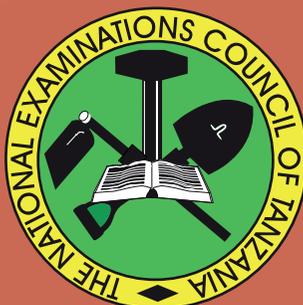


THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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

019 THEATRE ARTS

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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

019 THEATRE ARTS

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	8
2.3 Question 3: Filling in the Blanks	14
2.4 Question 4: True and False Items	19
2.5 Question 5: Theatre Arts, Culture and World Theatre Practices	23
2.6 Question 6: Performing Techniques in African Theatre	27
2.7 Question 7: World Theatre Practices	30
2.8 Question 8: Culture	34
2.9 Question 9: Theatre Arts Practice in Tanzania and Performing Techniques in African Theatre.....	37
2.10 Question 10: World Theatre Practices	41
2.11 Question 11: Culture	45
3.0 ANALYSIS OF STUDENTS' PERFORMANCE PER TOPIC.....	48
4.0 CONCLUSION AND RECOMMENDATIONS.....	49
4.1 Conclusion	49
4.2 Recommendations.....	49
Appendix.....	51

FOREWORD

The Form Two National Assessment (FTNA) is a formative assessment which provides an evaluation of the effectiveness of the teaching and learning of a two year secondary education. Theatre Arts is one of the subjects assessed at this level.

This assessment report on the performance of students in Theatre Arts for Form Two National Assessment (FTNA) 2018, aimed at giving feedback to students, teachers, parents, policy makers, curriculum developers and other educational stakeholders on how the students responded to the assessment items. The report identifies the reasons for students' good and poor performance, and the factors which led to the respective performance. In addition, the report shows the percentage of students who scored well, moderately and poorly in each question.

The reasons noted for the good performance of the students were the ability to identify the demands of the questions, mastery of the subject matter and the ability to write a coherent English Language. On the other hand, it was observed that some students performed poorly because of lack of knowledge on the subject matter, inability to understand the demands of the items, inability to interpret and comprehend concepts in a given passage and poor English Language skills.

The National Examinations Council of Tanzania believes that, this feedback will assist the students, teachers, parents, policy makers and other educational stakeholders in taking the necessary steps to improve the teaching and learning process which will eventually lead to better performance not only in FTNA but also in the Certificate of Secondary Education Examination (CSEE).

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



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents the analysis of the students' performance in Theatre Arts subject for the Form Two National Assessments (FTNA) done in November, 2018. The assessment covered the Theatre Arts Syllabus of 2008 and adhered to the examination format of 2008.

The paper comprised eleven (11) questions, where students had to answer only ten questions. Questions were distributed in three sections, namely A, B and C. Section A had four (04) questions which were divided into multiple choices, matching items, filling in the blanks and True and False questions. Section B contained five (05) short answer questions, whereas section C had two (02) essay questions. Section A carried 30 marks, section B 50 marks, and section C 20 marks, respectively making a total of 100 marks. The students were required to attempt all questions in section A and B and choose one question in section C.

The analysis shows how the students performed in each question by indicating the strengths and weaknesses shown by the students in answering the questions. The report also presents the percentage of the students who scored various marks based on their responses. The extracts of the students' answers have been inserted in the appropriate sections to illustrate the respective cases.

The students' performance in each question is categorised based on the percentage of students who scored 30 marks and above in a respective question, whereby from 0 to 29 percent represents poor performance, 30 to 64 percent represents an average/moderate performance and 65 to 100 percent indicated a good performance. In addition, red, yellow and green colours are used to indicate poor, average and good performance, respectively.

A total of 166 students in Theatre Arts sat for the Form Two National Assessment (FTNA), where 9 out of the 166 students, their results were withheld due to various reasons. 158 students had clean results whereby their performance was as follows: 57 (36.08 percent) of the students passed with the following grades: A – 0 (0 %); B – 0 (0 %), C – 11 (6.96 %); D - 46 (29.11 %), and grade F – 101 (63.92 %) failed, as shown in Table 1.

Table 1: Students Pass Grades in FTNA 2018 Theatre Arts National Assessment

Grade	A	B	C	D	F
percent of Students	0	0	6.96	29.11	63.92

The performance of 2018 is lower by 3.92 percent compared with 2018 Theatre Arts National Assessment.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE PER QUESTION

2.1 Question 1: Multiple Choice Items

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

The question was attempted by all 100 percent students who sat for the assessment and their performance was good, as 74.7 percent students scored from 3.0 to 6.0 marks, 13.9 percent students scored from 7.0 to 10.0 marks and 11.4 percent students scored from 0.0 to 2.0 marks. Figure 1 summarises the students' performance.

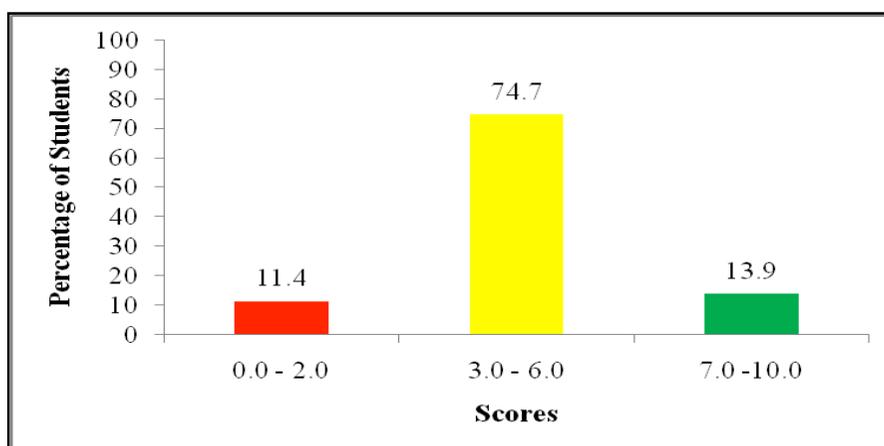


Figure 1: The percentage of students' performance in question 1.

In item (i), the students were required to point out the theatre practice whose major components are plot, characters, thought, diction, music and

spectacles. This item tested the students' knowledge about western theatre practices and their production techniques. The correct response was D "*Western Theatre*". Students who selected this answer knew that plot, characters, thought, diction, music, and spectacles are the major components of Western Theatre particularly drama. Those who opted A "*Northern Theatre*" have knowledge on the subject matter but confused with the geographical location where practitioners of Western Theatre live. Moreover, Students who opted B "*African Theatre*", had inadequate knowledge of the Western Theatre hence guessed the answer. Furthermore, those who opted for C "*Eastern Theatre*" lacked adequate knowledge about Western theatre.

In item (ii), the students were required to choose the correct order of rehearsal among the given alternatives. This item tested the students' knowledge about Performing Techniques in Selected Non-African Theatre. The correct answer was C "*Blocking rehearsal, technical rehearsal and dress rehearsal*". Those students who responded correctly were aware of the stages of rehearsal which one has to follow during theatre production process. However, students who opted for A "*Blocking rehearsal, dress rehearsal and technical rehearsal*", were not knowledgeable on various stages of rehearsal. In terms of arrangement, one cannot perform the dress rehearsal before technical rehearsal. Normally, technical rehearsal precedes dress rehearsal. Likewise, students who chose incorrect answer B "*Technical rehearsal, blocking rehearsal and dress rehearsal*", and students who opted for the incorrect response D "*Dress rehearsal, blocking rehearsal and technical rehearsal*", failed to realize that there are always correct arrangement of rehearsals in theatre production. The director, actor and any crew involved in theatre production follow the suggested correct arrangement of rehearsals. That is to say, the actor/actress starts by learning his/her lines, how to move on the stage, and what to do while on stage in relation to his/her character. Dress rehearsal will come last as it complements the character's appearance.

In item (iii), the students needed to select from given alternatives the reactions taken by Tanzania against colonial theatre immediately after independence. This item tested students' understanding on theatre arts practices in Tanzania. The correct response was A "*To encourage schools to teach Tanzanian theatre forms*". The students who selected the correct answer understood that after independence (1961), Tanzania decided to revive and promote indigenous cultural activities. One of the initiatives taken by the government was to encourage schools to teach Tanzania indigenous

theatrical forms such as dance and songs. On the other hand, those who selected the incorrect answer B *"To encourage the use of local languages in all gatherings"* had poor understanding on the reactions taken by Tanzania after independence, hence failed to realize that the use of local language in all gathering was not among the reaction taken against colonial theatre because the only language that was encouraged to be used was Kiswahili language and not local languages. Also, students who chose the incorrect response C *"To motivate people to rely on their cultural believes"* were just guessing the answer. It indicates that these students were not aware of what happened with the Tanzanian theatre history and practices. Those who selected the incorrect answer D *"To establish local chiefs who could encourage local theater forms"*, failed to realize that after independence Tanzania discouraged chiefdom systems. Students who chose this item seem to have poor knowledge on theatre arts practices in Tanzania. Generally, students who had poor performance in this question demonstrated lack of knowledge on Tanzania theatre practices.

In item (iv), the students were required to select the forms of western drama among the given alternatives. This item tested the students' knowledge about forms of Western drama. The correct answer for this question was A or B; A *"comedy, melodrama and Tragi-comedy"* or B *"Tragedy, comedy and melodrama"*. In this question, therefore, alternatives A and B were both correct answers. The students who opted for "A" or "B" had enough knowledge about the forms of Western drama. On the other hand, the students who chose the incorrect response C *"Recitation, comedy and melodrama"*, had poor understanding on subject matter. They failed to realize that Recitation is a form of African theatre and not a form of western drama. Moreover, those who opted for incorrect item D *"Tragedy, recitation and melodrama"*, show that they have inadequate knowledge about Western drama. They failed to recognize that Recitation as a form of theatre is categorized as an African theatre form in terms of its origin. In this case therefore, students lacked knowledge about the subject matter.

In item (v), the students were instructed to point out major forms of Japanese theater of which the roles of both sexes are performed by men in a highly theatrical manner. This item tested the students' knowledge of major theatrical forms in oriental theatre with special attention on Japanese theatre. The correct response was D *"Kabuki"*. The students who chose this response knew that Kabuki is a Japanese theatre form of which the roles of both sexes

are performed by men. These students have enough knowledge on the forms of theatre in Japan. However, students who opted for A "*Banruk*" failed to understand that there is no such form of theatre in Japan named as "*Banruk*", but there is a Japanese theatre form known as "*Bunraku*". In this context therefore, students confused the term "*Banruk*" with "*Bunraku*". On the one hand, students who chose incorrect answer B "*No*", failed to realize that despite resembling to the *Nō* or *Noh*, another Japanese theatre form, it has been wrongly spelt. Students failed to realize wrong spellings set in this particular destructor. On the other hand, students who opted for C "*Opera*" failed to realize that Opera is the form of theatre performed in China and not in Japan. In general, those students who chose the incorrect responses had inadequate knowledge about nature of performers and their role in Japanese theatre tradition.

In item (vi), the students were required to select the performing dance to the gods. The item tested the students' knowledge about theatrical forms performed by African societies. The correct response was A "*ritual*". Students who answered correctly had the knowledge about theatrical forms performed by African societies, especially in praying and praising the gods. These students were aware that ritual is a form of African theatre used by Africans to communicate to their gods. However, students who chose the incorrect item B "*healing*", failed to understand that healing is not a dance performance for gods but is a therapeutically dance enhancing one to get relief from a particular sickness or challenging situation. Moreover, the students who opted for incorrect distracter C "*initiation*" did not realize that initiation is a ceremonial practice or a rite of passage meant to celebrate the marking of one's particular stage in life, for example children to adulthood. These students were not aware that initiation is one among the types of rituals. Furthermore, students who opted for the incorrect answer D "*feasting*" was not aware that feasting is an eating festival accompanied with entertainment. Generally, students who opted for incorrect answers demonstrated poor understanding of the subject matter in question. They failed to translate the performers and actions done while performing African theatrical forms.

