how to use musical accidentals. The students who opted for D “*tone higher than the origin note*” were not familiar with the sharp sign and its uses because sharp raises a note by a semitone. For example, a semitone distance from F to F sharp, occurs when a sharp sign is placed at note F, therefore the note F becomes F-sharp (F#) as shown in the illustration.



Item (ii) required the students to identify the group of traditional instruments which "Lilandi" belongs to. The correct answer was A “*Aerophones*”. The students who opted for A “*Aerophones*” had adequate knowledge about traditional musical instruments used in Tanzania and how they are being classified. Those who chose B “*Chordophones*” failed to understand classes of traditional musical instruments. *Chordophones* are made of strings or fibres and are plucked instruments. Those who chose C “*Idiophones*” were not conversant with "Lilandi" instrument. Moreover, they were not aware that Lilandi is producing sounds by blowing air through while *idiophones* are self-producing sound (shaking and stamping). The students who chose D “*Membranophones*” were not familiar with "Lilandi" instrument. *Membranophones* are made of wood and animal skins, and are played by beating the covered side while Lilandi is made of gourd pieces and it is a blowing instrument.

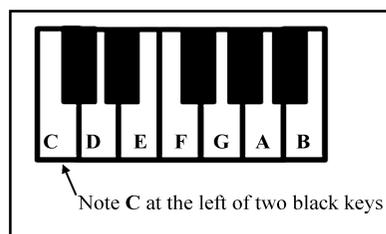
Item (iii) required the students to identify aspect that used to divide music into bars. The students who chose the correct answer B “*bar-lines*” were knowledgeable about musical lines that used to divide music into bars in writing Music as shown in the illustration.



The students who chose answer A “*quadruple*” were not aware of bars and bar-lines because quadruple is the time signature characterized by a primary division of four beats in a bar, such as $\frac{4}{4}$ time signature and $\frac{2}{4}$ time signature. Those who opted for C “*triple time*” could not differentiate between the bar-lines and the time signature. Triple time is the time signature with three musical beats in a bar. The students who chose an incorrect answer D “*key signature*” were not aware of the bar-lines and bars because the key signature is a collection of sharps or flats written at the beginning of a musical staff.

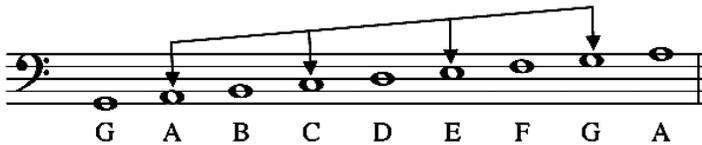
Item (iv) required the students to identify how a flat lowers a pitch when it is placed before a note. The students who chose the correct answer C “*a semitone*” had adequate knowledge about semitones and tones in music theory. Those who opted for A “*tone and a half*” and B “*two tones*” were not aware of distance of tones and semitones shown on a keyboard. The students who chose D “*two semitones*” failed to know that a tone consists of two semitones in music theory.

Item (v) required the students to name a note on the piano keyboard that occurs to the left of two black keys. The correct answer was B “*C*”. The students who opted for this answer were familiar with names of notes on the piano keyboard. Those who opted for A “*A*”, C “*B*” and D “*D*” lacked knowledge on the names of notes on the piano keyboard as shown in the illustration.



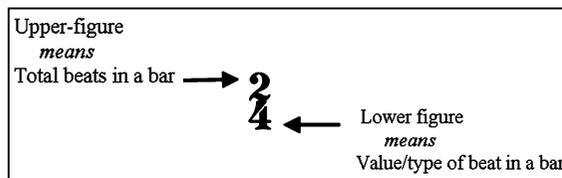
Item (vi) required the students to mention the notes representing the spaces in the bass clef staff lines. The students who chose the correct answer A “*A, C, E, and G*” were knowledgeable about notes arranged in the staff of the Bass Clef. The students who chose an incorrect answer B “*C, D, F and A*” had a lack of knowledge of the notes at the spaces in the staff of the Bass Clef. Moreover, they were not aware of the notes written on the lines and the notes written at the spaces of the lines at the bass clef staff. Those who opted for C “*E, G, B, D and F*” could not differentiate between the notes at the spaces of

lines at the Bass Clef staff and notes on the lines of the treble Clef staff. Therefore, *E, G, B, D and F* are names of notes on the lines of the treble Clef staff. The students who chose an incorrect destructor D “*F, A, C, E and GA*” were not aware of the notes in the Treble and Bass Clef Staves. They couldn't differentiate between the notes in the treble clef and bass clef staves as shown in the illustration.



Item (vii) required the students to give the total of alphabetical succession sounds that make a minor scale. The students who opted for A “*eight different sounds*” knew the correct answer. The students who opted for this option had adequate knowledge about alphabetical succession sounds in minor scale. The students who opted for option B “*seven different sounds*” were not able to understand that any scale including minor scale starts with a tonic to its octave. Therefore, they were not aware of succession sounds in minor scales and major scales in music. The students who opted for C “*six different sounds*” were not familiar with the scales used in music performance. Those who opted for D “*ten different sounds*” failed to understand minor scales and their sounds.

Item (viii) required the students to identify meaning of the lower figure in time signature. The students who chose the correct answer A “*value of each beat*” had an adequate knowledge on the note values and beats written on musical score.



Those who chose B “*total notes in each bar*” failed to know that total notes in a bar are shown by an upper figure in time signature. Those who chose C “*value of each key*” failed to differentiate between time signature and key signature. Those who opted for D “*total notes in a piece*” were not aware of the time signatures written at the beginning of musical pieces.

Item (ix) required the students to identify a total crotchet beats of a semibreve and a minim together. The correct answer was D “*six crotchet beats*”. The students who chose this answer were knowledgeable in note values and beats. Those who opted for A “*five crotchet beats*”, C “*seven crotchet beats*” and B “*four crotchet beats*” were not aware of the values of notes and beats in writing rhythms as shown in the illustration.

	= 2	<i>crotchet beats</i>		
	= 4	<i>crotchet beats</i>		
	+		= 6	<i>crotchet beats</i>

Item (x) required the students to identify a total of semitones that consists of a Chromatic scale. The correct answer was C “*twelve sounds to the octave*”. The students who chose this answer had adequate knowledge on how to construct different musical scales such as chromatic scale. Those who chose A “*ten sounds to the octave*”, B “*six sounds to the octave*” and D “*seven sounds to the octave*” had inadequate knowledge in writing scales.

Item (xi) required the students to identify the notes which belong to the key of a piece whether is in major or minor. The correct response was D “*diatonic*”. The students who chose this response had the knowledge and skills about reading and writing music in major and minor scales. The students, who opted for B “*triads*”, were not able to distinguish a diatonic and triads. Triad is a group of three notes consisting of the tonic, the third and the fifth that sound together in the major or minor keys. The diatonic is a group of notes used in the particular key whether major or minor. The students who chose an incorrect answer C “*tonic*” had a lack of knowledge about the major or minor keys. The following illustration shows the diatonic scale in key C major.