In item (vii), students were required to identify the aim of theatre performance during colonial era. This item tested the students' knowledge about the role of theatre in Tanzania during colonial period. The correct response was C "*To influence Tanzanians to imitate the European way of*

life". Students who selected the correct response understood the aim of theatre performances during the colonial era, as it meant to introduce colonial culture to Tanzanians. However, the students who selected the incorrect response A "*To promote Tanzanians cultural activities*" failed to realize that the colonialists aimed to destroy the Tanzania culture by introducing European culture and developed specific mechanism to ensure that Tanzanians follow the imposed colonial culture, for example drama was introduced in schools and recreation centers were established in urban areas. Students who provided such response had inadequate knowledge on the aim of Theatre performance during the colonial era. Moreover, students who selected incorrect response B "*To entertain the chiefs in the societies*" failed to realize that colonialists were against chiefdoms, and the local chiefs had no power during colonial era. Students who chose the incorrect answer D "*To give colonialists a sense of identity and superiority*" failed to understand that during colonialism, colonialists were the ones with both managerial and economic power. Therefore, they were superior compared to Tanzanians.

In item (viii), the students were required to point out the position of the audience in most African theatre performances. This item tested the students' knowledge about Performing Techniques in African Theatre. The correct response was C "*participatory*". Students who opted for this answer had enough knowledge on the features of African performances, whereby the audience is involved in the performance. However, students who opted for incorrect answer B "*live Performance*" showed that they had inadequate knowledge about Performing Techniques in African Theatre. This is because the essence of having a live performance does not give explanation on the position of audience in the particular performance. Likewise, students who chose the incorrect answer D "*functional*" focused on the features of African theatre, hence it does not tell about audience's engagement in the performance. Again, students who opted for A "*Oral delivery*" commented on the way the message in African theatre performances is communicated instead of stating the characteristics of the African performance in relation to audiences' engagement.

In item (ix), the students were required to name a common type of dance performed in Mtwara and Lindi. This item tested the students' knowledge about performing techniques in African Theatre with special focus to dance and its place of origin and dominance. The correct response was B "*sindimba*". Most of the students who answered this question were able to

identify the correct response. This shows that most students have enough knowledge about dance as a form of theatre in Tanzania. However, students who opted for the incorrect answer A "*bugobogobo*" failed to realize that this is the Sukuma dance, which is performed mostly in Mwanza region. Again, students who chose C "*mchiriku*" were not aware that this is a dance performed by people from the Coast region, particularly *Wazaramo* and *Wakwere* ethnic groups. Moreover, students who opted for incorrect answer D "*sangura*" failed to realize that this is a type of dance performed by *Wapogoro* ethnic group found in Morogoro region. Generally, students who selected incorrect response in this question failed to link the type of dance with the specific region of its origin and dominance.

In item (x), the students were required to identify the basic characteristics of indigenous African theatre. This item tested the students' knowledge on indigenous African theatre arts practiced in Tanzania before the coming of colonialists. The correct answer was A "*communal owned*". Students who chose this answer had adequate knowledge about the basic characteristics of African theatre. However, those who opted for incorrect answer B "*commercial owner*" confused the two terms "communal" with "*commercial*", hence demonstrated lack of knowledge on the basic characteristics of African Theatre. Moreover, students who opted for C "*personal owner*" did not understand that African indigenous theatre was part and parcel of the society and it is not something an individual can claim its ownership. Similarly, those who chose D "*monoculture owner*", demonstrate that they had inadequate knowledge about African theatre. Extract 1.1 shows a sample of correct response from a student.

Extract 1.1

1. For each of the items (i)-(x), choose the correct answer from among the given alternatives and write its letter in the box provided.	
(i) Plot, characters, thought, diction, music and spectacles are major components of A Northern Theatre B African Theatre C Eastern Theatre D Western Theatre.	<input type="text" value="D"/>
(ii) Which one of the following is the correct order of rehearsal? A Blocking rehearsal, dress rehearsal and technical rehearsal. B Technical rehearsal, blocking rehearsal and dress rehearsal. C Blocking rehearsal, technical rehearsal and dress rehearsal. D Dress rehearsal, blocking rehearsal and technical rehearsal.	<input type="text" value="C"/>
(iii) What kind of reaction was taken by Tanzania against colonial theatre immediately after independence? A To encourage schools to teach Tanzanian theatre forms. B To encourage the use of local languages in all gatherings. C To motivate people to rely on their cultural beliefs. D To establish local chiefs who could encourage local theatre forms.	<input type="text" value="A"/>
(iv) What are the forms of Western drama? A Comedy, melodrama and tragi-comedy. B Tragedy, comedy and melodrama. C Recitation, comedy and melodrama. D Tragedy, recitation and melodrama.	<input type="text" value="A"/>
(v) Major forms of Japanese theatre of which the roles of both sexes are performed in a highly theatrical are identified as A Banruk B No C Opera D Kabuki.	<input type="text" value="D"/>
(vi) Performing dance to the gods is known as A ritual B healing C initiation D feasting.	<input type="text" value="A"/>
(vii) What was the aim of Theatre performances during colonial eras? A To promote Tanzanians cultural activities. B To entertain the chiefs in the societies. C To influence Tanzanians to imitate the European way of life. D To give colonialists a sense of identity and superiority.	<input type="text" value="C"/>
(viii) In most African theatre performances the audience remained as A oral delivery B live performance C participatory D functional.	<input type="text" value="C"/>
(ix) A common type of dance performed in Mtwara and Lindi is known as A <i>bugobogobo</i> B <i>sindimba</i> C <i>mchiriku</i> D <i>sangura</i> .	<input type="text" value="A"/>
(x) The basic characteristics of indigenous African theatre was A communal owned B commercial owner C personal owner D monoculture owner.	<input type="text" value="A"/>

Extract 1.1 shows a sample of correct response from a student who scored 9 out of 10 marks, hence demonstrate adequate knowledge about various topics from which the above questions were set.

2.2 Question 2: Matching Items

This question had matching items that were organised into List A and List B. List A had ten statements, (i) to (x), while List B comprised 15 responses

organised from A to O. The students were instructed to match the items in List A with the correct responses in List B by writing the letter of the correct response against the statement in List A. The statements in List A were extracted from the topic of World Theatre Practices. This question tested the students' knowledge about World Theatre Practices, or Theatre Arts Practices of the world.

All 166 (100%) students attempted the question and their performance was poor, as 74.7 percent students scored from 0.0 to 2.0 marks, 25.3 percent students scored from 3.0 to 6.0 and 0 percent students scored from 6.5 to 10 marks. Figure 2 shows a summary of the students' performance.

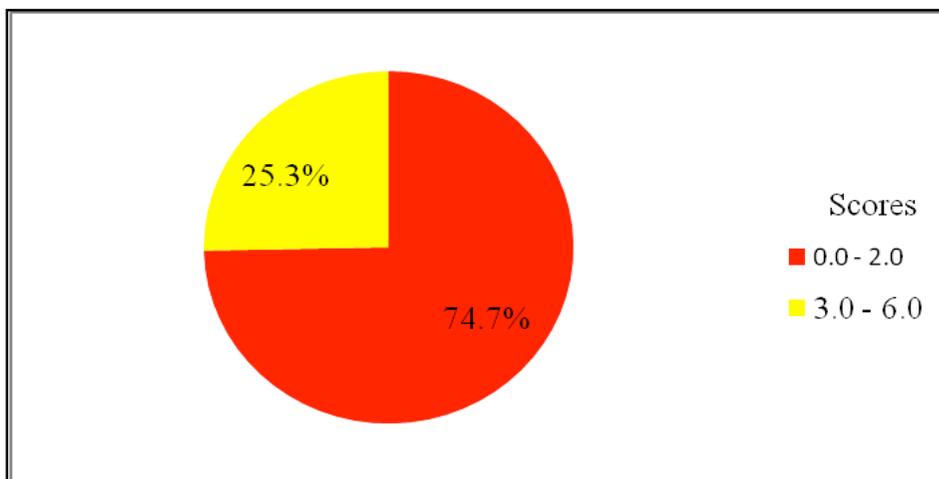


Figure 2: *The percentage of students' performance in question 2.*

In item (i), students were required to name the puppet theatre from Japan in which its features are musician and chanter. The correct response was E "*Bunraku theatre*". Students who matched the correct answer know that Bunraku is a Japanese puppet theatre. These students had knowledge of peculiar characteristics of various Japanese theatre forms, hence were able to match it correctly. However, other students failed to match the item with the correct response. For instance, most of the incorrect answers given by those students who attempted this question wrongly include "*kabuki theatre, Beijing opera, Noh theatre, Kathakali theatre, and Greek theatre*". Those students demonstrated inadequate knowledge about Japanese theatre forms that is Bunraku, Noh theatre, and Kabuki with their unique characteristics which normally differentiate one form of theatre with the other. Others failed to realize question stem, which in this question was

carried by the word "*puppet theatre from Japan*". Again, looking at the given wrong answers; Beijing opera is a Chinese theatre form, Kathakali theatre is an Indian theatre form and Greek theatre is one among the western theatres. With this kind of incorrect responses students demonstrated inadequate knowledge of Japanese theatre forms particularly Bunraku theatre.

In item (ii), students were required to match the popular form of theatres which combines music, dance and acrobatics. The correct response was L "*Chinese theatre*". Students who matched with the correct response are familiar with the Chinese theatre forms with their unique features. However, majority of the students matched it with wrong responses, such as "*Romantic Theatre, Kabuki theatre, Eastern theatre, Bunraku theatre, Kathakali theatre, Beijing opera, Sanskrit theatre, Greek theatre, Asian theatre, Western theatre, and Noh Theatre*" to name a few. These students were confused by the destructors provided as most of them represents Oriental / Eastern / Asian theatre, for example Kabuki theatre, Eastern theatre, Bunraku theatre, Kathakali theatre, Beijing opera, Sanskrit theatre, Asian theatre, and Noh Theatre. They failed to realize that despite being a form of oriental theatre, yet each form had its specific features that define it. Other students went totally astray by matching with "*western theatre, Greek theatre*". These students have inadequate knowledge about oriental / eastern theatre practices, hence guessed the answer.

In item (iii), students were asked to match the form of drama which exists only when there is a written play performed by actors on the stage. The correct response was F "*Western Theatre*". Those who got the correct answer had knowledge of Western theatre, which is in its existence the western theatre must contain a written script, a specific feature which is dominant with western theatre practices. However, other students matched with incorrect answers, such as "*Kathakali theatre, Beijing opera and Chinese theatre*". Those who provided incorrect responses had inadequate knowledge about western theatre practices.

In item (iv), Students were asked to mention the theatre which is more visual and sensual than literary or intellectual. This item has two correct responses; C "*Asian theatre*" or G "*Eastern theatre*". Those who matched with the correct response had enough knowledge on the characteristics of

Eastern or Asian theatre performance, as they are characterized by the use of elaborate costumes, coloring the actors and stage by using highly stylized make ups, ornamentation, and masks. Likewise, students who matched the incorrect responses, such as "*Sanskrit theatre, Western theatre, African theatre and Medieval theatre*", had inadequate knowledge about Eastern or Asian theatre.

In item (v), students were required to identify theatre form which combines the comic and the serious actions. The correct response was H "*Kabuki theatre*". The students who chose the correct response were knowledgeable that kabuki is among the forms of theatre found in Japan which combines the comic and the serious actions. However, some students matched with incorrect answers, such as "*Asian theatre*". These students failed to recognize that Asian theatre is too general since there are various theatre forms belonging to Asia as a continent. Other students provided irrelevant responses like "*Greek Theatre, Beijing Opera, Chinese theatre*". In general, those who failed to match the correct response had inadequate knowledge of the subject matter in question.

In item (vi), students were required to match the theatre form which is functional, part of social, political and economic life of the people. The correct response was I "*African theatre*". Those who got the correct answer understood the major characteristics of African theatre, one being African theatre is functional. A kind of theatre which is part and parcel of peoples' life. However, some of the students matched it with irrelevant responses like "*Medieval theatre, Kabuki theatre, Romantic theatre*". These students demonstrated inadequate knowledge about the subject matter. Generally, most of the students performed well in this item because it based on African theatre.