Key: C major	
	
Seven notes belong to the key of a musical piece whether major or minor	
Diatonic	

Item (xii) required the students to identify the difference in pitch between two sounds. The correct answer was A “*interval*”. Students who opted for this answer were conversant enough in musical intervals. Those who chose B “*chord*” were not aware that a chord is a set of two or more musical notes sounding simultaneously. Students who wrote C “*triad*” failed to know that triad is a group of three-notes consisting of root, the third and the fifth in the scale that sound together. Those who chose D “*alto*” failed to know that alto is a second part/voice in arrangement of chords in four parts.

Item (xiii) required the students to give the name of traditional musical instrument that is made of iron which is forged to resemble the shape of kidney that tinkling sound. The student who chose incorrect response A “*Nsangu*” had inadequate knowledge about the traditional instruments. The students who opted for B “*Njuga*”, which was a correct answer had adequate knowledge about traditional musical instruments used in Tanzania and how they are being played. Those who chose C “*masewe*” were not conversant enough with the shaken traditional musical instruments that are made of iron. The students who chose D “*Miyimba*” were not aware of Njuga.

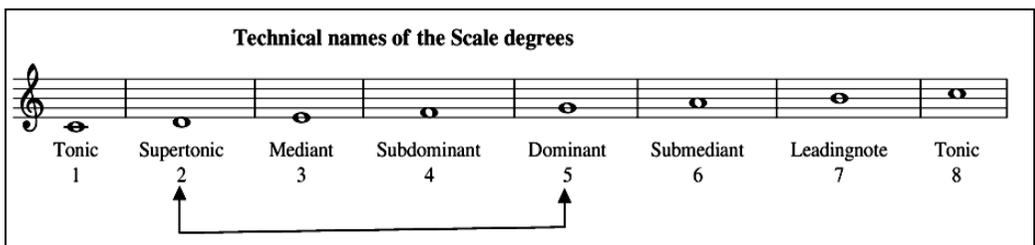
Item (xiv) required the students to name a group of chords or notes used at the end of a phrase. The students who chose option A “*cadence*” were knowledgeable in writing harmony by using cadence. Cadence is the chords progression used at the end of music phrase (*i.e. chord V to I -perfect cadence, Chord V to VI - interrupted cadence and chord I to V-imperfect cadence*). Those who chose B “*pitch*” failed to distinguish cadence and pitch in music. Pitch shows a sense of highness or lowness of a musical sound. Those who opted for C “*sentence*” were not aware of cadence with its uses. The students who chose D “*beats*” had lack of knowledge on cadence in the topic of Harmony. Cadence is the chords progression used at the end of music phrase as shown at the extract.

Key: G major

Chord V to I
Perfect cadence

The image shows a musical score for a perfect cadence in G major. It consists of two staves: a treble clef staff and a bass clef staff. The key signature is one sharp (F#) and the time signature is 4/4. The first measure contains a G4 chord (G major, V) in the treble clef and a G2 chord (G major, I) in the bass clef. The second measure contains a G4 chord (G major, V) in the treble clef and a G2 chord (G major, I) in the bass clef. The notes are: Treble: G4, B4, D5; Bass: G2, B1, D2. The piece ends with a double bar line.

Item (xv) required the students to identify where the supertonic and dominant found in the scale. The students who opted for the correct answer C “2nd and 5th degree of scale” were knowledgeable on the names of degrees used in the staff in respective musical scales. The students who chose the destructor A “3rd and 5th degree of the scale” were not conversant with the degree names used in musical scale. Those who opted for B “2nd and 4th degree of scale” had a lack of knowledge about the technical names in the scale. They failed to distinguish the names of the fourth and fifth degrees. Those who chose D “5th and 7th degree of scale” could not understand the position of the supertonic, dominant and leading tone degree in the musical scales. The illustration shows the technical names of notes in C Major Scale in ascending order.



Item (xvi) required the students to name an instrument which is commonly used in Mara region and played by plucking its strings with fingers while seated. The correct answer was D “*litungu*”. The students who chose this answer were knowledgeable on the traditional musical instruments which are used in Mara region. Those who chose option A “*zeze*” failed to know that zeze is used in Mara, but it is not played by plucking its strings with fingers. It is used in western and central parts of Tanzania, specifically in Kagera, Mwanza, Shinyanga, Tabora and Dodoma. Those who chose C “*kulanga*” were not aware of the major musical instrument used in Mara. Those who chose B “*kinubi*” couldn’t know traditional musical instruments found in this region.

Item (xvii) required the students to identify a musical measure that represented by $\frac{2}{4}$ time signature. The correct answer for this question was A “*two crotchets per bar*”. The students who chose this answer had adequate knowledge on the notes values and time signatures because a musical measure (bar) in $\frac{2}{4}$ time signature consists of two beats of crotchet-notes. Those who chose B “*two minims per bar*” had inadequate knowledge on the time signature. Those who wrote C “*four crotchets per bar*” and option D

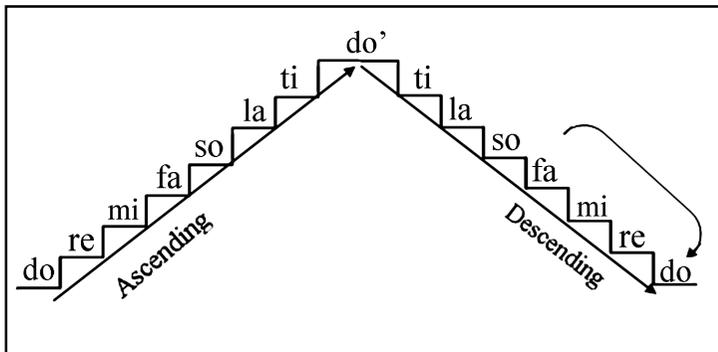
“two beats of minims” were not familiar enough in reading and writing rhythms, note value and time signature.

Item (xviii) required the students to identify where F is written when writing notes in bass staff. The correct answer is B “*On the fourth line*”. The students who chose this answer had the knowledge and skills in writing and reading music in staff notation using respective staves. The students who chose A “*On a second line*” had inadequate knowledge in writing notes in staves. They were not able to recognise lines in staff and the arrangement of notes in staves. Moreover, they didn’t know that the staff lines are counted from the bottom line to the top line. Those who chose an incorrect answer C “*in the third space.*” were not conversant enough in writing notes in staves. Those who opted for D “*in the second space*” were not familiar with the notes in the staves.

Item (xix) required the students to name a musical instruments group where drums, cymbals and triangles belong. The correct answer was C “*percussion*”. The students who opted for this answer had adequate knowledge about western groups of musical instruments. Those who opted for A “*brass group*” were not aware that brass group are musical instruments that made by brass. Those who opted for B “*keyboard group*” failed to know that keyboard group are electrical musical instruments. Those who chose D “*woodwind group*” could not differentiate between woodwind instruments and percussion instruments.

Item (xx) required the students to identify the correct order used in the following arrangement of the sol-fa notes s-f-m-r-d. The correct answer was C “*Descending order*”. The students who chose this response were aware of the sol-fa notes used in the scale because they understood that the given sol-fa order starts with the fifth degree of a scale, which the solfa “*so*” followed by *fa-mi-re-* and *-do*. Those who chose destructor A “*Ascending order*” failed to know the arrangement of notes in the scale. Those who opted for B “*Parallel order*” had a lack of knowledge on sol-fa notation. Moreover, they did not understand how the notes are arranged in the scale. Those who opted for D “*Zig-zag order*” were not familiar with the arrangement of sol-fa in the scale.

The notes order in the scale are arranged either in ascending from tonic to its octave or descending order from octave to its tonic as shown in the illustration.



Generally, the students who performed weakly in this question lacked knowledge and skills in time signatures, notes values, scales, chords, intervals, triads, and traditional musical instruments. Therefore, students failed in choosing the correct answers from among the given alternatives.

However, the students who performed well in this question were knowledgeable and skilled in Rudiments of Music, Harmony and Applied Music. Thus, they were able to choose the correct answers among the given alternatives.

2.2. Question 2: Matching Items

This question required students to match each item in List A with the corresponding item in List B by writing the letter of the correct option in the illustration of the corresponding item number in the table provided. The question tested the students' knowledge of the terms used to describe Music Rudiments.

The question was attempted by all students (100%) who sat for the FTNA 2018. The performance of students in this question was average because the pass marks show that, those who scored from 3.0 to 6.0 marks were 50.7 percent, 6.7 percent scored from 7.0 to 10.0 marks and 42.6 percent scored from 0.0 to 2.0 marks out of 10 marks. Figure 2 summarizes the students' performance in this question.

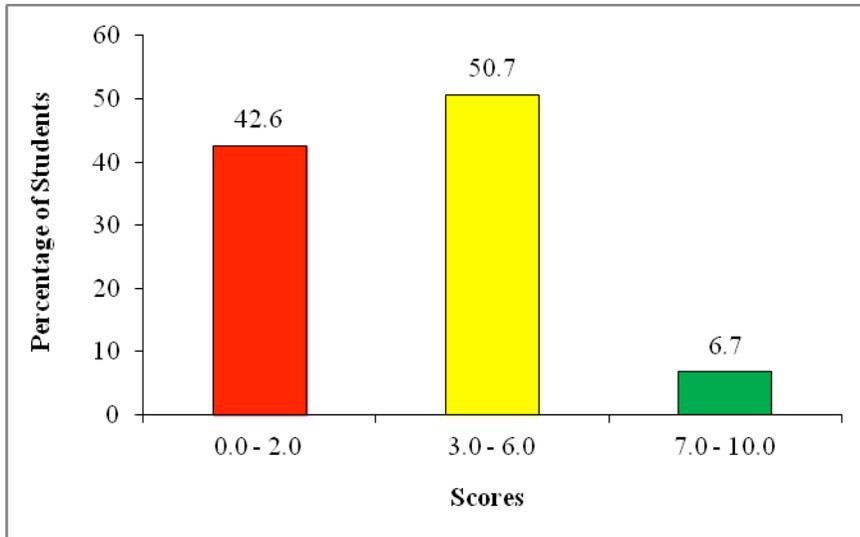
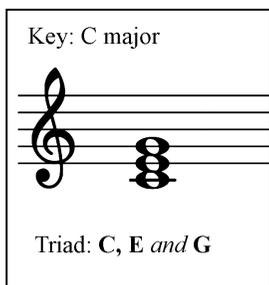


Figure 2: Showing the students' performance in the question two.

In the item (i) the students were required to match the word that is the rules of tones and semitones. The correct response was F “*scale*”. The students who chose this response were familiar with the rules of constructing scales whereby tones and semitones are used to get major or minor scales. The students who chose it with response L “*interval*” failed to understand that interval is the difference between two pitches. The students who matched with the letter C “*Tie*” were not aware of the rules used on making major or minor scales.

In item (ii), the students were required to match a chord which has three notes. The correct response was G “*Triad*”. The students who chose the correct response had adequate knowledge about triads and chords in harmony. The students who matched it with M “*Octave*”, failed to realize that octave is formed by counting notes from the tonic-note up to the higher tonic. Those who chose I “*Dominant*” were not familiar with triads because dominant is a fifth-note of a scale.

For example, in C major scale the dominant (fifth-note), is note G but a triad in C major consists of three notes C, E and G as shown in the illustration.



In item (iii), the students were required to match a sign which shows the loudness and softness of a musical sound. Option D “*volume*” aimed to be correct answer. The students who chose this response had adequate knowledge on loudness or lowness of a musical sound. Those who chose option A “*meter*” were not aware of loudness or lowness of sound. Students who chose M “*Octave*” lacked knowledge on rudiments of music in sub topics of musical signs and symbols. Those who chose H “*Pitch*” failed to distinguish the term volume from pitch.

In item (iv), the students were required to match a resting place at the end of a phrase. The correct answer was E “*cadence*”. The students who chose this answer had adequate knowledge and well skilled in harmony and cadence. Those who chose the response K “*tone*” failed to know that a tone is a distance from one note to another. Those who chose response A “*Meter*” were not aware that meter consists of 2, 3 or 4 musical note-beats grouped into patterns. Those who chose B “*tempo*” could not be able to differentiate between tempo and cadence.

In item (v), the students were required to match an arc between two notes of the same pitch which indicates that the second note should not be played. The correct answer was C “*Tie*” the students who opted for this answer were knowledgeable in musical dynamics and symbols used in writing musical notes. Those who chose J “*Rhythm*” failed to know that rhythm is the pattern of regular or irregular pulses arranged in music by the occurrence of strong and weak melodic and harmonic beats. Those who wrote M “*Octave*” were not aware of musical symbols. Student who chose G “*Triad*” failed to differentiate musical symbols from triads.

In item (vi), the students were required to match a musical term that used as the relative highness or lowness of a sound. The correct response was H “*Pitch*”. The students who chose this answer were knowledgeable in pitches.

Moreover, they were able to recognise that pitch shows the highness or lowness of a musical sound. Those who chose response L “*interval*” were not conversant enough with the topic of Rudiments of Music. Those who chose K “*tone*” lacked knowledge on how to differentiate musical pitch with tones. Those who chose F “*Scale*” were not aware of the word “*Pitch*”

In item (vii), the students were required to match the word that is the key in fifth relationship to the original note. The students who chose the correct answer I “*Dominant*” were aware that a dominant is the fifth-degree in particular scale. Those who chose an incorrect answer B “*tempo*” lacked knowledge on the technical names of the scale. The students who chose H “*pitch*” couldn’t understand that the pitch is related to the highness and lowness of sound. Students who opted for E “*cadence*” were not aware of the degree in the scales.

In item (viii), the students were required to match the word that means the differences between two notes played at the same tune. The correct answer was L “*interval*” the students who chose this response were conversant enough on musical intervals. Those who chose C “*Tie*” were not aware of the intervals. The students who chose for E “*Cadence*” failed to recognise that cadence is the musical equivalent of punctuation in speech which occurs at the end of musical phrase. The students who chose I “*Dominant*” were not aware of the intervals.

In item (ix), the students were required to match a word that means a series of eight sounds in ascending or descending. The correct answer was F “*scale*”. The students who chose this response were knowledgeable on musical scales. A scale is a group of eight pitches arranged in steps above the tonic or ground-note in ascending or descending order. Those who chose K “*tone*” were not aware of series of eight sounds in both directions ascending or descending. Students who chose option I “*Dominant*” failed to differentiate between scale degrees and series of a musical sound. The students who matched with M “*Octave*”, failed to realize that octave means from the tonic-note up to the higher tonic.