In item (vii), students were required to identify the Indian theatre based on Hindu epics and their text presented through songs, drums and symbols. The correct response was A "*Kathakali theatre*". Those who matched with the correct answer were aware of the nature and the subject matter of Kathakali theatre. However, others matched with incorrect responses O "*Hindus theatre*". These students were destructed by the stem of the question "*Hindus epic*". In reality, in the world theatre history and practices, there is no such form of theatre named as "*Hindus theatre*".

Likewise, some students matched with M "*Sanskrit theatre*". These students knew that this is one of the forms of Indian theatre but they failed to understand that Sanskrit stories are based on Indian myth. Other students matched it with the irrelevant responses, such as "*African theatre, Bunraku theatre, Beijing opera*" just to mention a few. Generally, students who matched incorrect answer had inadequate knowledge about the subject matter in question.

In item (viii), students were required to find out the traditional form of Japanese drama started in fourteenth century. The correct response was D "*Noh theatre*". Students who matched correctly, demonstrated an understanding of history and origin, particularly periodization of Japanese theatre forms with special focus to Noh theatre. However, most of the students matched with incorrect response H "*Kabuki Theatre*". Students who selected this incorrect response were distracted by the stem of the question "*Traditional form of Japanese drama*". They knew that Kabuki is also a Japanese theatre form but failed to relate with the correct period of its origin since it was originated in the sixteenth century and not fourteenth century. Other students chose irrelevant answers like "*Kathakali theatre, Eastern theatre, Chinese theatre*". These students were uninformed of the origin and history of the traditional forms of the Japanese drama.

In item (ix), students were required to mention a folk drama and dance dramas based on epic materials from Indian myth. The correct response was M "*Sanskrit theatre*". Students who got the correct response understood that the nature and materials used in developing Sanskrit stories are based on epic materials from Indian myth. These students showed that they have enough knowledge about various Indian theatre forms, their origin and thematic concern. However, some students matched with A "*Kathakali theatre*", these students were aware that Kathakali is one of the Japanese theatre forms, but they failed to understand the requirement of the question. Again, other students linked with irrelevant answers like, "*Hindus theatre, Beijing opera, Eastern theatre, Kabuki theatre*", to name a few.

In item (x), students were required to relate the theatre that almost danced, chanted, mimed and very often sung. The correct response was C "*Asian theatre*" or G "*Eastern theatre*". Those who matched the correct answer had the knowledge of the nature and general characteristics of

oriental/Eastern/Asian theatre performances. However, other students matched with incorrect response like "Kathakali theatre, Kabuki theatre, Noh theatre, Beijing opera". These students had knowledge on various forms of Eastern/Asian theatre, but they failed to recognize that despite each form having its peculiar characteristics, there are some general characteristics that apply to all Eastern/Asian theatres. Likewise, most of the students matched with the incorrect response I "African theatre". These students were confused by the words, such as "danced, chanted, mimed" which appears in the stem of the question. Again, there were also students who opted for quite irrelevant responses, for example "Medieval theatre, Romantic theatre, and Western theatre". Students who provided wrong answers had inadequate understanding of the subject matter and some failed to capture the requirement of the question. Extract 2.1 shows a sample of response from a student who was able to match correctly for at least more than a half of the items.

Extract 2.1

2. Match the items in **List A** with the correct responses 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)	Puppet theatre from Japan in which its features are musician and a chanter.	A	Kathakali theatre
(ii)	Popular forms of theatres which combines music, dance and acrobatics.	B	Greek theatre
(iii)	The form of drama which exists only when there is a written play performed by actors on the stage.	C	Asian theatre
(iv)	The theatre which used more visual and sensual than literary or intellectual.	D	Noh theatre
(v)	The theatre form which combines the comic and the serious actions.	E	Bunraku theatre
(vi)	The theatre which is functional, part of social, political and economic life of the people.	F	Western theatre
(vii)	Indian theatre based on Hindus epics and their text presented through songs, drums and symbols.	G	Eastern theatre
(viii)	Traditional form of Japanese drama started in fourteenth century.	H	Kabuki theatre
(ix)	A folk drama and dance dramas based on epic materials from Indian myth.	I	African theatre
(x)	The theatre almost danced, chanted, mimed and very often sung.	J	Beijing Opera
		K	Romantic theatre
		L	Chinese theatre
		M	Sanskrit theatre
		N	Medieval theatre
		O	Hindus theatre

Answers

List A	(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
List B	H	M	F	G	N	I	A	E	M	C

Extract 2.1 shows a sample of response from a student who was able to match six out of ten items correctly.

Extract 2.2 presents a sample of incorrect response for all the items given.

Extract 2.2

2. Match the items in **List A** with the correct responses 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)	Puppet theatre from Japan in which its features are musician and a chanter.	A	Kathakali theatre
(ii)	Popular forms of theatres which combines music, dance and acrobatics.	B	Greek theatre
(iii)	The form of drama which exists only when there is a written play performed by actors on the stage.	C	Asian theatre
(iv)	The theatre which used more visual and sensual than literary or intellectual.	D	Noh theatre
(v)	The theatre form which combines the comic and the serious actions.	E	Bunraku theatre
(vi)	The theatre which is functional, part of social, political and economic life of the people.	F	Western theatre
(vii)	Indian theatre based on Hindus epics and their text presented through songs, drums and symbols.	G	Eastern theatre
(viii)	Traditional form of Japanese drama started in fourteenth century.	H	Kabuki theatre
(ix)	A folk drama and dance dramas based on epic materials from Indian myth.	I	African theatre
(x)	The theatre almost danced, chanted, mimed and very often sung.	J	Beijing Opera
		K	Romantic theatre
		L	Chinese theatre
		M	Sanskrit theatre
		N	Medieval theatre
		O	Hindus theatre

Answers

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

Extract 2.2 shows a sample of response from a student who totally failed to match the statement given with the correct responses.

2.3 Question 3: Filling in the Blanks

This question was set from various topics of Theatre Arts Practice in Tanzania, World Theatre Practices, Theatre Arts, Culture and Performing Techniques in African Theatre. The questions had five (5) items each carrying 1 mark. The students were required to fill in the blank spaces created on each item.

The question was attempted by all candidates 166 (100%) and their performance was poor, as 77.6 percent students scored from 0.0 to 1.0 marks, 21.2 percent students scored from 1.5 to 3.0 marks, and 1.2 percent students scored from 3.5 to 4.0 marks out of 5.0 marks allocated to this question. Figure 3 summarizes the percentage of student's performance in this question.

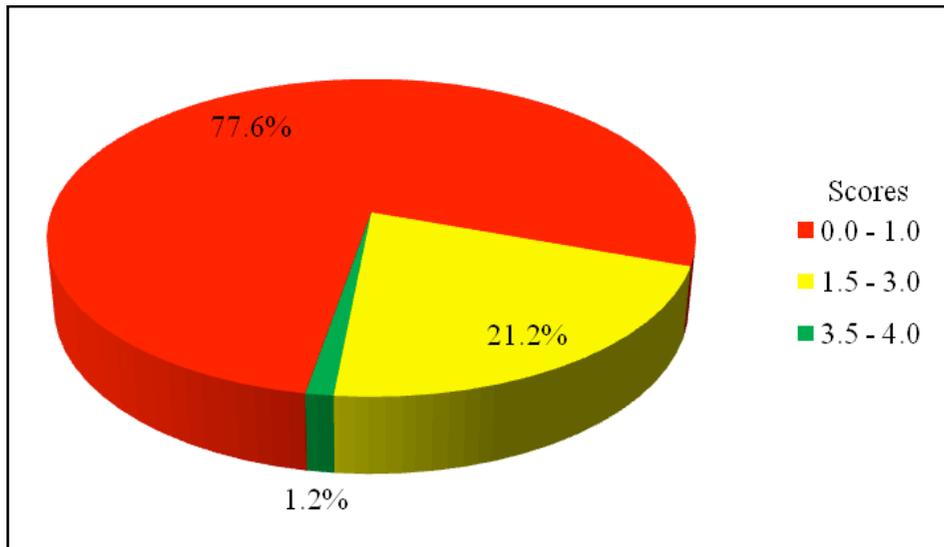


Figure 3: *The percentage of students' performance in question 3.*

In item (a), the students were required to fill the gap by completing the given statement that states "during the colonial period in Tanzania all plays were written by..." The correct answer was "*European / Whites or Colonialist*". Students who answered this question correctly understood the requirement of the question and they were knowledgeable about Tanzania theatre practices during colonial period. They knew that European introduced drama as a form of theatre, and materials used to produce drama were plays written by the Europeans. Moreover, focusing on their aim of spreading European culture, plays written by European complemented the initiative of the colonial government to spread European culture in Tanzania.

However, majority of the students wrote incorrect answers. Some students mentioned theatre forms; "*Drama*", "*Recitation*". Others wrote performance crew, such as "*Actors*", "*playwrighter*", "*director*". There were also those who mentioned names of Tanzanian playwright, for example "*Mlama*", "*Mrama*". Another student also wrote names of places like "*Arusha*". One of the students mentioned "*pen*". This student confused with an instrument used

by playwright in the writing process. Other students provided irrelevant responses like; *"our culture"*, *"while"* instead of *"whites"*, *"story culture"*, *"woods"*, *"writtes"*. Other students left the item unanswered. Looking at these incorrect answers one will realize that students failed to understand the requirement of the question. Also students have English language proficiency challenges.

In item (b), the candidates were required to complete a space on the unfinished statement which stated "Theatre which is more visual and sensual than literally or intellectual is...". The correct answer was *"Eastern/Asian theatre"*. The Eastern, Asian or Oriental theatre is the form of theatre performance done in Asian countries, such as China, India, Japan and Korea. The performances in these countries are designed in such a way that they capture visual and sensual aspect. Some of the theatre forms belonging to the Eastern theatre tradition use masks, elaborate costumes and/or makeup. Performers also use highly stylized gestures and symbols to communicate while on the stage. Decorations are also among the requirement in creating that visual appeal of the stage and its performers in order to attain the intended message and to entertain the audience. The students who wrote the correct response were knowledgeable on the eastern theatre tradition and practices.

Nevertheless, there were a number of students who provided incorrect answers. Most of them, 77.6 percent students, provided answers that did not match with the question, for instance they wrote forms of theatre, such as *"Drama," "dance", " Recitation"*. Others mentioned eastern theatre forms. They wrote, *"Kathakali theatre", "Sanskrit theatre", "Kabuki theatre"*. Some of them mentioned world theatre practices, they wrote *"African theatre", "Western theatre", "Medieval theatre", "Greek theatre"*. Again, one of the students just wrote words which do not even relate to the question, that is wrote, *"other names of theatre"*. Yet, another student wrote *"Hindu theatre"*. On the other hand, some students left the item unanswered. The students who failed to write the correct answer, demonstrate inadequate knowledge on the eastern theatre tradition and practices.

In item (c), the students were required to fill the gap in the statement stated "Theatre arts refers to the use of gestures and body movement to convey message to the...". The correct answer was *"audience"*. The audience is a people who watch performance. In short, there is no theatre performance in

absence of the audience. Students who answered this item correctly had knowledge about the elements of theatre. For theatre to take place, an audience is needed. Audience is among the five key elements of theatre. Other elements include performer, performing space, a structured event/something to be performed and time. A number of students wrote incorrect responses. For example, there were those who mentioned forms of theatre like *"story telling"*, *"dance"*. Others wrote *"Theatre arts"*, as they related the provided statement with the meaning of *"theatre arts"*. Other students related it to the concept of *"performance"*. Moreover, there were those students who wrote *"people"*, *"society"*, *"societies"*. Despite theatre being for people/society, these students failed to associate the statement with a proper theatre term which is *"audience"*. Generally, students who failed to answer this question correctly had inadequate knowledge on the concept of theatre and its key elements.