In item (x), the students were required to match the word that used to explain beats grouped into patterns that are consistent throughout a passage. The correct response was A “*meter*”. The students who chose this answer had adequate knowledge, knowing that meter is the group of beats into repetitive

rhythmic patterns. Sometimes meter means a musical measure or bar. Those who opted for G “Triad” were not conversant enough with reading and writing rhythms using bars because a triad is a set of three notes in a musical scale consists of the 1st, 3rd and the 5th-note. Those who chose C “Tie” were not aware of the beats that are grouped into musical patterns. Those who chose L “interval” failed to distinguish intervals from meter in writing music.

In general, the students who performed weakly in this question had inadequate knowledge on scale, triad, cadence, interval, dominant, pitch, tie and meter. Extract 2.1 shows a sample of a weak response from a script of a student.

Extract 2.1

2. Match the items in **List A** with the response in **List B** by writing the letter of the correct response below the item number in **List A** in the table provided.

List A		List B	
(i)	The rule of tones and semitones.	A	Meter
(ii)	A chord which has only three notes.	B	Tempo
(iii)	The sign which shows the loudness and softness of musical sound.	C	Tie
(iv)	A resting place at the end of a phrase in a melody.	D	Volume
(v)	An arc between two notes of the same pitch indicating the second note should not be played.	E	Cadence
(vi)	The relative highness or lowness of a sound.	F	Scale
(vii)	The key in the fifth relationship to the original tone.	G	Triad
(viii)	The differences between two notes played at the same tune.	H	Pitch
(ix)	A series of eight sounds in ascending or descending.	I	Dominant
(x)	Beats grouped into patterns that are consistent throughout a passage.	J	Rhythm
		K	Tone
		L	Interval
		M	Octave

Answers

List A	(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
List B	L	M	B	H	D	C	A	J	L	I

Extract 2.1 shows a sample of a weak response from a script of a student who failed to match the items in List A with the response in List B.

Extract 2.2

2. Match the items in **List A** with the response in **List B** by writing the letter of the correct response below the item number in **List A** in the table provided.

List A		List B	
(i)	The rule of tones and semitones.	A	Meter
(ii)	A chord which has only three notes.	B	Tempo
(iii)	The sign which shows the loudness and softness of musical sound.	C	Tie
(iv)	A resting place at the end of a phrase in a melody.	D	Volume
(v)	An arc between two notes of the same pitch indicating the second note should not be played.	E	Cadence
(vi)	The relative highness or lowness of a sound.	F	Scale
(vii)	The key in the fifth relationship to the original tone.	G	Triad
(viii)	The differences between two notes played at the same tune.	H	Pitch
(ix)	A series of eight sounds in ascending or descending.	I	Dominant
(x)	Beats grouped into patterns that are consistent throughout a passage.	J	Rhythm
		K	Tone
		L	Interval
		M	Octave

Answers

List A	(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
List B	L	M	B	H	D	C	A	J	L	I

Extract 2.2 shows a sample of a good response from a script of a student who matched the items in List A correctly with the response in List B.

On the other side, the students who performed well in this question had adequate knowledge and skills on the musical terms. Extract 2.2 shows a sample of a good response from a script of a student.

2.3. Question 3: True and False Questions

The question had ten (10) items (i– x) that required students to write TRUE if the statement is correct and FALSE if the statement is not correct. The question aimed at assessing the students’ familiarity with the course contents.

Question 3 was attempted by all students (100%) who sat for the Form Two National Assessment (FTNA) 2018. The performance of students in this question was good. The pass marks show that, the students who scored from 7 to 10 marks were 59.8 percent which indicates good performance, 36.2 percent of the students scored from 3 to 6 marks indicates average performance and 4.0 percent of the students scored from 0 to 1 mark. All the marks scored in this question were out of 10 marks. Figure 3 summarizes the students’ performance in this question.

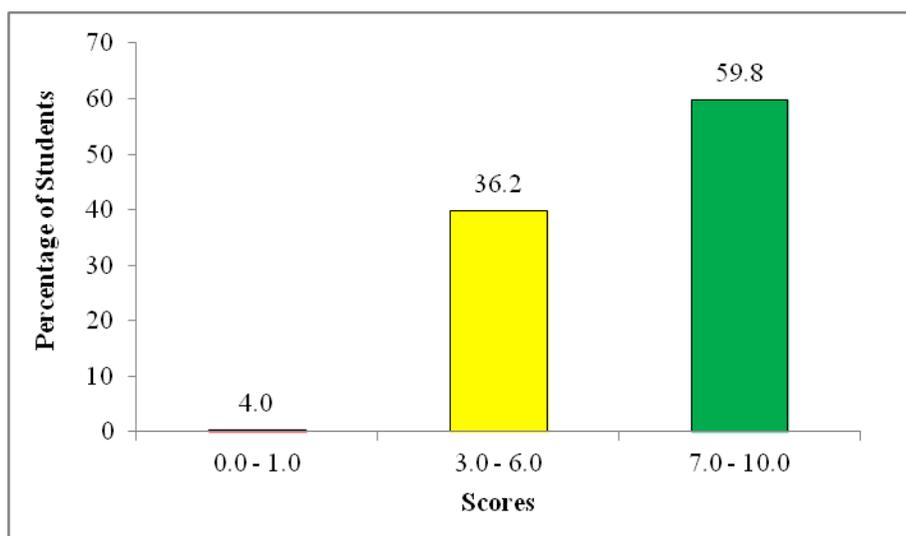
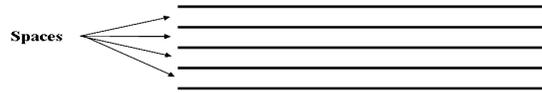


Figure 3: showing the students’ performance in question three.

Item (i) stated that “*The length of time a musical sound exists is called duration*”. The correct answer was *TRUE*. The students who opted for the response *TRUE* had adequate knowledge about note values and duration of musical sounds. Musical notes exist depending on their values in a musical score, (for instance, a *minim-note* exists for two beats and a *crotchet-note* exists for a single beat). The students who wrote *FALSE* lacked knowledge on the note and time value in music theory.

Item (ii) stated that “*A treble stave has got five spaces*”. The correct response was “*FALSE*”. The students who wrote this correct answer had an adequate

knowledge on musical staff notation (staves). A musical staff has five lines that make four spaces. The students who wrote "*TRUE*" failed to distinguish between staff lines and spaces as shown in this illustration.



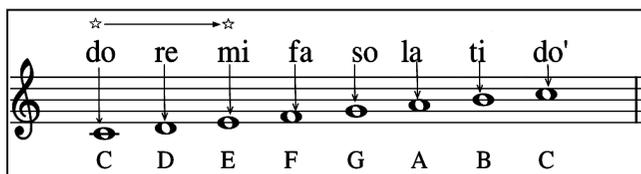
Item (iii) stated that "*The interval is the distance in pitch between the fifth and the seven tone*". The students who chose the correct answer "*FALSE*" were knowledgeable enough of the intervals. In music, interval is the distance between any two pitches, such as C to D, C to E, G to B^b and A to F[#], etc. The distance from C to D contains two scale tones that form a second interval. The distance from C to E contains three scale tones C-D-E that make a third interval. If a tone is played alternating as in a melody, it is known as a melodic interval. If two or three tones are played simultaneously they form a harmonic interval. The students who opted for "*TRUE*" lacked the knowledge and skills in intervals.

Item (iv) stated that "*Flat is a symbol indicating that a tone is lowered by a half step*". The correct response was "*TRUE*". The students who opted for this correct response had the knowledge about the *flat* sign used in writing notes. In music, *flat*, *sharp* and *natural* are musical signs used to modify the notes. A *sharp*, which its sign is #, raises a note by a half step or semitone, and a *flat*, which its sign is **b**, lowers a note by semitone. *Natural* used to cancel a note which is raised by a *sharp* or lowered by a *flat*. The students who chose option "*FALSE*" lacked enough skills about accidentals in music.

Item (v) stated that "*A bass Clef has five lines*". The students who chose the correct answer "*TRUE*" had the knowledge and skills with the bass clef staff. In music, any staff has five lines and they are counted from in the illustration to above. Therefore, the first line is in the bottom and the fifth line is at the top. There are several staves used in writing music, such as treble clef staff, Bass clef staff, Alto clef staff and tenor clef staff. Those who opted for "*FALSE*" lacked enough skills about staves.

Item (vi), stated that "*if note C is "doh" note E will be "so"*". The students who wrote the correct answer "*FALSE*", were aware that if note C is the tonic "*doh*" then note E will be "*mi*". The students who wrote *TRUE* had inadequate knowledge on the solfa notation. The solfa notation goes parallel

with the alphabetical order of a musical scale, i.e., from C (as a tonic in C major scale) to the upper C (octave) as shown in this stave.



Item (vii) stated that, “*The term "Fortissimo" means very loud*”. The correct response was *TRUE*. The students who wrote this response were conversant enough with the meaning of the word *fortissimo* in music. *Fortissimo* is one of dynamics used in music. Others are *forte* which means loud, *piano* which means soft, *pianissimo* which means *very soft*, *fortississimo* which means *very very loud* and *pianississimo* which means *very very soft*. Those who wrote an incorrect answer “*FALSE*” lacked knowledge on term “*fortissimo*”.

Item (viii) stated that “*Jazz band music is played in Roman Catholic churches*”. The correct answer was *FALSE*. The students who wrote this response were conversant enough with jazz music. Historically, Jazz music originated in New Orleans around 19th or at the beginning of 20th century. It is a dance music style arranged for a large band and marked of some of the features, such as blues and vocal. Those who wrote *TRUE* failed to distinguish between church music and Jazz music. Jazz music style has been used in different musical bands but not in churches, especially Roman Catholic Church.

Item (ix), stated that “*Maasai always uses drums during their music dance*”. Those who opted for the correct answer, *FALSE* were knowledgeable about the maasai dances. Maasai is one of the nomadic societies found in Northern part of Tanzania. Maasai usually perform traditional dance (sekei) during their celebration. They use sticks, beads around their necks and feet to stamp at the ground as musical instruments while they are dancing. Those who chose an incorrect response, *TRUE* lacked knowledge on musical instruments used in maasai and possibly failed to know which kind of dance is played by maasai.

Item (x) stated that “*Marimba is categorized in tuned idiophones*”. The correct answer was *TRUE*. The students who chose this response understood well the types of traditional musical instruments found in Tanzania and

abroad. Those who wrote an incorrect response *FALSE* failed to know the untuned and tuned idiophones among the groups of the traditional musical instruments. Marimba is one of the traditional musical instruments under tuned idiophones.

In general, the students who performed weakly in this question had inadequate knowledge on the topic of Rudiments of Music. Extract 3.1 shows a sample of a weak response from a script of a student.

Extract 3.1

3. For each of the following statements write **True** if the statement is correct or **False** if the statement is not correct.

(i) The length of time a musical sound exists is called duration..... *True*.....

(ii) A treble staff has got five spaces..... *5 spaces*.....

(iii) The interval is the distance in pitch between the fifth and the seventh tone..... *scale*.....

(iv) Flat is a symbol indicating that a tone is to be lowered by a half step..... *step*.....

(v) A bass clef has five lines..... *lines*.....

(vi) If note C is "doh" Note E will be "so"..... *solfe*.....

(vii) The term "fortissimo" means very loud..... *The*.....

(viii) Jazz Band music is played in Roman Catholic churches..... *players*.....

(ix) Maasai always uses drums during their music dance..... *but*.....

(x) Marimba is categorized into tuned idiophones..... *fortissimo*.....

Extract 3.1 shows a sample of a weak response from a script of a student who failed to answer the question three correctly

The students who performed well in this question had adequate knowledge on the topic of Rudiments of Music. Extract 3.2 shows a sample of a good response from a script of a student.

Extract 3.2

3. For each of the following statements write **True** if the statement is correct or **False** if the statement is not correct.

(i) The length of time a musical sound exists is called duration..... *True*.....

(ii) A treble stave has got five spaces..... *False*.....

(iii) The interval is the distance in pitch between the fifth and the seventh tone..... *False*.....

(iv) Flat is a symbol indicating that a tone is to be lowered by a half step..... *True*.....

(v) A bass clef has five lines..... *True*.....

(vi) If note C is "*doh*" Note E will be "*so*"..... *False*.....

(vii) The term "*fortissimo*" means very loud..... *True*.....

(viii) Jazz Band music is played in Roman Catholic churches..... *False*.....

(ix) Maasai always uses drums during their music dance..... *False*.....

(x) Marimba is categorized into tuned idiophones..... *True*.....

Extract 3.2 shows a sample of a good response from a script of a student who answered the question three correctly.

2.4. Question 4: Describing Musical Terms

The question had five items, (a) – (e). In these items, the students were required to describe each of the given terms (major scale, rhythm, clef, a note and Triad) according to the Rudiments of Music. The question tested the students' ability in reading and writing major scale, rhythms, clefs, notes and triads.

Question 4 was attempted by all students (100%) who sat for the Form Two National Assessment (FTNA) 2018. Their performance in this question was poor. The pass marks show that, the students who scored from 0 to 2 marks were 53.6 percent of the students, 37.6 percent of the students scored from 3 to 6 marks and 8.8 percent of the students scored from 7 to 10 marks out of 10 marks. Figure 4 summarizes the students' performance in this question.