In item (d), the student were required to fill in the blank in the statement stated "African children learn tradition in particular society through a process called...". The correct response was *"enculturation"*. Enculturation is the process of acquiring new culture, this means that when the African children learn their traditions are acquiring new ideas and information about their society. Students who provided correct response were knowledgeable about culture, aspect of culture and the processes of passing culture from one generation to another together with the appropriate concepts used to define the processes. However, there were students who failed to answer this item correctly. Some mentioned forms of theatre as they wrote, *"storytelling"*, *"Ngonjera"*. Other students wrote irrelevant responses, such as *"traditional"*, *"African theatre"*, *"colonial period"*, and *"theatre practices"*, while others wrote *"culture"*, and *"Scene"*. There were also some students who left the item blank. These students, who provided incorrect response for this statement had inadequate knowledge on the concept of culture. Language proficiency was also a barrier in attempting the questions as some students provided unclear or misspelt responses.

In item (e), the students were required to fill the blank in the statement stated "Storytelling is an art which its performance is fundamentally based on...". The correct response was *"oral delivery"*. On the one hands, few students who wrote correct answer had the appropriate knowledge about the means in which the storytelling is delivered. They knew the techniques and prerequisite of storytelling as a form of theatre art. On the other hand, most of

the students wrote incorrect responses. Many of them wrote, "tradition", "children", "stage", "story", "cultural" as the possible answers. Other students wrote forms of theatre, "African theatre", "drama", "Recitation". One of them mentioned continent "Africa". Moreover, there were a number of the students who left the item unanswered. Actually, students who provided irrelevant answers demonstrated inadequate knowledge about storytelling. Extract 3.1 shows a sample of correct response from a student.

Extract 3.1

3. Complete the following statements by filling in the blanks.	
(a)	During the colonial period in Tanzania all plays were written by... <u>Pen</u>
(b)	Theatre which is more visual and sensual than literally or intellectual is... <u>Eastern</u>
(c)	Theatre arts refer to the use of gestures and body movement to convey message to the... <u>audience</u>
(d)	African children learn tradition in a particular society through a process called... <u>enculturation</u>
(e)	Storytelling is an art which its performance is fundamentally based on... <u>oral delivery</u>

Extract 3.1 shows a sample of correct response from a student except for item (a).

Extract 3.2 presents a sample of incorrect response from one of the students on this question.

Extract 3.2

3. Complete the following statements by filling in the blanks.	
(a)	During the colonial period in Tanzania all plays were written by... <u>Songs Plot</u>
(b)	Theatre which is more visual and sensual than literally or intellectual is... <u>Arts</u>
(c)	Theatre arts refer to the use of gestures and body movement to convey message to the... <u>people in Country</u>
(d)	African children learn tradition in a particular society through a process called... <u>Story telling</u>
(e)	Storytelling is an art which its performance is fundamentally based on... <u>stage</u>

Extract 3.2 shows a sample of incorrect response of a student who failed to understand the requirements of each item.

2.4 Question 4: True and False Items

The question consisted of five items. The items were set from the topic of Performing Techniques in African Theatre, Western Theatre Practices, and Performing Techniques in Selected Non African Theatre. The students were required to write **True** for the correct statement and **False** for the incorrect statement. The question tested the students' knowledge about Performing Techniques in African Theatre, Western Theatre Practices as well as Performing Techniques in Selected Non African Theatre.

The question was attempted by all 166 (100%) students who sat for the assessment. The performance of this question was good, as 48.2 percent students scored 2.0 to 3.0 marks, 42.2 percent students scored 4.0 to 5.0 marks, and 9.6 percent students scored 0.0 to 1.0 marks. Figure 4 shows a summary of the students' performance.

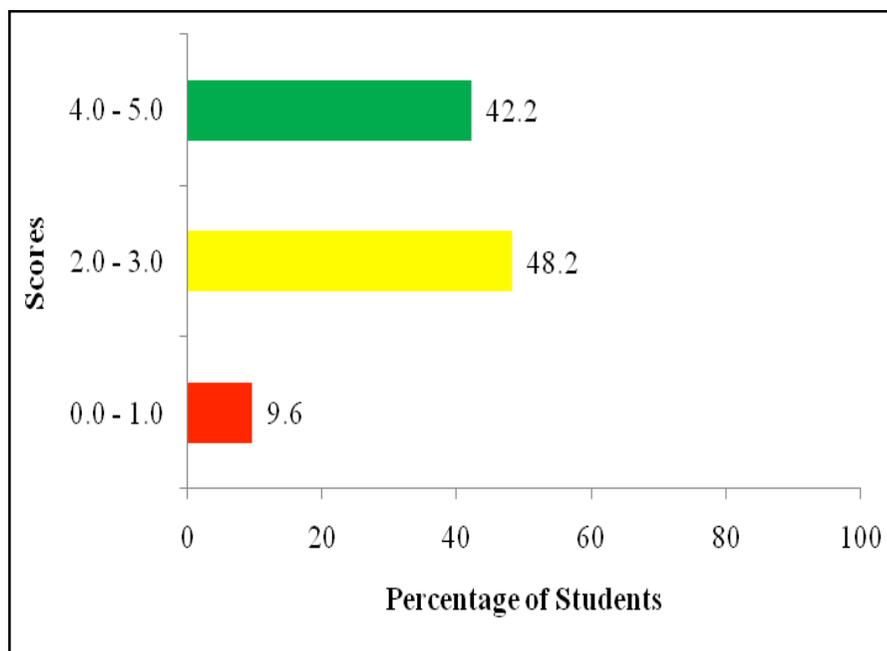


Figure 4: *The percentage of students' performance in question 4.*

In item (a), the students were required to confirm if it is unreasonable to relate dance with any social group in Tanzania. The correct answer was "*False*". The student who responded correctly were aware that in most of the Tanzania societies, dance as a theatre form, is part and parcel of social economic activities of the people. There is always a reason for people to

dance. That is why there are celebration dances, ritual dances, war dance and occupation dances. This type of dances speaks of the culture and social economic activities of particular ethnic group/groups. In this context therefore, Tanzanian dances are connected to a specific society's history, culture, and social economic activities of people. It is obvious that most of dances in Tanzania relate to a certain social group in terms of its origin, and their existence is forged by the need of that particular society. It is within this specific ground that, there are dances defined in terms of the ethnic group and region of origin. For example, dances such as *Bugobogobo*, *Mbina ya Mabasa*, *Bulabuka*, *Buyeye*, *Bagalu*, *Bagika*, *Banunguli*, and *Chagulaga* are identified as *Wasukuma* dances where each dance is associated with a specific social group within the large society of the *Wasukuma*. In the Coast region there are dances like *Mdundiko* and *Mchiriku* which are directly linked to the *Wazaramo* and *Wakwere* societies; furthermore, *Sindimba* and *Masewe* are dances linked to Mtwara and Lindi societies. In the Ruvuma region, dances such as *Lizombe* and *Kitoto* are connected to the *Wangoni* ethnic group, while *Mganda* and *Kioda* dances are associated with the *Wamatengo* ethnic group. *Mdumange* dance is linked to the *wasambaa* ethnic group. Moreover, *Ling'oma* dance is related to Mbeya societies, *Sangula* and *Digubi* are among the dances associated with Morogoro societies, while *Mheme* dance is linked to the *Wagogo* people of Dodoma, just to mention a few. The students who opted for the "False" statement had the knowledge of dance that it is always related with a certain society. However, students who opted for incorrect answer "True" had no knowledge of the subject matter in question, and definitely English language hindered their interpretation of the given question.

In item (b), the students were required to comment if some African stories use human and non human characters. The correct answer was "True". Normally, characters are agent of action in a story. Most of African stories use both human and non human characters like animals, stones, trees, insects, or ghosts to present the intended message to the audience. The students who opted for the true statement have appropriate knowledge about the nature of storytelling, as a form of African theatre. However, students who opted for the "False" statement lack appropriate knowledge about the nature of African stories and also are not aware of the kind of characters that are normally used in narrating African stories.

In item (c), the students were asked to approve if a plot of a play is defined as a summary of characters available in the play concerned. The correct response was "*False*". Plot is defined as arrangement of events in a play; it is about how the play has been arranged from the beginning, middle to an end. On the other hand, characters are people who take roles in a play; these are the agents of action in a play. Both plot and Characters are among the six elements of a play. In reality, each element stand independently but in complementing the other element. In this context therefore, it is not correct to consider plot as a summary of characters in any given play. The students who wrote "False" are knowledgeable on the six elements of a play. However, students who opted for the "*True*" have no knowledge of the elements of play. It appears they guessed the answer. This might be because of their poor level of understanding of the World theatre practices, particularly western theatre as well as English language challenges.

In item (d), the students were required to comment if Tragedy, comedy and melodrama are forms of African theatre. The correct response was "*False*". It is clear that tragedy, comedy and melodrama are the types of drama which represents western theatre. On the other hand, African theatre forms include storytelling, dance, recitation, ritual and mime. The students who opted for the "False" are aware of the differences in the forms between Western and African theatre. Students who chose "*True*" were confused by the demands of the question. In most African performances, there is inclusion of more than one form of theatre. These students however, failed to recognize that those genres are just included in Africa performance but their origins lay in Western theatre.

In item (e), the students were required to confirm if the tradition of storytelling is unfamiliar in most of Tanzanian culture. The correct response was "*False*". The students who opted for the "False" response had enough knowledge about storytelling as among the famous Tanzanian theatre forms which use oral method to send the message to the audience. They were also aware that it is a tradition in Tanzania culture to tell stories to the younger generation. Storytelling is a tradition that has been practiced in Tanzanian societies from time immemorial, and most of the stories are told to the children during evening time. Storytelling is a method used to impart knowledge, skills, culture, and to inform the children on the good and bad conduct, and the taboos of specific societies. These students prove that they

had understood well the subject matter. However, other students who opted for "True" reveal that they are not familiar with the demand of the question. They appear to lack knowledge about storytelling practices in Tanzania as a cultural phenomenon. Extract 4.1 shows a sample of good response from a student.

Extract 4.1

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

(a) It is unreasonable to relate dance with any social group in Tanzania. *false*

(b) Some African stories use human and non human characters. *True*

(c) A plot of a play is defined as a summary of characters available in the play concerned
..... *false*

(d) Tragedy, comedy and melodrama are forms of African Theatre..... *false*

(e) The tradition of storytelling is unfamiliar in most Tanzanian culture..... *false*

Extract 4.1 shows a sample of good responses of a student who provided correct responses for all items.

Extract 4.2 presents a sample of incorrect response written by one of the students.

Extract 4.2

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

(a) It is unreasonable to relate dance with any social group in Tanzania. *TRUE*

(b) Some African stories use human and non human characters. *TRUE*

(c) A plot of a play is defined as a summary of characters available in the play concerned
..... *TRUE*

(d) Tragedy, comedy and melodrama are forms of African Theatre..... *TRUE*

(e) The tradition of storytelling is unfamiliar in most Tanzanian culture..... *TRUE*

Extract 4.2 shows a sample response of a student who provided incorrect responses for 4 out of 5 items.

2.5 Question 5: Theatre Arts, Culture and World Theatre Practices

This question required the students to describe various terms used in theatre arts. These terms were: (a) Dance, (b) Melodrama, (c) Directing, (d) Recitation, and (e) Culture. The question tested the students' knowledge about various concepts of theatre arts.

The question was attempted by all 166 (100%) students who sat for examination and their performance was average, since 51.2 percent students scored from 3.0 to 6.0 marks, 6.0 percent students scored from 6.5. to 10.0 marks, and 42.8 percent students scored from 0.0 to 2.5 marks. Figure 5 is a summary of the students' performance for this question.