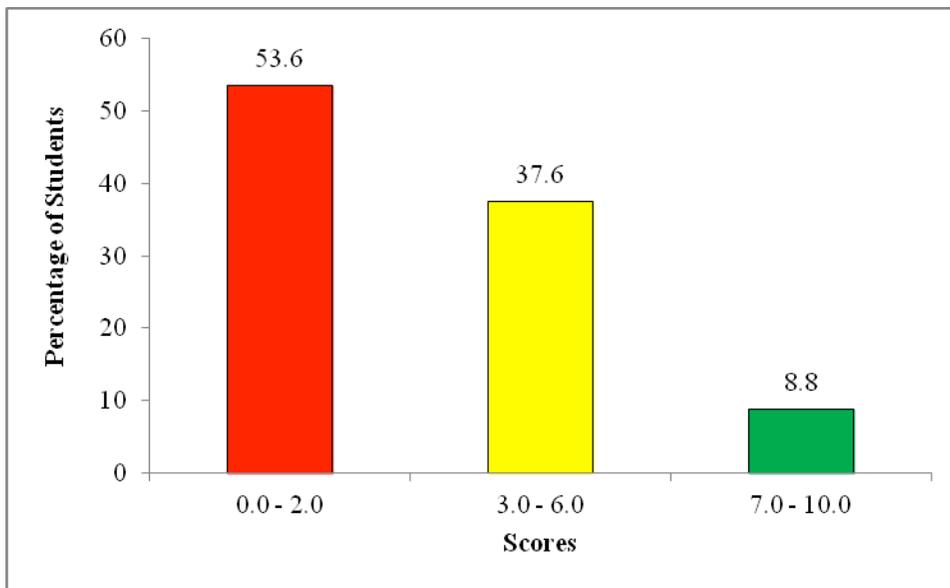


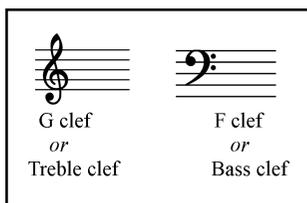
Figure 4: showing the students' performance in question four.

In item (a), the students were required to define the term “*Major scale*”. The correct answer was “*Major scale is a pattern of eight notes that create a musical scale characterized by a major third between the first and third degree, perfect fourth between the fourth and the seventh degree, and half step or minor second between the third and fourth, and between the seventh and eighth degree*”. The students who wrote this response had enough knowledge on the scales. On other side, the students who failed to respond lacked knowledge on describing musical terms. Some of them tried to copy some parts of the questions from the question paper, adding their own words to get answers. For example, they wrote “*Major scale is an alphabetical succession of eight sound notes consisting of tones and semitones. Semitones occur between the third and the fourth seventh and eight degree of the scale*”. Other students wrote, “*Major scale is diatonic scale consisting of whole note and two half note. Major scale is formed by the formula of tone, tone semitone tone tone, tone semitone*. Generally, these answers were irrelevant because they indicate that students were not conversant with the major scales.

Item (b) required the students to describe the term “*Rhythm*”. The correct answer was “*Rhythm is a succession of notes having different values under a particular time signature*”. The students who wrote this answer were knowledgeable about the note values and rhythms. The students who failed

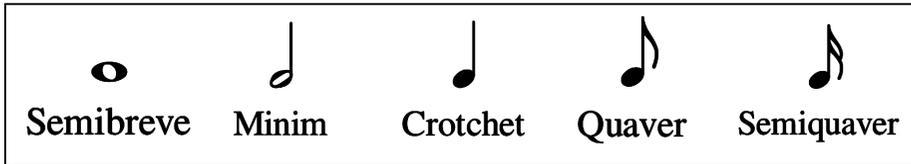
to describe this term clearly were not familiar with the rhythm. In this item many students failed to describe the term rhythm because of lack of knowledge on writing and reading different rhythms. One of the students wrote, "Rhythm is the movement between two pitch or note". Some of the students wrote "Rhythm an are between two notes of the same pitch indicating the second note should not be played", "Rhythm this is the differences between two notes played at the same tune" and "Rhythm is the component of Music" The students who wrote these answers were not familiar with the subject matter.

Item (c) required the students to describe the "clef". The correct response was "A symbol written at the beginning of musical staff to indicate names and pitch of notes showing whether the tone is in higher or low pitches corresponding to its lines and spaces". The students who wrote this answer were knowledgeable on musical symbol specifically clef. Students who failed to describe this sign had inadequate knowledge on musical symbols and signs. Some students failed to explain the clef sign clearly. One of the students wrote, "Clef are the symbols which is divided into two group that is treble clef and bass clef, treble clef used high pitch while bass used lower pitch". Another student wrote, "is the musical term which when in use express that pitch and fixed note in rhythm. It shows that the note have fixed and pitches. Example of the clef is G clef or bass clef in which its alphabet G encircles the second line". These students were not familiar with the sign of Clef due to the lack of knowledge on musical signs in Rudiments of music for example, G Clef and Bass Clef as shown in the illustration.



Item (d) required the students to describe "A note". The correct answer was, "A note is a musical sign that represents sound and duration. The note's position and form is indicated by the pitch and duration of the tone. All notes have length however the number of length differs from one note to other. Some of the notes used in music are, semibreve, minim, crotchet, quaver and semi quaver." The students who responded to this item correctly had the knowledge and skills on notes values. However, some of students failed to describe the term note correctly. For example, one student wrote, "A note are

semitone higher than the origin note." Other students wrote, *"A note is a symbol which between or three beats"*, *"A note is a distance from whonot"* and *"A note is the set of musical instrument"*. In general, their answers were irrelevant because they failed to describe the term note as the symbol represents sound and duration which is used in writing music, The following illustration shows different types of notes.



Item (e) required students to define the word *"Triad"*. The correct answer was *"A group of three tones consist of the root, the third and the fifth above the root that sound simultaneous"*. The students who wrote this response were aware of the triad. The students who failed to write the correct answer had poor knowledge on the content of the subject in harmony. For example, one of the students wrote, *"Triad is the sign which shows the loudness and softness of musical sound"* Other students failed to give the correct answer due to their lack of knowledge on content of the term. For instance, one of the students wrote, *"Triad is the note in a piece of music which belongs to the key of a piece whether it is major"*. These irrelevant responses indicate that the students were not aware of the triads and chords in Music theory.

In general, the students who performed weakly in this question had poor familiarity on reading and writing music by using major scales, rhythms and clefs. Moreover, they failed to read and write notes and triads according to the respective scales and clefs. Extract 4.1 shows a sample of a weak response from a script of a student.

Extract 4.1

4. Briefly describe the following musical terms:

(a) Major scale. Is a scale that contains all scale in a certain bar.

(b) Rhythm. Is a resting place at the end of a phrase in a melody.

(c) Clef. This a diagram that a found in music which have specific drawing in them.

(d) A note. Is a symbol that indicate a in a certain clef either bass or Treble clef.

(e) Triad. Are beats grouped into patterns that are consistent throughout a passage.

Extract 4.1 shows a weak response from a student who failed to describe the term major scale, rhythm, clef, a note and triad.

On the other hand, the students who performed good in this question had adequate knowledge on reading and writing music terms which enabled them to describe major scales, rhythms, clefs, notes and triads used in music. Extract 4.2 on page 25 shows a sample of a good response.

Extract 4.2

4. Briefly describe the following musical terms:

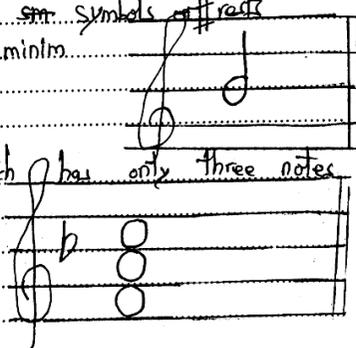
(a) Major scale. Is a series of eight sounds in ascending or descending, which has major interval between tonic and mediant.

(b) Rhythm. Refers to the differences between two notes played at the same time. Rhythms are the beats grouped into patterns that are consistent through a passage.

(c) Clef. Is a musical symbol which drawn on staff with different pitches of notes. We have G-clef (C1) and F-clef (C2).
F-clef is also called Bass clef and G-clef is also called Treble clef.

(d) A note. Is a music term which is represented on staff or stave by some symbols. For example, minims.

(e) Triad. Is a chord which has only three notes for example.



The image shows two musical staves. The first staff has a treble clef and a single note (minim) on the second line. The second staff has a treble clef and three notes (a triad) on the first, second, and third lines, with a flat symbol (b) on the first line.

Extract 4.2 shows a good response from a student who described the term major scale, rhythm, clef, a note and triad correctly.

2.5. Question 5: Writing Rhythmic Bars According to the Given Time Signature

The question had five items (i - v). The students were required to write four rhythmic bars by using the given time signatures. The question aimed to

assess the students' knowledge of the content subject on the time signatures and rhythmic bars.

This question was attempted by all students (100%) who sat for the Form Two National Assessment (FTNA) 2018. The performance of students in this question was average. The pass marks show that, the students who scored from 0 to 2.5 marks were 45.2 percent, 3 to 6 marks were 23.2 percent and 31.6 percent scored from 6.5 to 10 marks out of 10 marks. The analysis of this question shows that 45.2% of the students scored from 0 to 2.5 marks. Figure 5 summarizes the students' performance in this question.

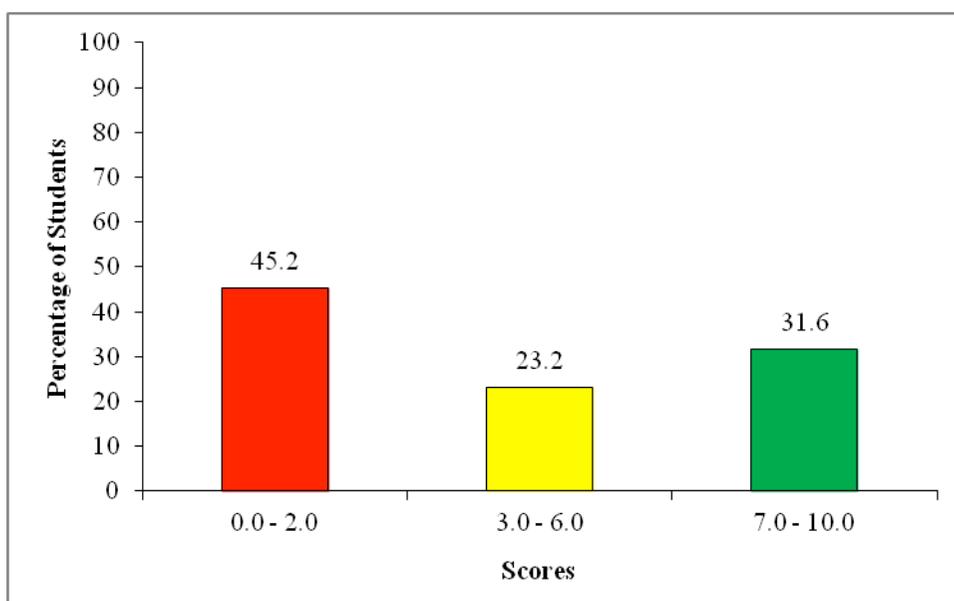


Figure 5: showing the students' performance in question five.

The following is the analysis of the students' responses in all items. The analysis shows the strengths and weaknesses of the students' responses.

In items (i - v), the students were required to make four rhythmic bars to each of the following time signature $\frac{2}{2}$, $\frac{2}{4}$, $\frac{3}{8}$, $\frac{4}{4}$ and $\frac{5}{8}$. The answer was to "compose a four rhythmic bars with; (i) two minim beats per bar in $\frac{2}{2}$ time signature, (ii) two crotchet beats per bar in $\frac{2}{4}$ time signature, (iii) three quaver beats per bar in $\frac{3}{8}$ time signature, (iv) four crotchet beats per bar in $\frac{4}{4}$ time signature and (v) five quaver beats per bar in $\frac{5}{8}$ time signature as indicated in the following extracts".

(i) $\frac{2}{2}$ 

(ii) $\frac{2}{4}$ 

(iii) $\frac{3}{8}$ 

(iv) $\frac{4}{4}$ 

(v) $\frac{5}{8}$ 

54.8% of the students were able to write the rhythm according to the given time signatures. The students who wrote the rhythms correctly had enough knowledge and skills about the notes values, rhythms and time signatures. However, many students failed to distinguish the note values used in constructing rhythm and time signature in respective rhythm. For example, one student wrote, (i) a four rhythmic bars by using two crotchets per bar in *Alla breve* or $\frac{2}{2}$ time signature. (ii) In $\frac{2}{4}$ time signature s/he composed four rhythmic bars by using two minims in each bar. (iii) For $\frac{3}{8}$ time signature s/he wrote four rhythmic bars with three minims in each bar. (iv) In $\frac{4}{4}$ time signature s/he composed a four rhythmic bars by using four minims in each bar and (v) s/he wrote a four bar rhythm in $\frac{5}{8}$ time signature by using three minims and two tied minims in each bar. These answers were irrelevant to the subject matter. The students who composed rhythms in this form were not conversant with notes values, rhythms and time signatures.

In general, the students who performed weak in this question lacked the knowledge in writing rhythms according to time signatures. They also failed to differentiate between the notes used as a beat in duple time signature and a note used as a beat in triple time signature. Furthermore, they couldn't distinguish between the notes and rests used in the particular rhythm. Extract 5.1 shows a sample of a weak response from a script of a student.

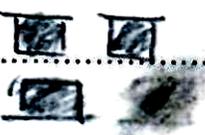
Extract 5.1

5. Make four rhythmic bars to each of the following time signature.

(i) $\frac{2}{2}$ 

(ii) $\frac{2}{4}$ 

(iii) $\frac{3}{8}$ 

(iv) $\frac{4}{4}$ 

(v) $\frac{5}{8}$ 

Extract 5.1 shows a sample of a weak response from a script of a student who failed to write rhythms according to time signatures.

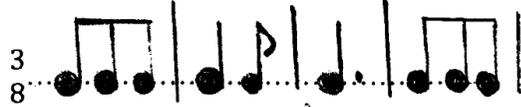
On the other hand, the students who performed well in this question managed to associate note values and time signature used in respective rhythms. The students who composed correct rhythms were familiar with the topic of Rudiments of Music. Extract 5.2 shows a sample of a good response.

Extract 5.2

5. Make four rhythmic bars to each of the following time signature.

(i) $\frac{2}{2}$ 

(ii) $\frac{2}{4}$ 

(iii) $\frac{3}{8}$ 

(iv) $\frac{4}{4}$ 

(v) $\frac{5}{8}$ 

Extract 5.2 shows a sample of a good response from a script of a student who composed correct rhythms according to time signatures.