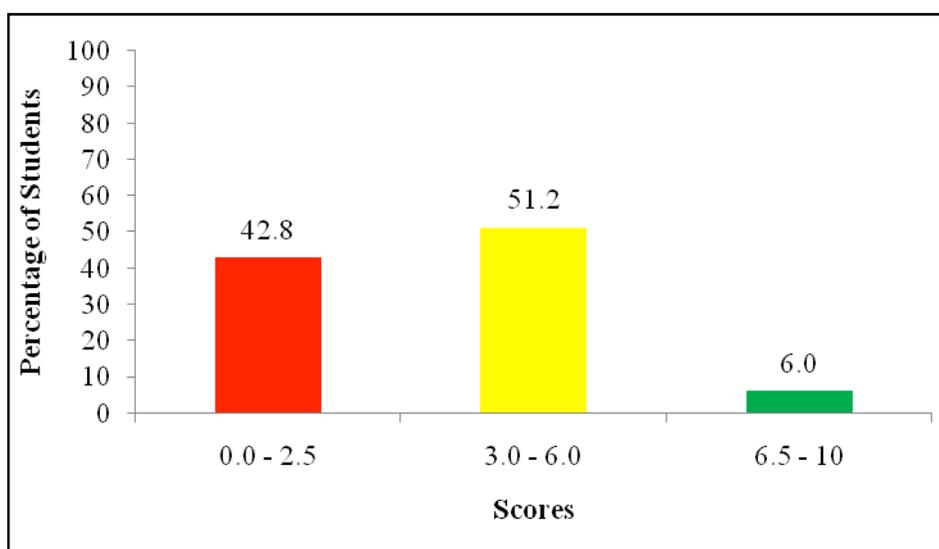


Figure 5: *The percentage of students' performance in question 5.*

In item (a), the students were required to describe briefly the term "Dance". The performance of this item was good since most of the students were able to describe the term correctly. One of the students who provided an irrelevant response wrote:

"as a rhythmic body movement accompanied by drumming"; another student wrote, "is a body movement rhythmically accompanied with drum beats to convey the message to the audience. Dance has some elements which are energy, space, Body, Time. But there some types of dances in African theatre such as theatre dance, harvesting dance and religious dance."

Another student wrote, *"Is an art which involves body movements while playing a music"*. These responses show that the students understood the concept of dance, hence proved that they have appropriate knowledge on dance as an African theatre form. Other students wrote incorrect description of the term *"dance"*. For example the student wrote, *"Is the form of literature that involve doing sometimes is the songs and dance in the stage"*; another student wrote, *"Is the play or performance on the stage by listening a ngoma, music and song"*; Moreover, another one wrote, *"is the type of theatre of which used to play single play or group play"*. Another wrote, *"the rythimic measure of the body"*. There were also few students who left the question unanswered. The students who failed to describe the term dance had inadequate knowledge about the subject matter and had English language proficiency challenges.

In item (b), the students were required to describe in brief a term *"Melodrama"*. There were very few students who provided correct responses. For example, one of them wrote, *"Is the major form of western theatre which involves melody music and sounds during its delivery"*. This student demonstrated appropriate knowledge concerning types of western theatre. However, most of the students were not able to describe the term correctly. For instance, one student wrote, *"is the type of drama which is short but meaningful"*; another one wrote, *"is the form of western theatre that is practiced in western countries. This form people dancing to the groups"*. Despite providing incorrect descriptions, it appears these students understood the requirement of the question. Similarly, there were also students who had no idea of the term, they wrote irrelevant descriptions which had no clear meaning of the question. For example, one wrote, *"the type of drama with of a society"*, another student wrote *"Is kind of literature that is in written form acting conducted on the stage. On this kind of drama people (Audience be lough example ZEE COMEDY shown EATV"*. This is one of the items in which most of the students failed to describe it correctly. Generally, the incorrect descriptions quoted above indicate that students had inadequate knowledge of the tested item.

In item (c), the students were required to describe in brief the term *"Directing"*. Most of the students were able to describe the term correctly. One of the correct responses written include *"Is the process of taking control over a certain play example advancing the characters and overseeing all activities taking place in the play. A person who directs movies is called a*

director". Another student wrote, *"Is a process of supervising the actor or actress in a play"*. Another one wrote, *"Is a process of showing or direct a person to do something"*. These students who provided correct descriptions show that they understood the concept of directing. However, few students failed to provide clear and correct description of the term directing. For example a student wrote, *"Is the Tragedy, Comedy and melodrama are forms of African theatre"*. This student copied the answer from question 4 (d) in the examination question paper without even considering its relevancy to the term provided. Another student wrote, *"Is the special area where performance is done. Directing some people who arrangement the special era to the group or one people"*. With this response a student demonstrated lack of knowledge on the subject matter and poor understanding of English language.

In item (d), the students were required to briefly describe the term *"Recitation"*. The performance in this item was good because most of the students responded correctly per the question requirement. For example, one student described, *"Is the poetic drama that comprises of narrative verse and high tune in its delivery. In this form of African theatre only men are required to recite"*. Another student wrote, *"Is the poetic drama with high tune which are narrative in nature. There are elements/components of recitation which are figurative language, imagery words, and there are forms of recitation which are heroic recitation, funeral dirges and Ngonjera"*. These descriptions indicate that the student has knowledge on the concept of recitation. The descriptions not only provide the meaning, but also basic characteristics and forms of recitation. However, some students provided incorrect responses. For example one of them wrote, *"is an act of repeating something loudly in front of the audience"*. Another student wrote, *"is the defined as a summary of characters available on the play concerned"*. This student copied the answer from question 4 (c) in the examination question paper. Another student wrote, *"Is the action of giving sucriface to gods in order to get assistance from them (gods)"*. Some students left the item unanswered. With the irrelevant descriptions provided, it is obvious that they lacked knowledge on item tested.

In item (e), the students were required to describe briefly the term Culture. The performance in this item was good because many students were able to write the correct descriptions. For instance, one student wrote, *"Is the total way of people's life. Culture comprises traditions and customs, Norms and*

values, Arts and crafts and Beliefs". Another student wrote, "Is totality way of living in human life. Culture can be adoptive due to the environment change, culture can be interactive and always culture is dynamic". These responses show that the students were able to describe the meaning, characteristics and elements of culture. This indicates that the students have clear understanding on the term asked. However, some few students failed to provide correct descriptions of the term culture. For example, one student wrote, "it is unreasonable to relate with any social group in Tanzania". This was an irrelevant description of the item because the student copied the answer from question 4 (a). Another student wrote, "is the type of symbolic country which the promote in country activities". Such description proves that the student lacked knowledge of the concept and had poor English language skills. Moreover, there were a few students who left the item unanswered, definitely these students lacked knowledge on the item asked. Extract 5.1 shows a sample correct response by one of the students.

Extract 5.1

5. Briefly describe the following terms as used in theatre arts.

(a) Dance. Refers to the rhythmic stepping with emotion adjusted by the measure of the body. It is accompanied by songs and claps where by it involves the beating of drums.

(b) Melodrama. Is the major form of Western theatre which involves melody music and sounds during its delivery.

(c) Directing. Is the process of giving taking control over a certain play, example advising the characters and overseeing all the activities taking place in the play. A person who directs a movie is called a director.

(d) Recitation. Is the poetic drama that comprises of narrative verse and high tune in its delivery. In this form of African theatre only men are required to recite.

(e) Culture. Is the total way of people life. Culture comprises of traditions and customs, Norms and values, Arts and Crafts and Beliefs.

Extract 5.1 shows a sample of response of a student who was able to write correct description of the given terms.

Extract 5.2 presents a sample of incorrect response from one of the students.

Extract 5.2

5. Briefly describe the following terms as used in theatre arts.

(a) Dance... is the movement of the body from one place to another of to convey message

(b) Melodrama... is the type of drama which in the African theatre.

(c) Directing... is the element of theatre arts of a person of general to play

(d) Recitation... is the type of storytelling which in the culture.

(e) Culture... is the type of symbol in country which the promote in country activities

Extract 5.2 shows a sample of response of a student who provided incorrect responses for all items.

2.6 Question 6: Performing Techniques in African Theatre

The question was extracted from the topic of Performing Technique in African Theatre. The students were needed to describe five elements which make a good story. This question tested the students' understanding of the elements that makes a good story.

The question was attempted by all 166 (100%) students and their general performance was poor, as 93.4 percent of students scored from 0.0 to 2.5 marks, and 6.6 percent students scored from 3.0 to 6.0 marks, and no any student scored 6.5 to 10 marks. Figure 6 provide a summary of the students' performance in this question.

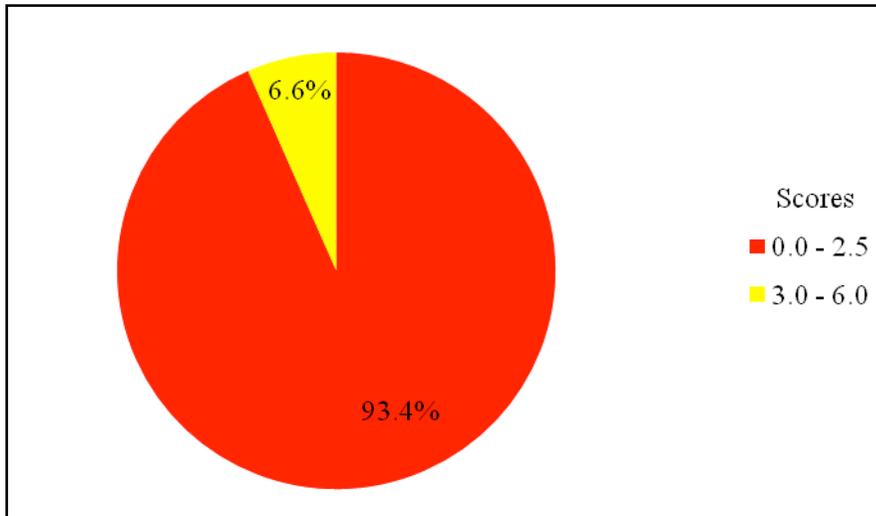


Figure 6: *The percentage of students' performance in question 6.*

In answering this question, on the one hand, few students had moderate performance. These students were able to mention elements of a good story. Some of the relevant elements mentioned were "(i) A reason, (ii) Plot, (iii) Conflict, (iv) Climax and (v) Resolution". This response was correct but lacked descriptions of each element. This student had knowledge on the subject matter; however he/she failed to understand the requirement of the question. Hence, the students ended up mentioning the elements required without providing description of each item as per the demand of the question. Extract 6.1 is a sample of relevant response provided by the student. However, they were not complete because of lack of description to support the listed elements of a good story.

Extract 6.1

6. Describe five elements which make a good story.

(i) A reason

(ii) Plot

(iii) Conflict

(iv) Climax

(v) Resolution

Extract 6.1 is a sample of relevant response from a student who was able to mention elements of a good story.

On the other hand, most of the students, that is 93.4 percent scored from 0.0 to 2.5 marks. In this category, some students outlined elements of a play/drama instead of elements that makes a good story. For example, one of the students wrote, "(i) Character, (ii) Themes, (iii) Spectacle and (iv) Dialogue". Another student mentioned the qualities of a good Storyteller. The student wrote, "(i) Eye, (ii) Voice, (iii) Gestures, (iv) The body movements". Some students also provided descriptions of elements of play/drama. The student wrote, "(i) Diction is the language when using in story, (ii) Plot is the place people use it, (iii) theme - is the something that are used in story, (iv) thought". Most of these students failed to provide relevant descriptions of the elements that makes a good story per the demands of the

questions. This indicates that the students lacked knowledge on the subject matter and had poor knowledge of English Language, hence they failed to interpret the question. Extract 6.2 shows a sample of irrelevant response provided by one of the students.

Extract 6.2

6. Describe five elements which make a good story.

(i) ... MUSIC

(ii) ... story

(iii) ... Ngong'ona

(iv) ... dance

(v) ... plot

Extract 6.2 shows a sample from a student who outlined elements of play or drama and forms of art instead of describing elements a good story.

2.7 Question 7: World Theatre Practices

The question was extracted from the topic of World Theatre Practices. The students were required to explain briefly five functions of scene designer in

drama. This question tested students' knowledge on the stagecraft and design specifically on scene designing. The concept of scene design simply means the planning or arrangement of all observable things on the stage including costume, make up, light and other visible elements.