2.6. Question 6: Naming Notes on the Stave and Writing Musical Rests on the Given Rhythms

The question had two parts; (a) (i-v) and (b) (i-ii). In part (a), the students were required to draw a relevant clef that make the given letter name of note to be correct and part (b) required the students to put the correct rest in each bar indicated with the star. The question tested the students' ability on naming musical notes and writing rests in the rhythms.

Question 6 was attempted by all students (100%) who sat for the Form Two National Assessment (FTNA) 2018. The performance of students in this question was good because 50.3 percent of the students scored from 13 to 20 marks. The students who scored from 0 to 5.5 marks were 25.2 percent, 24.5 percent scored from 6 to 12 marks out of 20 marks. The analysis of this

question shows that most of the students scored from 13 to 20 marks. Figure 6 summarizes the students' performance in this question.

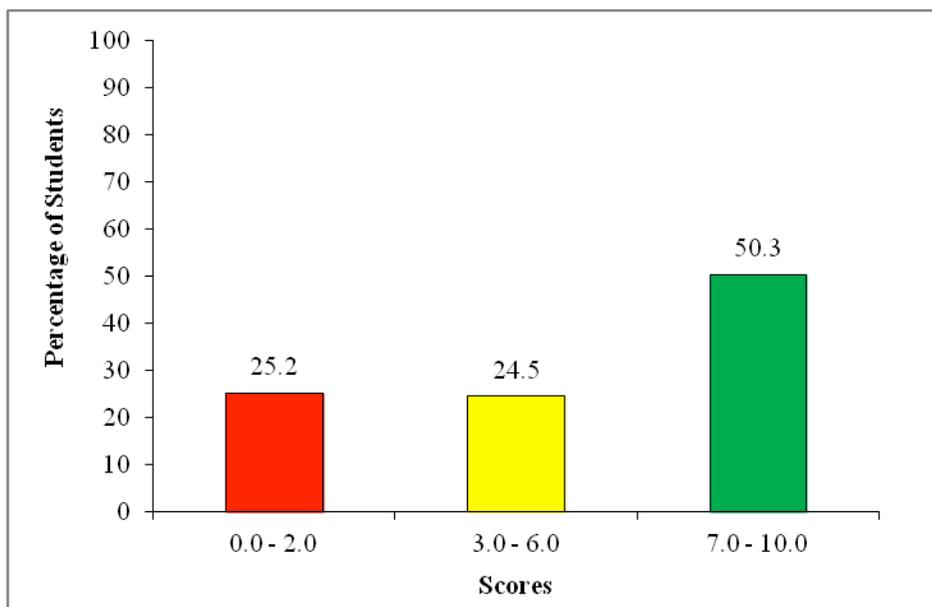


Figure 6: showing the students' performance in question six.

The analysis of the students' responses in each item indicates that the students who performed weak in this question lacked knowledge and skills in writing clefs, naming musical notes and rests on staves. Therefore, they failed to distinguish treble clef and bass clef, notes used in bass clef and those used in treble clef. Some of the students wrote alphabetical names of notes i.e "C,D,E,F,G,A,B and C" instead of clef while others write time signatures. These answers indicate that the students were not understand musical signs specifically clefs, notes and rests in the topic of Rudiments of Music.

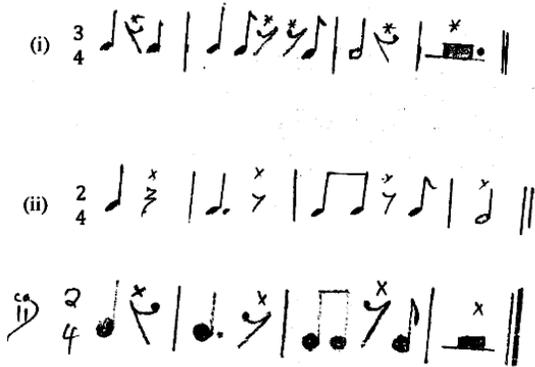
The following is an extract of a weak response from one of the student who had inadequate knowledge in writing clefs, notes and rests. As a result, he/she failed to write the letter names of notes and rests in the required rhythms. Extract 6.1 displays a sample of a weak response

Extract 6.2

6. (a) In each of the following staff lines draw a relevant clef that will make the given letter name of a note to be correct.



(b) Put the correct rest in every bar below the star (*) shown.



Extract 6.2 shows a sample of a good response from a script of a student who was able to name musical notes on staves and write rests in rhythms.

3.0. ANALYSIS OF STUDENTS' PERFORMANCE PER TOPIC

The Music FTNA 2018 had six questions that were set from all three topics of Form One and Two. The analysis of the students' performance in each topic indicates that the students had a good performance in the sub-topics of *Triads and Chords*, *Musical terms*, *Scales*, *Note values*, *Clefs*, *Time signatures*, and *Classes of Musical instruments* in the topics of *Rudiments of Music*, *Harmony and Applied Music*. However, the analysis shows that out of the three tested topics, one topic (*Rudiments of Music*) in sub-topics of *Musical terms and Note value and writing rhythm* had weak performance. Analysis of performance in each question reveals that the students had good marks in questions number 1, 3 and 6. The students scored average marks in questions number 2 and 5. The weak performance was observed in question number 4. The performance of students in different topics is summarized in the *Appendix*.

4.0. CONCLUSION

The analysis of the students' performance was done on the questions which were performed well, average and those with weak performance. The general performance of the students in 017 Music in FTNA 2018 was *good*.

The analysis shows that 54.8 percent of the students scored marks from 30 percent and above. It proves that students had good performance due to adequate knowledge and skills after providing correct answers and clear explanations on the sub - topics of *scales, triads and chords, note value, musical terms, intervals and types of intervals, musical terms, key signature, time signatures, and classes of musical instruments* in the topics of *Rudiments of Music, Harmony and Applied Music*. However, the analysis shows that students scored marks in the illustration 30 percent in the sub-topics of *Note value, writing rhythms and Musical terms* from the topic of *Rudiments of Music* and *Writing triads* in the topic of *Harmony*.

5.0. RECOMMENDATIONS

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

Teachers should guide students to prepare well for the examinations by employing variety of teaching and learning techniques to enable them to answer the questions as required. More importantly, teachers should guide students on how to identify the demands of the questions.

Students should get time and put more efforts on practicing different written musical works in their exercise books under the supervision of their teachers. For example, exercises of note intervals and chords, musical terms and signs, music jigsaw (puzzle) will enable them to become more familiar with different types of music questions.

Students should get time and put more efforts on practicing different music performance works, for example singing simple melodies and solfa-notation, playing musical instruments, practising by reading musical notes and different musical sheets correctly so that they become more familiar with different types of voices or music sounds, texture and harmony.

Summary of Students' Performance per Topic

S/N	Topics	Number of Questions	Percentage of students who scored 30 percent and above	Remarks
1.	<ul style="list-style-type: none"> • Rudiments of Music • Harmony • Applied Music 	3	96.0	Good
2.	<ul style="list-style-type: none"> • Rudiments of Music • Harmony • Applied Music 	1	88.6	Good
3.	Rudiments of Music	6	74.8	Good
4.	<ul style="list-style-type: none"> • Rudiment of Music • Harmony 	2	57.4	average
5.	Rudiments of Music	5	54.8	average
6.	<ul style="list-style-type: none"> • Rudiment of Music • Harmony 	4	46.4	poor