This question was attempted by all 166 (100%) students but the performance was poor, as 93.4 percent students scored 0.0 to 2.5 marks, 6.6 percent students scored from 3.0 to 6.0 marks and 0 percent student scored from 6.5 to 10.0 marks. These results indicate students' poor understanding of the question. Figure 7 summarises students' performance on this question.

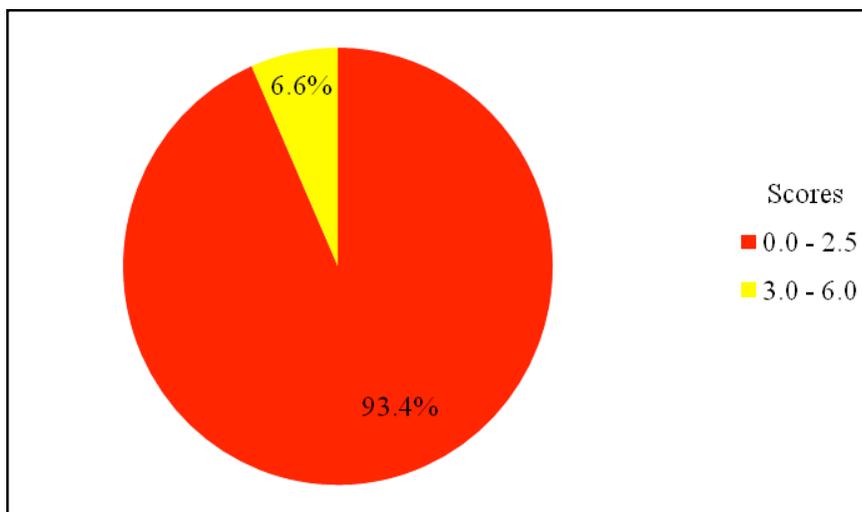


Figure 7: *The percentage of students' performance in question 7.*

A few number of students were able to provide relevant descriptions on the functions of the scene designer. The highest score in this question was 6.0 out of 10.0 marks. Some of the relevant responses provided by students include one below, written by one of the students:

"To organize the stage - function of scene designer is to organize stage and to make It good for the performance, To make sure that the is musical tools such as piano drums and other tools, To make sure that all the character are well dressed and well make up before performing in the stage, To make sure that the stage has enough light, To make sure that the stage has beautiful look and is ready for perfomes".

Despite some few spelling mistakes, the above description show that this student understood both subject matter and the requirement of the question. Extract 7.1 shows a sample from a student who provided the above relevant descriptions.

Extract 7.1

7. Briefly explain five functions of scene designer in drama.

- (i) To organize the stage - One function of scene designer is to organize stage and to make it good for the performance.
- (ii) To make sure that there is musical tools such as piano drums and other tools.
- (iii) To make sure that all the character are well dressed and well make up before performing in the stage.
- (iv) To make sure that the stage has enough light.
- (v) To make sure that the stage has beautiful look and is ready for performs.

Extract 7.1 shows a sample of relevant response of a student who was able to describe five functions of a scene designer.

However, most of the students had poor performance as, 155 (93.4%) students scored from 0.0 to 2.5 marks. Almost all students in this category wrote irrelevant responses. For instance, one of the students outlined types of word theatre practices instead of function of a scene designer. The student wrote, "*kabuki theatre in the Japan, Kathakali theatre in India, Opeking*

theatre in china, Sindimba theatre in African and Sankrit theatre". Another one mentioned the functions of theatre. This student wrote, *"To educate the society, To develop talent, to own people in the society, To convey message in the society, some people are to convey message for dancing a songs, To mabolize people in the society"*. Likewise, most of the students left the question unanswered. Observing examples of the irrelevant answers written by the students, one would realize that the answers have no association with the nature of the question. The inappropriate responses indicate that the student lack appropriate knowledge about the function of scene designer and have poor understanding of English language. Extract 7.2 shows a sample from a student who wrote irrelevant response.

Extract 7.2

7. Briefly explain five functions of scene designer in drama.

(i) It learn the society: It learn the society because that drama is teaching some see from one generation to another generation so that designer in drama is learn the society.

(ii) To warn the society: When you performance on the stage is warn the society or community due to that drama is warn the society.

(iii) To entertainment the society: Like to that drama is entertainment the society and learn how to be in the community.

(iv) To created the society: This is created the society and community due to that designer in drama is created the society.

(v) To send the message from the people: Is send the message from one generation to another generation people is get a message and warn so that this is functions of scene designer in drama.

Extract 7.2 shows a sample of irrelevant response from a student who was not able to describe five functions of a scene designer.

2.8 Question 8: Culture

This question was extracted from the topic of Culture. The students were required to state five important events in which National Anthem is sung. The question assessed the candidates' awareness on situations where National Anthem is sung.

The question was attempted by all 166 (100%) students and the performance was poor, as 62.7 percent students scored from 0.0 to 2.5 marks, 16.8 percent students scored from 3.0 to 6.0 marks, and 20.5 percent students scored from 6.5 to 10.0 marks. Figure 8 shows a summary of the students' performance.

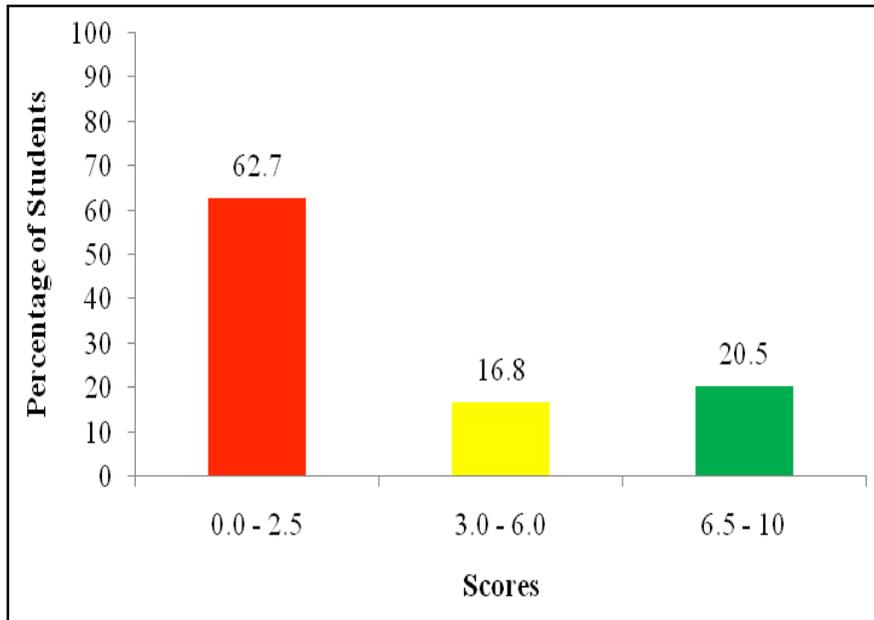


Figure 8: *The percentage of students' performance in question 8.*

A few students 20.5 percent were able to state correctly five important events in which the National Anthem is sung. These students had appropriate knowledge and understood the demands of the question. For example, one of the student wrote, *"During official ceremony, when rising a national flag, when other president visit our country, when president go to other country and in the beginning and ending of National radio and Television"*. The response above indicates that this student is aware of the situation which calls for the singing of the National Anthem. Extract 8.1 shows a sample from a student who responded correctly.

Extract 8.1

8. State five important events in which National Anthem is sung.

(i) During official ceremonies.

(ii) When rising a national flag.

(iii) When other president come to visit our country.

(iv) When president go to visit other country.

(v) The big beginning and the ending of National radio and television.

Extract 8.1 shows a sample of correct response from a student who was able to state important events in which the national Anthem is sung.

On the other hand 62.7 percent of the total students who opted for this question had poor performance. Most of these students provided irrelevant responses. For instance, one of them wrote rules to observe when singing the National Anthem instead of stating the events which calls for the National Anthem. The student wrote, "Should stand posture, should be clear, should not allow movement from here to here, should not speak out of to sing only and should be attempted with to sing the song". Another student wrote reason for singing the National anthem thus, "It bring peace and order, it bring love and security, National Anthem is sung in order to get assistance from god to the country". These are just some few examples of irrelevant responses from the students. Generally, the response shows that students did not understand the requirement of the question. They are also facing challenges in English language proficiency in understanding the question requirements. Extract 8.2 shows a sample of irrelevant response from a student on this question.

Extract 8.2

8. State five important events in which National Anthem is sung.

(i) Is very important ~~has~~ advantage because the national anthem represent Nation.

(ii) It bring peace and order.

(iii) It bring love and security.

(iv) National Anthem is sung in order to get assistance from Gods to the country.

Extract 8.2 shows a sample of irrelevant response from a student who was not able to state important events in which the National Anthem is sung.

2.9 Question 9: Theatre Arts Practice in Tanzania and Performing Techniques in African Theatre

This question had two parts: (a) and (b). In part (a), the students were asked to mention five African theatre forms which were performed during the Arusha declaration era, whereas in part (b), they were required to give five actions used to perform heroic recitation. These questions tested students' understanding on the African theatre forms performed during the Arusha declaration and the actions used in performing heroic recitation.

The question was attempted by all 166 (100%) students and their performance was average, as 65.7 percent students scored from 3.0 to 6.0 marks, 1.2 percent students scored from 6.5 to 10.0 marks, and 33.1 percent student scored 0.0 to 2.5 marks out of 10 marks allocated to this question. Figure 9 shows a summary of the students' performance.

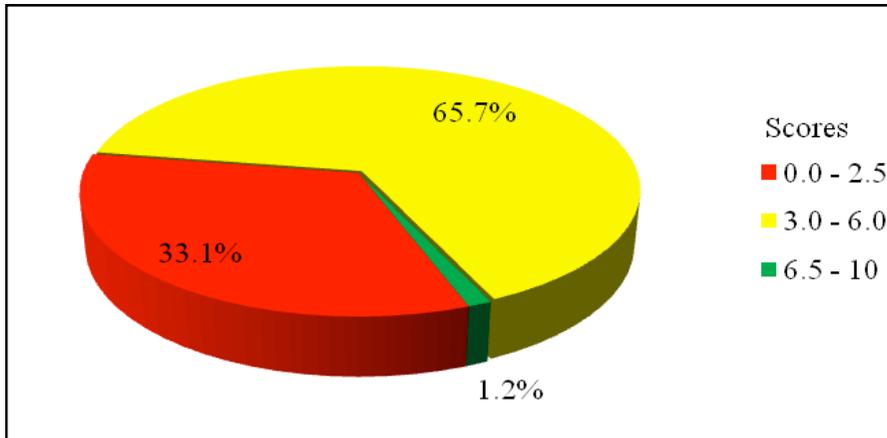


Figure 9: The percentage of students' performance in question 9.

In part (a), most students were able to mention African theatre forms which were performed during the Arusha declaration. Most of the students wrote relevant responses. For example, one of them mentioned, "Recitation, Initiation rites, Dance, Storytelling and "Ngonjera". Another student wrote, "Ritual performance, Recitation performance, storytelling performance, songs, dance performance". Moreover, others mentioned "storytelling, dance, Songs, Recitation, Ritual". The above responses indicate that students had knowledge about the subject matter. Extract 9.1 shows a sample of relevant responses from a student.

Extract 9.1

9. (a) Mention five African theatre forms which were performed during the Arusha declaration era.

(i) Dance

(ii) Ritual

(iii) Recitation

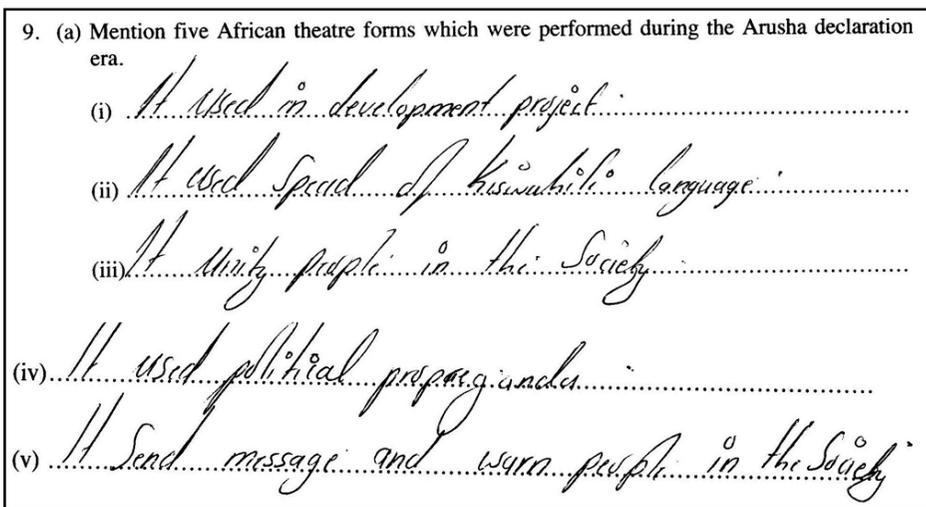
(iv) Story telling

(v) Songs

Extract 9.1 shows a sample of correct responses from a student who was able to mention African theatre forms which were performed during the Arusha declaration era.

However, there are also students who were not able to provide correct responses on this question. For example, some of them mentioned the historical eras in which Tanzanian theatre passed through. One student wrote "Pre-colonial, Declaration and During colonial", another one mentioned "After independence, After pre colonial eras, During colonial eras". Yet, another student outlined functions of theatre during the Arusha declaration instead of the forms of theatre. The student wrote, "Theatre used to political propaganda, used for Entertainment, developing talents and spread of Kiswahili". The irrelevant responses provided shows that the students failed to interpret the requirement of the question. Extract 9.2 shows a sample of irrelevant responses from a student.

Extract 9.2



Extract 9.2 shows a sample of irrelevant responses of a student who failed to mention African theatre forms which were performed during the Arusha declaration era.

In part (b), few students in this category were able to write actions used to perform heroic recitation. For example, one of the students wrote,

"Expressing heroic activities which you did example killing big lion (narrative verse), to show highest skills and power which were used to perform heroic activity, To show the way or teaching do you use to kill that lion/any heroic issue (Imagery word), another action is to speak roudly where is neccesary in order to stimulate audience (high tone/voice), figurative language".

This response indicates that the student had knowledge about the subject matter. Extract 9.3 shows a sample of good response from a student.

Extract 9.3

(b) Give five actions used to perform heroic recitation.

- (i) Expressing the heroic activities which you did. example
To kill the big lions. (Narrative verse)
- (ii) To show the highest skills and power which
were used to perform heroic activity
- (iii) To show the way or technique do you use
to kill that lion/any heroic issues (imagery word)
- (iv) another action is to speak loudly where is
necessary in order to stimulate audience (high tone voice)
- (v) figurative language.

Extract 9.3 shows a sample of correct response from a student who was able to write five actions used to perform heroic recitation.

However, most students failed to give out the actions used to perform heroic recitation. The performance in this section was worse. Some of the students wrote features instead of the actions used to perform heroic recitation. For example, one of the students wrote, "using of high voice or tone to perform recitation". Another student mentioned, "Imaginary words, Gestures, High tune, narrative language and narrative in nature". Another student mentioned types of dances, like "Religious dance, War dance, Celebrate dance, Harvest dance, Tribe dance". There were also students who wrote elements of dance. This student wrote, "Body, Action, Space, Time, energy". Some of the students suggested possible places and events where heroic recitation performances can take place. For example one wrote, "in the ceremony part, In the school graduation, In the storytelling, In the birthday part, In the ritual performance Eg dance, singing, song". These mixed irrelevant responses indicate that the students failed to interpret the requirement of the question. Extract 9.4 shows a sample of irrelevant responses from one of the students.

Extract 9.4

(b) Give five actions used to perform heroic recitation.

(i) It performed on the stage.....
.....

(ii) It is acting the stage.....
.....

(iii) It convey message.....
.....

(iv) To get ~~an~~ assistance.....
.....

(v) To show a picture.....
.....

Extract 9.4 shows a sample of irrelevant responses from a student who failed to write five actions used to perform heroic recitation.

2.10 Question 10: World Theatre Practices

This was an optional question which carried 20 marks. The students were required to write an essay explaining six reasons for African societies to use storytelling as a tool for teaching the children. The question tested the students' knowledge about storytelling and the function of storytelling as a tool for teaching the children in most African societies. Generally, the question tested the students' knowledge about the efficacy of storytelling to African societies.

The question was opted by 73 (43.98%) out of the 166 total students who sat for this assessment. The performance in this question was poor, as 56.2 percent students scored 0.0 to 5.5 marks, 38.3 percent students scored from 6.0 to 12.5 marks, and 5.5 percent students scored from 13.0 to 20.0 marks. The performance is summarised in figure 10.

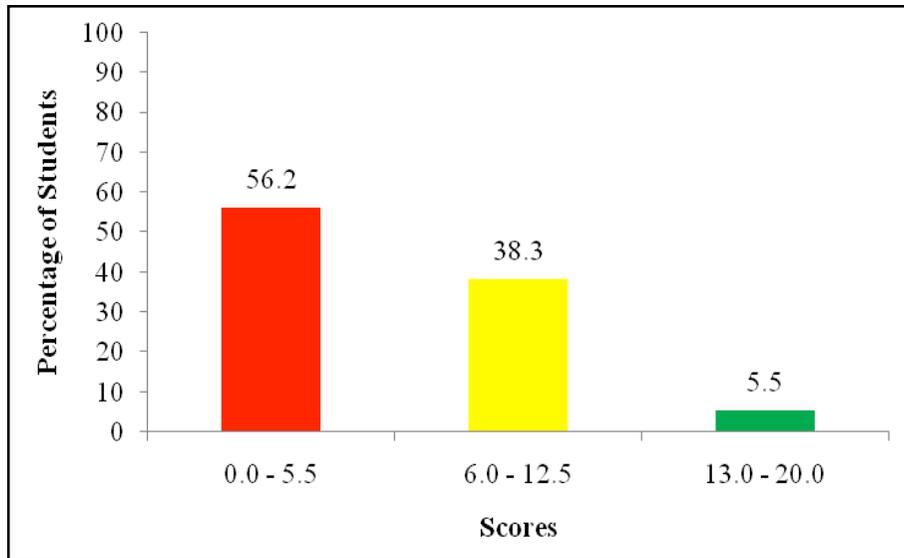


Figure 10: *The percentage of students' performance in question 10.*

The essay was supposed to include meaning of storytelling and the six reasons to why most of African societies use storytelling as a tool for teaching the children. Some students were aware of the reasons, hence they presented relevant responses. For example, one of the students wrote, *"promote good manner, it is a simplest way to worn the society, it was a good way of education the society, it sends a message to people, For entertainment, it helped in the maintaining of their culture"*. Another one mentioned, *"it intertain children, it mobilize children, it worn children, it educate children, it convey message to the children, it makes children to maintain and follow their culture"*. This response shows that these students had adequate knowledge of the storytelling as a tool to teach children in most African societies. They are also informed that storytelling is a powerful pedagogical tool. Extract 10.1 shows a sample of relevant responses from one of the students.

Extract 10.1

10. Story telling is the form of theatre which uses oral (mouth words) to narrate story to the audience. Also is an art which its performance is fundamentally based on story. Most of the African children learn a lot of different things through story telling. There are many reasons for story telling. Here are some of the reasons.

Promote good manner in a given society or locality or community and a family. Story telling can be a source of promoting good manner to teenagers. Most of the story teacher avoid the effects of bad manners. So when they narrate it to the children it help them to behave well in the society.

It is the simplest way to warn the society. Most of the parent were worried about different negative issues that may occur to their children. So they decided to use storytelling method to correct the behaviours and warn the society. This helped to create love among people of the same society. It also helped the children to respect him/herself. Example of stories are kibe and mawenzi which warn the society about the dangers of laziness.

It was a good way of educating the society. The storytelling is a tool of teaching in the society because most of the stories which were narrated by the storyteller they aimed at educating the society. Example. Hans the bus driver. It educate about the effects of gender discrimination to the society.

It send a message to people. Example when parents wants to tell their children something, they used storytelling method which also acted as a source of message. Sending technique for entertainment. Most of the stories were for entertainment purposes. Example KALULU THE HARE, THE GREEDY MAN these are some of stories which could entertain the community.

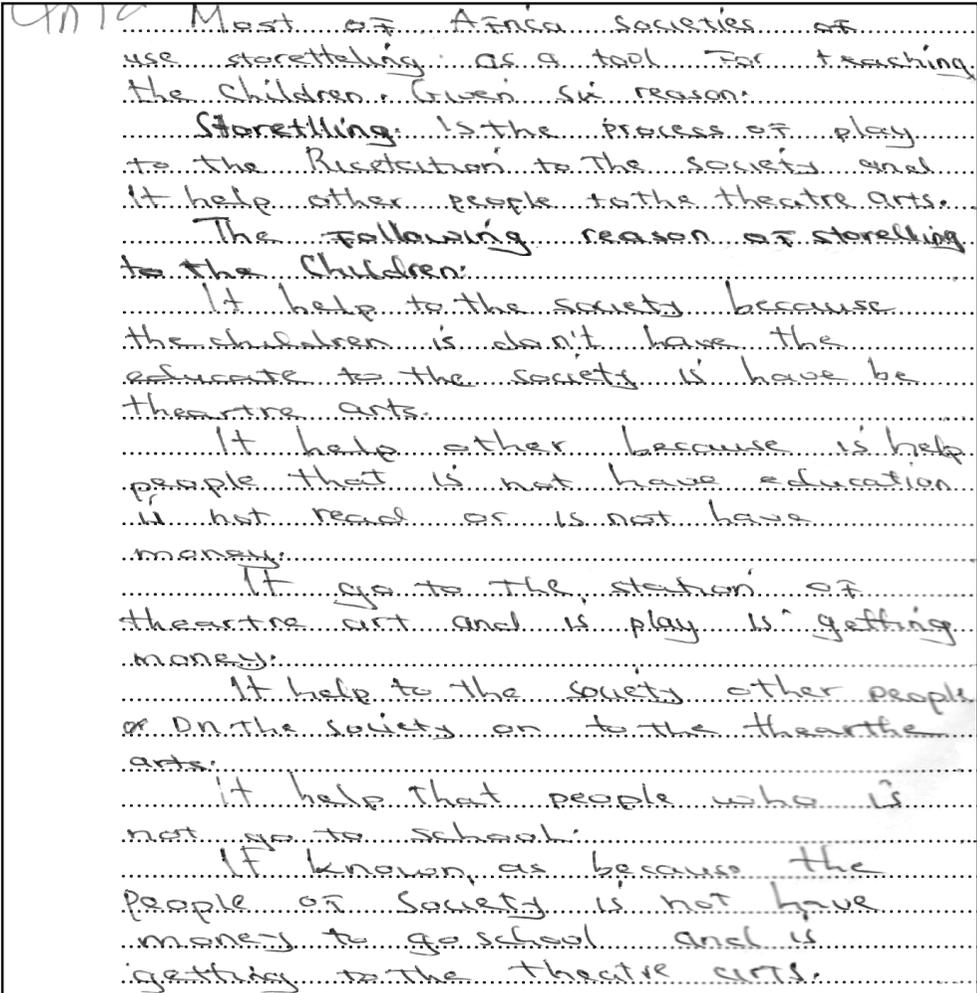
It helped in the maintaining of their culture. Some of the stories are very relevant to the given society. In the process of story-telling it help in the maintenance of the culture of a given society.

Story telling is very important since it has no negative effects and it can also be a source of tourists attraction. Example Oral tradition.

Extract 10.1 shows a sample of relevant responses from a student who was able to explain the six reasons as to why most of African societies use storytelling as a tool for teaching the children.

On the other hand, there were some students who failed to write six reasons as to why most of African societies use storytelling as a tool for teaching the children. For example, one of the students wrote, "storytelling as a tool is process of play to the Recitation, to the society and it help other people to the theatre arts". Other students just wrote one, two or three lines only, which included statements that were not clear to the reader. There were also students who left the questions unanswered. Extract 10.2 shows a sample of unclear response from one of the students.

Extract 10.2



Q119 Most of Africa societies use storytelling as a tool for teaching the children. Given six reasons:

Storytelling is the process of play to the Recitation to the society and it help other people to the theatre arts.

The following reason of storytelling to the children:

It help to the society because the children is don't have the educate to the society if have be theatre arts.

It help other because is help people that is not have education if not read or is not have money.

If go to the station of theatre art and is play is getting money.

It help to the society other people or on the society on to the theatre arts.

It help that people who is not go to school.

If known, as because the people of society is not have money to go school and is getting to the theatre arts.

Extract 10.2 shows a sample of a response from a student who failed to explain six reasons as to why most of African societies use storytelling as a tool for teaching the children.

2.11 Question 11: Culture

This was an optional question that carried 20 marks. The students were required to write an essay describing with examples the six fundamental elements of culture. The question tested the students' knowledge about the elements of culture.

This question was attempted by 93 (56.02%) students out of 166 students who sat for the assessment. The performance was average, as 48.4 percent students scored from 6.0 to 12.5 marks, 3.2 percent students scored from 13.0 to 20.0 marks, and 48.4 percent students scored from 0.0 to 5.5 marks. Figure 11 summarizes the student's performance on this question.

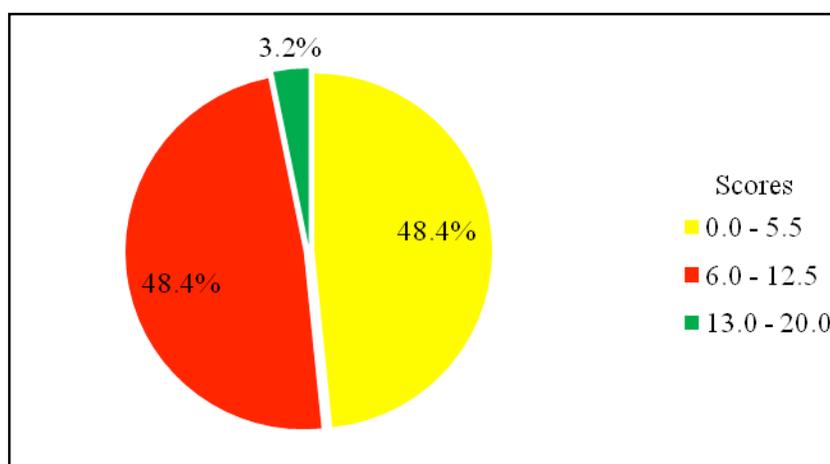


Figure 11: *The percentage of students' performance in question 11.*

The essay was supposed to include the meaning of the term Culture, elaborations of its elements and specific example to support each explained element. The term "*Culture*" can be defined as a shared learned symbolic systems of values, beliefs and attitudes that shapes and influences perception and behaviour. In a simple language, it means the total ways of people's life. It includes what people eat, speak or the way they worship their God/gods. Culture has various elements which consist of traditions, customs, beliefs and religion, language, art and crafts, and artifacts as well as symbols to name a few. The question required the students to identify the elements, describe the mentioned element with a support of vivid examples. Then, a student should provide conclusion of the essay. 03 (3.2%) students out of all 93 who answered this question responded correctly. These students were able to define the term culture, to identify the elements, provide relevant descriptions

and examples related to each element. The students who were able to describe the above six fundamental elements of culture proved that they had appropriate and relevant knowledge of the elements of Culture. Extract 11.1 shows a sample of correct responses from a student.

Extract 11.1

11 Culture, Is the total way of people's life. Every society has its own culture. Example Tswana we use Kuvwili language that its own culture that represents Tswana.

..... The following are fundamental elements of Culture:

..... Arts and Crafts, This is the technical and experience of in doing and making things. Example in building, drawing and poetry we need high experience of making poetry, art and baskets.

..... Beliefs, These are the people's feelings that related to worshipping. Example there some tribes that believe in gods their saviour of life to get assistance from them and there some tribes that believe in God their saviour of life. Example Christians and Muslims their belief in God.

..... Clothing, Wearing, Style also we can easy to know the a person their tribe through clothing. Example Masai we can their tribe because the wearing style can represent them.

..... Language, Also we can know easily a person their culture through its language. Example Tswana speak Kuvwili so we can know the person come from Tswana.

..... Norms and Values, These are standard of behaviour of person that lives at her/his life. So we can know creative behaviour of a person that have some example hard working, helping others people.

..... Traditional and Customs, Refer to the related of doing things that existed for long time ago. Example in the case of burial ceremony these they existed from one generation to another generation and Marriage and this existed from one generation to another generation.

..... In generally, the above are elements of culture such as foods. These elements of culture helps to pass knowledge and skills from one generation to another generation. It helps people to communicate to each other by using language and it helps to promote unity and solidarity in the society.

Extract 11.1 shows a sample of a correct response from a student who was knowledgeable about the fundamental elements of culture.

A number of students, 45 (48.4%) attained an average performance for this question. The students in this category were able to define, identify and tried to describe the elements of culture but failed to provide relevant descriptions and examples to support the identified elements. This shows that they were aware of the subject matter but the English language challenges limited their expressive skills. Extract 11.2 shows a sample from a student who had an average performance in this question.

Extract 11.2

11. Culture is the total way of peoples life. The following are with Examples, describe six fundamental elements of culture. These are:

Language, is the speech of people. To take the word. This is the example with describe six fundamental elements of culture.

Traditional, refers to the people group of people or society who make. This is the example describe fundamental elements of culture.

Belief, is the word of worshipping. This is the examples describe fundamental elements of culture.

Norm and value, is the word who people speak ing to another people or some groups who make the sound. This is the example of describe fundamental element of culture.

Theatre arts is the presentation of life to the audience through symbolic actions. This is the example describe fundamental elements of culture.

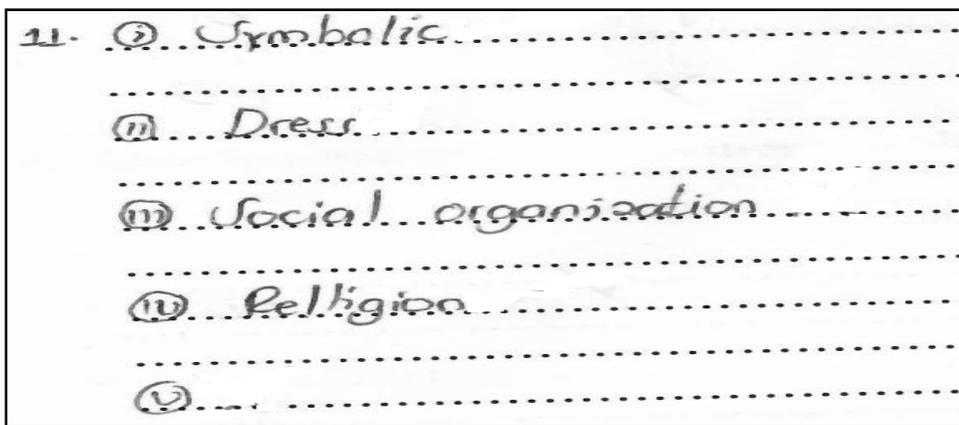
Craft, is the element of culture to that make the element of culture and other speech. This example of describe fundamental elements of culture.

All in all the above point are examples of describe fundamental elements of culture.

Extract 11.2 shows a sample of responses from a student who was able to mention some of the fundamental elements but failed to provide clear descriptions and examples.

However, there were other 45 (48.4) students who failed to respond to this question correctly. This group of students was able to define the concept of Culture but failed in identifying and providing descriptions and examples to support the identified elements. There were also students who copied different texts in the examination question paper and wrote them as elements of culture. Other students mentioned "symbolic, Dress, social organization and Religion" without giving supportive description. Students in this category reveal that they have insufficient knowledge on the assessed subject matter. Extract 11.3 shows a sample of irrelevant responses from a student.

Extract 11.3



Extract 11.3 shows a sample of a response from a student who failed to explain the six fundamental elements of culture.

3.0 ANALYSIS OF STUDENTS' PERFORMANCE PER TOPIC

The Theatre Arts FTNA 2018 had eleven (11) questions that were set from six (6) topics of Form One and Two. The analysis of the performance per topic shows that out of the six (6) tested topics, two (2) topics which are *Theatre Arts Practices in Tanzania*, *Performing Techniques in Selected Non-African Theatre* had good performance. However, two (2) topics which are, *Culture* and *Theatre Arts* had an average performance. On the other hand, two (2) topics specifically *Performing Techniques in African Theatre* and *World Theatre Practices* had poor performance as summarised in the Appendix.

Further analysis of performance in each question reveals that the students had good marks in questions number 1, 4 and 9. Students had also average scores

in questions number 5, 8 and 11. The poor performance was observed in questions number 2, 3, 6, 7 and 10.

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

The analysis of the student's performance has been done on the questions that were performed well, average and those that were poorly performed,

The general performance of the students in 019 Theatre Arts in FTNA was average because the majority of the students' marks ranges on average scores. The students' performance was good in the topics of *Theatre Arts Practices in Tanzania*, *Performing Techniques in Selected Non-African Theatre*. The performance of students was average on the topics of *Culture* and *Theatre Arts*. Furthermore, the students' performance was poor in the topics of *Performing Techniques in African Theatre* and *World Theatre Practices*.

Most of the students who passed the FTNA were able to provide comprehensive answers because they had enough knowledge and skills about the content tested in Theatre Arts. However, some of the students failed to score the full marks allocated in respective questions because of insufficient knowledge of the topics that were tested in the assessment, misconception about the topics that were tested and poor knowledge of English language, which prevented them from providing clear explanations.

4.2 Recommendations

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

- (a) Subject teachers should guide students to prepare well for Theatre Arts assessment so as to be able to answer the assessment questions as required. Teachers should also help students on how to identify the demands of the questions.
- (b) Subject teachers should encourage students to participate in Theatre Arts activities, such as forming school theatre arts clubs. These clubs will facilitate students to engage in theatre activities, hence improve their knowledge and skills in theatre.

- (c) Teachers should encourage students to use English Language in their daily activities, all activities and if possible the performance within or outside the class should be in English language which will help them to improve their English language proficiency, that has been noted as a challenge in most of the students' responses.
- (d) Performances of plays should be encouraged to enable students understand the techniques embedded in theatrical productions.
- (e) Teachers should organise study trip to the different Theatre performances areas or institutions dealing with theatre activities. This will enhance students' direct learning from real situation.
- (f) Teachers should also use teaching strategies and techniques as recommended in the syllabus per each topic to improve their performance in those topics which were poorly performed. For example, they may use appropriate teaching aid recommended to such outcome.

Summary of Students' Performance per Topic

S/N	Topic	Questions number	Percentage of students' who scored 30 percent and above	Remarks
1	World Theatre Practices, Performing Techniques in African Theatre and Performing Techniques in Selected Non-African Theatre	4	90.4	Good
2	Theatre Arts Practices in Tanzania, World Theatre Practices, Performing Techniques in African Theatre and Performing Techniques in Selected Non-African Theatre	1	88.6	Good
3	Theatre Arts Practices in Tanzania and Performing Techniques in African Theatre	9	66.9	Good
4	Theatre Arts, Culture and World Theatre Practices	5	57.2	Average
5	Culture	8 and 11	44.45	Average
6	Performing Techniques in African Theatre	6 and 10	25.2	Poor
7	Culture, Theatre Arts, Theatre Arts Practice in Tanzania, World Theatre Practices, and Performing Techniques in African Theatre	3	22.24	Poor
8	World Theatre Practices	2 and 7	15.95	Poor

